Preface

The presentation of a volume on *Methods in Bilingual Reading Comprehension Research* is timely and provides a much-needed set of methodological tools to further understand reading and sentence processing in bilinguals. Although much has been written on the bilingual's lexical and conceptual representations—mostly at the word level—much less is known about the ongoing bilingual reading processes and the appropriateness of the experimental tasks, as bilinguals comprehend cross-language and mixed language information at the sentence and connected text levels. *Methods in Bilingual Reading Comprehension Research* reviews and presents new bilingual and cross-language reading findings from classic behavioral experimental techniques, such as the *rapid-serial visual presentation* (RSVP) task, the *visual moving window* (VMW), the *cross-modal lexical priming* (CMLP) task, the *eye-tracking paradigm*, and the latest brain-viewing neuropsycholinguistic/neurobiological methodologies including *event-related potentials* (ERPs) and *functional magnetic resonance imaging* (fMRI).

This book is written from an empirical/methodological perspective, and it provides readers and undergraduate/graduate students with the opportunity to acquire *hands-on* experience in the development of basic reading experiments. Each chapter includes a *Suggested Student Research Projects* section. Selected chapters include detailed procedures on how to design and develop reading experiments using sample scripts from experiment builder software (e.g., E-Prime, PsyScope, OpenSesame). *Methods in Bilingual Reading Comprehension Research* has been conceived of as an advanced book for both the undergraduate and graduate levels and represents the first such text of its kind to critically examine the contribution of behavioral, brain-viewing, and computational (i.e., computer simulations) approaches to better our understanding of the bilingual's basic reading processes. To our knowledge, no other published book has addressed these issues directly. It is hoped that this book contributes to the development and establishment of *Bilingual Reading* as a subfield of bilingual sentence processing and will fill a significant gap in the literature on bilingual language processing.

Finally, we would be remiss, however, if we did not acknowledge Besner and Humphreys (1991), Coltheart (1987), and Rayner and Pollatsek (1989) as classic texts that shaped our understanding of reading, and particularly Kieras and Just (1984) that served as the inspiration for *Methods in Bilingual Reading Comprehension Research.*

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