

Special Issue

The Cognitive Effects of Bilingualism in Developmental Disorders

Message from the Guest Editor

Bilingualism has been reported to confer advantages in cognitive domains such as Executive Functions and Theory of Mind (Adesope et al., 2010; Bialystok, 2011; Schroeder, 2018). These areas may be specifically impaired in subgroups of children with developmental disorders (DD), including but not limited to those with Autism Spectrum Disorder (ASD), Developmental Language Disorder (DLD), Attention Deficit Hyperactivity Disorder (ADHD) and Down syndrome (DS) (Yirmiya et al., 1996; Happé et al., 2006; Korkmaz, 2011; Crisci et al., 2021). While research indicates that children with DD can successfully acquire two languages (Kay-Raining Bird, 2016), work specifically exploring the cognitive effects of this linguistic experience is scarce. The findings of such work would be of both theoretical and practical relevance: theoretically, they would shed new light on the language-cognition interface, and practically, they would allow parents of children with DD to make evidence-based decisions regarding dual language exposure. This Special Issue of *Languages* thus welcomes investigations of the effects of bilingualism on the cognitive abilities of children with DD.

Guest Editor

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Message from the Editorial Board

Languages (ISSN 2226-471X) is now in its eighth year since its inception in 2015. It is an Open Access journal which seeks to stimulate debates on key issues in languages and linguistics. We welcome papers at the cutting edge of different fields, ranging from applied linguistics to descriptive and theoretical linguistics. Submissions may consist of research articles and critical reviews as well as proposals for Special Issues where multi-disciplinary approaches and different perspectives on current issues are explored. We invite you to consider *Languages* as a forum for sharing your work.

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