

## The Cambridge Handbook of Bilingual Processing

How does a human acquire, comprehend, produce, and control multiple languages with just the power of one mind? What are the cognitive consequences of being a bilingual? These are just a few of the intriguing questions at the core of studying bilingualism from psycholinguistic and neurocognitive perspectives. Bringing together some of the world's leading experts in bilingualism, cognitive psychology, and language acquisition, *The Cambridge Handbook of Bilingual Processing* explores these questions by presenting a clear overview of current theories and findings in bilingual processing. This comprehensive handbook is organized around overarching thematic areas including theories and methodologies, acquisition and development, comprehension and representation, production, control, and the cognitive consequences of bilingualism. The handbook serves as an informative overview for researchers interested in cognitive bilingualism and the logic of theoretical and experimental approaches to language science. It also functions as an instrumental source of readings for anyone interested in bilingual processing.

JOHN W. SCHWIETER is an associate professor of Spanish and linguistics and Faculty of Arts Teaching Scholar at Wilfrid Laurier University in Waterloo, Ontario, Canada, where he is also the Director of the Psycholinguistics and Language Acquisition Laboratory. He is also a Visiting Professor of Applied Linguistics in the Centre for Applied Research and Outreach in Language Education at the University of Greenwich in London, England.

Cambridge University Press  
 978-1-107-06058-6 - The Cambridge Handbook of Bilingual Processing  
 Edited by John W. Schwieter  
 Frontmatter  
[More information](#)

#### CAMBRIDGE HANDBOOKS IN LANGUAGE AND LINGUISTICS

Genuinely broad in scope, each handbook in this series provides a complete state-of-the-field overview of a major sub-discipline within language study and research. Grouped into broad thematic areas, the chapters in each volume encompass the most important issues and topics within each subject, offering a coherent picture of the latest theories and findings. Together, the volumes will build into an integrated overview of the discipline in its entirety.

#### Published titles

*The Cambridge Handbook of Phonology*, edited by Paul de Lacy  
*The Cambridge Handbook of Linguistic Code-switching*, edited by Barbara E. Bullock and Almeida Jacqueline Toribio  
*The Cambridge Handbook of Child Language*, edited by Edith L. Bavin  
*The Cambridge Handbook of Endangered Languages*, edited by Peter K. Austin and Julia Sallabank  
*The Cambridge Handbook of Sociolinguistics*, edited by Rajend Mesthrie  
*The Cambridge Handbook of Pragmatics*, edited by Keith Allan and Kasia M. Jaszczolt  
*The Cambridge Handbook of Language Policy*, edited by Bernard Spolsky  
*The Cambridge Handbook of Second Language Acquisition*, edited by Julia Herschensohn and Martha Young-Scholten  
*The Cambridge Handbook of Biolinguistics*, edited by Cedric Boeckx and Kleanthes K. Grohmann  
*The Cambridge Handbook of Generative Syntax*, edited by Marcel den Dikken  
*The Cambridge Handbook of Communication Disorders*, edited by Louise Cummings  
*The Cambridge Handbook of Stylistics*, edited by Stockwell and Whiteley  
*The Cambridge Handbook of Linguistic Anthropology*, edited by Enfield, Kockelman and Sidnell  
*The Cambridge Handbook of English Corpus Linguistics*, edited by Douglas Biber and Randi Reppen  
*The Cambridge Handbook of Bilingual Processing*, edited by John W. Schwieter

#### Further titles planned for the series

*The Cambridge Handbook of Morphology*, edited by Hippisley and Stump  
*The Cambridge Handbook of Historical Syntax*, edited by Ledgeway and Roberts  
*The Cambridge Handbook of Formal Semantics*, edited by Maria Aloni and Paul Dekker  
*The Cambridge Handbook of English Historical Linguistics*, edited by Merja Kytö and Päivi Pahta  
*The Cambridge Handbook of Linguistic Multicompetence*, edited by Li Wei and Vivian Cook  
*The Cambridge Handbook of Child Language, Second Edition*, edited by Edith L. Bavin and Letitia Naigles  
*The Cambridge Handbook of Areal Linguistics*, edited by Raymond Hickey  
*The Cambridge Handbook of Linguistic Typology*, edited by Alexandra Aikhenvald and R. M. W. Dixon

Cambridge University Press  
978-1-107-06058-6 - The Cambridge Handbook of Bilingual Processing  
Edited by John W. Schwieter  
Frontmatter  
[More information](#)

---

# The Cambridge Handbook of Bilingual Processing

Edited by  
**John W. Schwieter**

Cambridge University Press  
978-1-107-06058-6 - The Cambridge Handbook of Bilingual Processing  
Edited by John W. Schwieter  
Frontmatter  
[More information](#)

---

**CAMBRIDGE**  
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

[www.cambridge.org](http://www.cambridge.org)

Information on this title: [www.cambridge.org/9781107060586](http://www.cambridge.org/9781107060586)

© Cambridge University Press 2015

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2015

Printed in the United Kingdom by TJ International Ltd. Padstow Cornwall

*A catalogue record for this publication is available from the British Library*

*Library of Congress Cataloguing in Publication data*

The Cambridge handbook of bilingual processing / edited by John W. Schwieter.  
pages cm. – (Cambridge handbooks in language and linguistics)

Includes bibliographical references and index.

ISBN 978-1-107-06058-6 (hardback)

1. Bilingualism – Handbooks, manuals, etc. 2. Education, Bilingual – Handbooks, manuals, etc. 3. Language acquisition – Handbooks, manuals, etc. 4. Second language acquisition – Research. 5. Language and languages – Research. I. Schwieter, John W., 1979– editor.

P115.2.C36 2015

404'.2083–dc23

2014048696

ISBN 978-1-107-06058-6 Hardback

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

Cambridge University Press  
978-1-107-06058-6 - The Cambridge Handbook of Bilingual Processing  
Edited by John W. Schwieter  
Frontmatter  
[More information](#)

---

*In memory of our bilingual friend Simon Ratsamy, who was taken  
far too early from  
his friends and family. May he rest peacefully and always be  
celebrated by those who loved him.*

Cambridge University Press  
978-1-107-06058-6 - The Cambridge Handbook of Bilingual Processing  
Edited by John W. Schwieter  
Frontmatter  
[More information](#)

---

# Contents

<i>List of figures</i>	<i>page</i> x
<i>List of tables</i>	xii
<i>Contributors</i>	xiii
<i>Acknowledgments</i>	xvi
<b>Part I Introduction</b>	1
1 Bilingual processing: a dynamic and rapidly changing field <i>John W. Schwieter and Natasha Tokowicz</i>	3
<b>Part II Theories and methodologies</b>	27
2 Six decades of research on lexical presentation and processing in bilinguals <i>Nan Jiang</i>	29
3 Computational modeling of bilingual language acquisition and processing: conceptual and methodological considerations <i>Ping Li and Xiaowei Zhao</i>	85
4 Methods for studying adult bilingualism <i>Michael Spivey and Cynthia Cardon</i>	108
5 Methods for studying infant bilingualism <i>Krista Byers-Heinlein</i>	133
<b>Part III Acquisition and development</b>	155
6 Becoming bilingual: are there different learning pathways? <i>Núria Sebastián-Gallés</i>	157
7 Phonology and morphology in lexical processing <i>Kira Gor</i>	173
8 Processing perspectives on instructed second language acquisition <i>Bill VanPatten</i>	200
9 Learning second language vocabulary: insights from laboratory studies <i>Natasha Tokowicz and Tamar Degani</i>	216
10 Second language constructions: usage-based acquisition and transfer <i>Nick Ellis, Ute Römer, and Matthew O'Donnell</i>	234

viii	<i>Contents</i>	
11	Variability in bilingual processing: a dynamic approach <i>Wander Lowie and Kees de Bot</i>	255
	<b>Part IV Comprehension and representation</b>	273
12	Conceptual representation in bilinguals: the role of language specificity and conceptual change <i>Panos Athanasopoulos</i>	275
13	Emotion word processing within and between languages <i>Jeanette Altarriba and Dana Basnight-Brown</i>	293
14	Orthographic processing in bilinguals <i>Walter J. B. van Heuven and Emily L. Coderre</i>	308
15	Bilingual lexical access during written sentence comprehension <i>Ana Schwartz</i>	327
16	Cross-language interactions during bilingual sentence processing <i>Paola Dussias, Amelia J. Dietrich, and Álvaro Villegas</i>	349
	<b>Part V Production</b>	367
17	Individual differences in second language speech production <i>Judit Kormos</i>	369
18	Parallel language activation in bilinguals' word production and its modulating factors: a review and computer simulations <i>Annette M. B. de Groot and Peter A. Starreveld</i>	389
19	Cross-language asymmetries in code-switching patterns: implications for bilingual language production <i>Carol Myers-Scotton and Janice Jake</i>	416
20	Intra-sentential code-switching: cognitive and neural approaches <i>Janet G. van Hell, Kaitlyn A. Litcofsky, and Caitlin Y. Ting</i>	459
	<b>Part VI Control</b>	483
21	Selection and control in bilingual comprehension and production <i>Judith F. Kroll, Jason W. Gullifer, Rhonda McClain, Eleonora Rossi, and María Cruz Martín</i>	485
22	On the mechanism and scope of language control in bilingual speech production <i>Cristina Baus, Francesca Branzi, and Albert Costa</i>	508
23	Behavioral measures of language control: Production and comprehension <i>Julia Festman and John W. Schwieter</i>	527
24	Neural perspectives of language control <i>Arturo Hernandez</i>	548
	<b>Part VII Consequences of bilingualism</b>	569
25	Cognitive consequences of bilingualism: executive control and cognitive reserve <i>Ellen Bialystok and Fergus Craik</i>	571
26	Does bilingual exercise enhance cognitive fitness in traditional non-linguistic executive processing tasks? <i>Matthew O. Hilchey, Jean Saint-Aubin, and Raymond M. Klein</i>	586



	<i>Contents</i>	ix
27	Neural consequences of bilingualism for cortical and subcortical function <i>Jennifer Krizman and Viorica Marian</i>	614
28	How bilingualism shapes the mental lexicon <i>Gary Libben and Mira Goral</i>	631
29	Losing a first language to a second language <i>Eve Higby and Loraine Obler</i>	645
30	Moving beyond two languages: The effects of multilingualism on language processing and language learning <i>Jared Linck, Erica Michael, Ewa Golonka, Alina Twist, and John W. Schwieter</i>	665
	<i>References</i>	695
	<i>Index</i>	829

# Figures

2.1	Lexical representation and processing in bilinguals: models and hypotheses	82
3.1	An illustration of (a) localist representation and (b) distributed representation	90
3.2	Three basic connectionist network architectures	92
3.3	A sketch of the DevLex-II Model (adapted from Zhao & Li, 2010)	102
3.4	Bilingual semantic representations as a function of age of acquisition	104
5.1	Growth in yearly citations from 1993–2012 of papers related to early life (infant, infancy, toddler, toddlerhood) and bilingualism (bilingual, bilingualism, dual language)	134
5.2	An illustration of different measures of vocabulary size in a hypothetical French–English bilingual infant	143
6.1	Illustration of the lack of clear separations between words in the speech signal	158
6.2	Four schematic developmental trajectories of phoneme perception in four groups of infants and contrasts	164
10.1	BNC verb type distribution for ‘V across n’ (left) and ‘V of n’ (right)	239
10.2	A semantic network for ‘V across n’ from the BNC using WordNet as a base. Node size is proportional to degree	240
10.3	Experiment 1 log10 verb generation frequency against log10 verb frequency in that VAC in the BNC for ‘V of n’	242
10.4	L1 English and German, Spanish and Czech L2 English log10 verb generation frequency against log10 verb frequency in that VAC in the BNC for VACs ‘V about n’	245
10.5	L1 English and German, Spanish and Czech L2 English log10 verb generation frequency against log10 verb frequency in that VAC in the BNC for VACs ‘V between n’	246

10.6	L1 English and German, Spanish and Czech L2 English log10 verb generation frequency against log10 verb frequency in that VAC in the BNC for VACs 'V against n'	247
10.7	Correlations between learner and native speaker responses	250
15.1	The Bilingual Interactive Activation (BIA) Model (adapted from Dijkstra & van Heuven, 1998)	331
15.2	The Bilingual Interactive Activation Model revised (BIA+) (adapted from Dijkstra & van Heuven, 2002)	332
18.1	A model of picture naming in bilinguals (based on Costa et al., 2000)	399
18.2	The basic layout of the networks used in our simulations of the activation of a phonological node of a cognate (a) and a non-cognate (b)	408
18.3	A model of picture naming in bilinguals	409
18.4	Computer simulation results	411
19.1	Production model and the 4-M model of morpheme classification	420
25.1	Mean RT and standard error for facilitation and cost in the Stroop task	574
26.1	Group differences in inhibitory control and executive processing in children	598
26.2	Group differences in inhibitory control and executive processing in young adults	604
26.3	Discrepancy in interference effects as a function practice	606
26.4	Group differences in inhibitory control and executive processing in older adults	607
26.5	Discrepancy in interference effects as a function of task complexity	609
27.1	Schematic of the nuclei of the auditory and executive systems	617
27.2	Schematic of the nuclei of the auditory and executive systems	622
27.3	Bilinguals demonstrate unique relationships between auditory and executive systems	629

# Tables

5.1	Best practice for characterizing language exposure in bilingual infants	136
10.1	Multiple regression summary statistics for the analyses of 131 L1 English respondents and 131 German, Spanish, and Czech L2 English respondents	245
10.2	‘V in n,’ top-20 verbs in native speaker and learner responses	251
12.1	Summary of the degree to which each of the four main models discussed can accommodate language specificity, developmental aspects of bilingualism, and phenomena of conceptual change	288
19.1	Distribution of English nouns in Spanish-framed CPs (Milian corpus, 1995)	439
19.2	Italian-Swiss German asymmetry: mixed NPs vs. NP EL Islands (Perziosa-Di Quinzio, 1992, corpus)	441
23.1	Mean reaction times, standard deviations, accuracy rates, and costs in the language switching task, by language dominance and by group	541
26.1	Summary of the recent literature on bilingualism and non-linguistic executive function	595
30.1	Summary of implications for L3 course design and instruction	692

# Contributors

Jeanette Altarriba, Department of Psychology, University at Albany, State University of New York  
Panos Athanasopoulos, Department of Linguistics and English Language, Lancaster University  
Dana Basnight-Brown, Department of Psychology, United States International University, East Africa  
Cristina Baus, Center of Brain and Cognition, Universitat Pompeu Fabra/Université Aix-Marseille  
Ellen Bialystok, Department of Psychology, York University/Rotman Research Institute at Baycrest  
Francesca Branzi, Center of Brain and Cognition, Universitat Pompeu Fabra  
Krista Byers-Heinlein, Department of Psychology, Concordia University  
Cynthia Cardon, Department of Psychology, University of California, Merced  
Emily L. Coderre, Department of Neurology, Johns Hopkins University School of Medicine  
Albert Costa, Center of Brain and Cognition, Universitat Pompeu Fabra/Institució Catalana de Recerca i Estudis Avançats (ICREA)  
Fergus Craik, Rotman Research Institute at Baycrest/Department of Psychology, University of Toronto  
María Cruz Martín, Department of Psychology, Pennsylvania State University  
Kees de Bot, Department of Applied Linguistics, University of Groningen  
Annette M. B. de Groot, Department of Psychology, University of Amsterdam  
Tamar Degani, Institute of Information Processing and Decision Making, University of Haifa  
Amelia J. Dietrich, Department of Spanish, Italian, and Portuguese, Pennsylvania State University

- Paola Dussias, Department of Spanish, Italian, and Portuguese,  
Pennsylvania State University
- Nick Ellis, Department of Psychology, University of Michigan
- Julia Festman, Research Group on Diversity and Inclusion, University of  
Potsdam
- Ewa Golonka, Center for Advanced Study of Language, University of  
Maryland
- Kira Gor, School of Languages, Literatures, and Cultures, University of  
Maryland
- Mira Goral, Department of Speech–Language–Hearing Sciences, Lehman  
College, The City University of New York, New York
- Jason W. Gullifer, Department of Psychology, Pennsylvania State University
- Arturo Hernandez, Department of Psychology, University of Houston
- Eve Higby, Program in Speech–Language–Hearing Sciences, University of  
New York Graduate Center, New York
- Matthew O. Hilchey, Department of Psychology and Neuroscience,  
Dalhousie University
- Janice Jake, Department of English, Midlands Technical College
- Nan Jiang, School of Languages, Literatures, and Cultures, University of  
Maryland
- Raymond M. Klein, Department of Psychology and Neuroscience,  
Dalhousie University
- Judit Kormos, Department of Linguistics and English Language, Lancaster  
University
- Jennifer Krizman, Department of Communication Sciences and Disorders,  
Northwestern University
- Judith F. Kroll, Department of Psychology, Pennsylvania State University
- Ping Li, Department of Psychology, Pennsylvania State University
- Gary Libben, Office of the Vice-President: Research, Brock University
- Jared Linck, Center for Advanced Study of Language, University of  
Maryland
- Kaitlyn A. Litcofsky, Department of Psychology, Pennsylvania State  
University
- Wander Lowie, Department of Applied Linguistics, University of  
Groningen
- Rhonda McClain, Department of Psychology, Pennsylvania State  
University
- Viorica Marian, Department of Communication Sciences and Disorders,  
Northwestern University
- Erica Michael, Center for Advanced Study of Language, University of  
Maryland
- Carol Myers-Scotton, Department of Linguistics and Languages, Michigan  
State University
- Loraine Obler, Program in Speech–Language–Hearing Sciences, The City  
University of New York Graduate Center, New York

- 
- Matthew O'Donnell, Institute for Social Research/Communication  
Neuroscience Laboratory, University of Michigan  
Ute Römer, Department of Applied Linguistics and ESL, Georgia State  
University  
Eleonora Rossi, Department of Psychology, Pennsylvania State University  
Jean Saint-Aubin, School of Psychology, Université de Moncton  
Ana Schwartz, Department of Psychology, University of Texas at El Paso  
John W. Schwieter, Psycholinguistics and Language Acquisition  
Laboratory, Department of Languages and Literatures, Wilfrid Laurier  
University/Centre for Applied Research and Outreach in Language  
Education, University of Greenwich  
Núria Sebastián-Gallés, Center for Brain and Cognition and Department of  
Technology, Universitat Pompeu Fabra  
Michael Spivey, Department of Cognitive and Information Sciences,  
University of California, Merced  
Peter A. Starreveld, Department of Psychology, University of Amsterdam.  
Caitlin Y. Ting, Department of Psychology, Pennsylvania State University  
Natasha Tokowicz, Department of Psychology/Department of Linguistics/  
Learning Research and Development Center, University of Pittsburgh  
Alina Twist, Center for Advanced Study of Language, University of  
Maryland  
Janet G. van Hell, Department of Psychology, Pennsylvania State  
University  
Walter J. B. van Heuven, School of Psychology, University of Nottingham  
Bill VanPatten, Department of Romance and Classical Studies, Michigan  
State University  
Álvaro Villegas, Department of Modern Languages and Literatures,  
University of Central Florida  
Xiaowei Zhao, Department of Psychology, Emmanuel College

# Acknowledgments

I am lucky to have been supported by many people throughout the development of *The Cambridge Handbook of Bilingual Processing*. On a personal level, I am very fortunate to have the continuous support of Prof. J. Luis Jaimes-Domínguez and my wonderful parents, Herb and Melinda Schwieter. Professionally speaking, I am extremely thankful to several individuals at Cambridge University Press: to Helen Barton, Commissioning Editor, Linguistics, for having suggested this timely handbook idea and for her efficient assistance and support throughout this project; to Joanna Breeze, Senior Production Editor, Academic Books, for her professional and experienced guidance; to Sarah Green, Editor, Humanities and Social Sciences, for her promptness and resourcefulness; and to Martin Barr, copy-editor, for his meticulous and thorough copy-editing.

I am also very grateful to my two editorial assistants for their excellent work during the preparation of the manuscript: Dr. Aline Ferreira, associate director of the Psycholinguistics and Language Acquisition Research Laboratory and postdoctoral fellow in psychology at Wilfrid Laurier University and sessional instructor of Portuguese at the University of Toronto; and Gabrielle Klassen, my former undergraduate research assistant at Wilfrid Laurier University and a current Ph.D. candidate of Hispanic linguistics at the University of Toronto. I gratefully acknowledge that financial support to hire these two assistants was received from a grant partly funded by Wilfrid Laurier University operating funds and partly by a Social Sciences and Humanities Research Council of Canada Institutional Grant.

Needless to say, *The Cambridge Handbook of Bilingual Processing* would not exist had it not been for the dedication and hard work of individuals who contributed to its contents. I recall that one anonymous peer reviewer of this handbook proposal stated: “It would be difficult to put together a better line-up of authors. The vast majority of them are truly well known leaders in the field and I’m actually surprised that Schwieter was able to get them all on board.” This statement still puts a smile on my face because



I too was pleasantly surprised and I continue to feel humbled that they graciously accepted my invitation to contribute to this project. They have helped me to build a comprehensive handbook which showcases prominent theories and findings regarding psycholinguistic and neurocognitive approaches to bilingualism and language acquisition which we feel is a much-needed addition to the field of Bilingual Processing.

Finally, I am extremely grateful to the scholars – both internal and external to this project – who accepted my invitation to serve as anonymous peer-reviewers of the chapters. It is without a doubt that their knowledge and expertise have strengthened the content of this handbook and its implications for future research. As such, I would like to extend my sincere thanks to the following researchers:

- Jeanette Altarriba, University at Albany, State University of New York  
Panos Athanasopoulos, Lancaster University  
María Teresa Bajo, University of Granada  
Joe Barcroft, Washington University in St. Louis  
Cristina Baus, Universitat Pompeu Fabra  
Alessandro Benati, University of Greenwich  
Susan Bobb, Northwestern University  
Agnes Bolonyai, North Carolina State University  
Laura Bosch, Universitat de Barcelona  
Amanda Brown, Syracuse University  
Krista Byers-Heinlein, Concordia University  
Emanuel Bylund, Stockholm University  
Marco Calabria, Universitat Pompeu Fabra  
Emily L. Coderre, Johns Hopkins University  
Eva Commissaire, University of Strasbourg  
Barbara Conboy, University of Redlands  
Roberto de Almeida, Concordia University  
Kees de Bot, University of Groningen  
Annette M. B. de Groot, University of Amsterdam  
Annick De Houwer, Universität Erfurt  
Jean-Marc Dewaele, Birkbeck, University of London  
Guosheng Ding, Beijing Normal University  
Paola Dussias, Pennsylvania State University  
Eileen Fancher, Florida State University  
Corinne Fischer, St. Michael’s Hospital/University of Toronto  
Gabrielle Garbin, Universitat Jaume I  
Monica Gonzalez-Marquez, Cornell University  
Kira Gor, University of Maryland  
Mira Goral, The City University of New York  
Jonathan Grainger, Aix-Marseille University  
Anna Hatzidaki, Universitat Pompeu Fabra  
Roberto Heredia, Texas A&M International University

- Arturo Hernandez, University of Houston  
Eve Higby, The City University of New York Graduate Center  
Noriko Hoshino, Kobe City University of Foreign Studies  
Ludmila Isurin, Ohio State University  
Scott Jarvis, Ohio University  
Nan Jiang, University of Maryland  
Jungna Kim, The City University of New York Graduate Center  
Iring Koch, RWTH Aachen University  
Gerrit Jan Kootstra, Radboud University Nijmegen  
Raymond M. Klein, Dalhousie University  
Judith F. Kroll, Pennsylvania State University  
Wido La Heij, Universiteit Leiden  
James Lee, University of New South Wales  
Gary Libben, Brock University  
Jared A. Linck, Center for Advanced Study of Language, University of Maryland  
Gillian Lord, University of Florida  
Wander Lowie, University of Groningen  
Brian MacWhinney, Carnegie Mellon University  
Katherine Mathis, Bates College  
Silvina Montrul, University of Illinois at Urbana-Champaign  
Loraine Obler, The City University of New York Graduate Center  
Francisco Palermo, University of Missouri  
Andrea Philipp, RWTH Aachen University  
David Peeters, Max Planck Institute for Psycholinguistics  
Gregory Poarch, York University  
Anat Prior, University of Haifa  
Mikel Santesteban, University of the Basque Country  
Ana Schwartz, University of Texas at El Paso  
Núria Sebastián-Gallés, Universitat Pompeu Fabra  
Christine Shea, University of Iowa  
Antonella Sorace, University of Edinburgh  
Peter A. Starreveld, University of Amsterdam  
Gretchen Sunderman, Florida State University  
Arnaud Szmalec, Université Catholique de Louvain  
Natasha Tokowicz, University of Pittsburgh  
John Truscott, National Tsing Hua University  
Jorge Valdes-Kroff, University of Florida  
Janet van Hell, Pennsylvania State University  
Walter J. B. van Heuven, University of Nottingham  
Jungmee Yoon, The City University of New York Graduate Center