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The Bilingual Language Profile in Action: Documenting Nuances in Bilingualism Research

Since its publication in 2012, the Bilingual Language Profile (BLP) has been cited in 925 studies as of May 2026. The following annotated bibliography provides a sample of the BLP in use by presenting studies with a diverse range of topics and languages under investigation.

Alraddadi, H., Aveledo, F., Hangelbroek, R., & Treffers-Daller, J. (2025). Paying attention to verb-noun collocations among returnees and heritage speakers: How vulnerable are L2 English collocations to attrition? *Bilingualism: Language and Cognition*, 28, 2, 563–576.

<https://doi.org/10.1017/S1366728924000610>

This study investigates the attrition of verb-noun collocation in L2 after reduced input in heritage speakers. A total of 118 Arabic-English bilinguals participated in this study. The participants were allocated to five groups based on their language history: child returnees, adolescent returnees, child heritage speakers (HS), adolescent HSs, and adult HSs. An adapted version of the BLP was used to assess the language dominance, where a negative score showed Arabic dominance and positive score showed English dominance. A near zero score indicated balanced bilingualism. The study used backward digit span tasks to measure working memory. A gap-filling task and acceptability judgement task were used to assess the participant's knowledge of English collocations. The results revealed that language dominance

differed considerably by group, both with respect to general dominance as measured with the BLP and dominance at the level of English and Arabic vocabulary.

Angelovska, T., Roehm, D., & Weinmüller, S. (2023). Uncovering transfer effects of dominance and proficiency in L3 English acquisition using the visual moving window paradigm and grammaticality judgments. *Applied Linguistics Review*, 14, 1, 115–143.

<https://doi.org/10.1515/applirev-2019-0075>

To examine the extent to which syntactic transfer of verb-second order from the L2 to the L3 is influenced by language proficiency and dominance, this study administered the BLP in German to 15 English L3-speakers with L2 German and different non-verb-second L1s. The participants were not sorted into groups, rather the results of the BLP were taken as a continuous variable. Only a score of exactly zero was understood as balanced bilingualism. These 15 English L3-speakers and a control group of 15 L1 English speakers completed a visual moving window paradigm and a timed grammaticality judgement task. The results showed that dominance is a determining key factor for accuracy judgment and reaction time, but only in interaction with proficiency: Participants with low proficiency exhibited a strong influence of dominance, whereas participants with high proficiency only showed little or no influence. For reading time, dominance was not found to be influential.

Black, M., Joanisse, M. F., & Rafat, Y. (2020). Language dominance modulates the perception of Spanish approximants in late bilinguals. *Languages*, 5, 7.

<https://doi.org/10.3390/languages5010007>

On the basis of Spanish approximants, this study addresses how perceptual effects are modulated by factors related to language dominance. To this end, L2 perception of Spanish

approximants [β, δ, γ] in comparison with their voiced stop counterparts [b, d, g] by adult English-Spanish bilinguals is examined. A total of 23 L2 Spanish learners (L1 English) and 10 L1 Spanish speakers (L2 English learners) were included in the study. The perception of target phones was assessed via VCV (vowel-consonant-vowel) sequences featuring both Spanish approximants [β, δ, γ] and voiced stops [b, d, g] in intervocalic position in an AX discrimination task. The BLP score showed three distinct groups in which scores were either well above or below ± 100 , or were around zero. The study confirmed that English-dominant participants show lower perceptual accuracy scores than the Spanish-dominant participants. The results suggest that language dominance is correlated with perceptual accuracy of similar phones in English and Spanish.

Bonvin, A., Brugger, L., & Berthele, R. (2023). Lexical measures as a proxy for bilingual language dominance? *International Review of Applied Linguistics in Language Teaching*, 61, 2, 257–285. <https://doi.org/10.1515/iral-2020-0093>

With the goal of providing more insight into how language dominance as an individual factor can be conceptualized, this study investigates to what extent language dominance is congruent with vocabulary knowledge in each language using the BLP and lexical tests. This study analyzes data on language profiles of 225 French/German and 70 Italian/German adult bilinguals from Switzerland from three different projects. Each of the three projects made some minor adjustments to the original BLP to better suit the local context and improve the validity of participants' responses. The data on French/German bilinguals showed a strong linear relationship between vocabulary proficiency (LexTALE) and BLP indices. An analysis of the subtraction-derived indices showed a positive relationship between the BLP and the lexical proficiency measures for the Italian/German group as well. Although self-evaluation of

the four language skills has been criticized, the study concludes that the BLP's proficiency module serves as a useful proxy for deriving a subtraction-based measure of language.

Carrasco-Ortiz, H., Amegual, M., & Gries, S. T. (2021). Cross-language effects of phonological and orthographic similarity in cognate word recognition. The role of language dominance.

Linguistic Approaches to Bilingualism, 11, 3, 389–417.

<https://doi.org/10.1075/lab.18095.car>

This study explores how different degrees of orthographic and phonological overlap affect the recognition of cognate words as a function of language dominance. 48 university students participated in the study. One group consisted of English L1 speakers, who were learning Spanish as L2, while the other group consisted of heritage Spanish speakers, who acquired English at an early age. All four BLP modules were used to determine the language dominance. Dominance scores ranged from –123.1 (Spanish-dominant) to 154.1 (English-dominant). Data from four participants with scores near zero, indicating balanced bilingualism, were excluded. Participants were shown words on a computer screen and asked to read the word and perform the Lexical Decision Task. The study found that word processing in both the dominant and non-dominant language is modulated by orthographic and phonological similarity across languages.

Cowan, T., Calandruccio, L., Buss, E., Rodriguez, B., & Leibold, L. J. (2023). Predicting language dominance in Spanish/English bilingual adults based on relative speech-in-speech recognition scores. *International Journal of Bilingualism*, 28, 5, 845–862.

<https://doi.org/10.1177/13670069231195394>

To investigate whether comparing the speech-in-speech recognition thresholds (SRTs) in each language is feasible to estimate the language dominance for Spanish/English bilingual adults, this study focuses on the within-person difference in SRTs between the two languages. A total of 25 adults participated in this study. 15 participants had Spanish as L1 and 10 participants had Spanish L2. All four modules of the BLP were used to measure the language dominance of the participants. This study considered a score of zero to be balanced bilingualism, whereas positive values are understood to indicate English dominance and negative values to indicate Spanish dominance. The study found that participants' BLP Dominance Scores and the relative SRTs were strongly correlated, suggesting that SRTs are a valid method to assess language dominance in Spanish-English bilinguals.

Faroqi-Shah, Y., & Wereley, S. (2022). Investigation of code-switching cost in conversation and self-paced reading tasks. *International Journal of Bilingualism*, 26, 3, 308–333.
<https://doi.org/10.1177/13670069211056438>

In this experimental paradigm, this study examines whether code-switching is cognitively demanding. To this end, 18 English L1-speakers who learned French as an L2 to a high level of proficiency performed a conversation task and a self-paced reading task. As a measure of code-switching cost, they looked at the intersyllabic duration preceding a code-switched item. The researchers considered all BLP scores within a range of –80 to 80 as indicative of balanced bilingualism. With a mean of 99.04, all participants were dominant in English. The study found that the participants generally preferred to switch into English during the conversation, which is attributed to their English dominance. The results of the reading task show a pattern of “reverse dominance,” i.e., a higher cost for the switch into English, which the researchers

argue is because of a stronger suppression of the dominant language to balance access to both languages.

Garraffa, M., Obregon, M., & Sorace, A. (2017). Linguistic and Cognitive Effects of Bilingualism with Regional Minority Languages: A Study of Sardinian-Italian Adult Speakers. *Frontiers in Psychology, 8*, 1907. <https://doi.org/10.3389/fpsyg.2017.01907>

To gain insight into the effects of bilingualism in Sardinian/Italian speakers, this study examines whether Sardinian-Italian bilingual adults show a comprehension disadvantage in Italian compared to monolingual Italians, especially with complex sentences. They also take into consideration whether educational level influences this difference by reducing active bilingualism through greater use of Italian. The study included 63 adults from Nuoro Province, Sardinia, where Italian is the dominant language but Sardinian is widely spoken, especially in small towns. An Italian-Sardinian version of the BLP was used to measure the language dominance. The study administered 4 tasks, namely Comprendo, Backward Digit Span Task, BCOS Rule Finding and Concept Switching Test and Stroop Task. All groups performed close to ceiling in all conditions tested, including the tasks that measured cognitive control and working memory. The reaction times in the Comprendo task revealed a difference in the processing of complex sentences, which was slower for monolinguals with lower education compared to bilinguals with a similar education level.

Grégoire, L. & Greening, S. G. (2020). Fear of the known: semantic generalisation of fear conditioning across languages in bilinguals. *Cognition and Emotion, 34*, 2, 352–358. <https://doi.org/10.1080/02699931.2019.1604319>

Investigating emotions from a bilingual perspective, this study examines whether fear conditioning, as measured by a skin conductance response and self-report, operates upon semantic representations of words independent of perceptual features, i.e., whether fear responses to a conditioned word would transfer cross-linguistically for bilingual participants. The language dominance score of the 22 participants, as measured by the BLP, ranged from around -40 to 50, interpreted by the researchers as balanced bilingualism. The experiment consisted of two sessions followed by one self-report questionnaire. In each session, semantically equivalent word pairs in English and Spanish (e.g., *cup/taza*) were presented. One of the words (but not the translated word) was paired with an electrical shock. The results show that fear conditioning generalizes across languages in bilingual participants, regardless of which language was paired with the shock.

**Henriques, A. S., Skorobogatova, A. S., Kachkovskaia, T. V., Skrelin, P. A., Ruseishvili, S.,
Madureira, S., & Sekerina, I. A. (2022). Braporus, spoken corpus of heritage Russian in Brazil:
Protocol of data collection. *Cadernos de Linguística*, 3, 1. <https://doi.org/10.25189/2675-4916.2022.v3.n1.id629>**

To study heritage Russian speech in Brazil, this article presents a protocol used for the BraPoRus corpus construction. Data was collected from 26 elderly speakers who were either born in Brazil or came to Brazil as children in the 1950s. The BraPoRus project interviews elderly heritage Russian speakers in Brazil and documents their bilingualism through a structured spoken corpus. The BLP was used to assess language dominance between Russian and Brazilian Portuguese. Notably, in this study the BLP was administered orally through Zoom and phone call, which showed that most participants were Portuguese-dominant. This was done because many older speakers could not read Russian well. Administering the BLP

like this helps measure language dominance without requiring the participants to read, which is important since there are few good tests for examining Russian bilingualism.

Köder, F., Rummelhoff, C., & Garraffa, M. (2024). Comparing pragmatic abilities across multiple languages in adults with ADHD: Insights from a self-report questionnaire. *Clinical Linguistics & Phonetics*, 1–16. <https://doi.org/10.1080/02699206.2024.2374909>

This study investigates the communicative abilities of adults with ADHD, especially when using a second or third language. It also examines whether the pragmatic difficulties of adults with ADHD across using a first, second, or third language are comparable. A total of 181 bi- or multilingual adults residing in Norway speaking Norwegian and English participated in the study. There were 91 participants in the ADHD group, and 88 participants in the control group. The BLP was partially used for this study, i.e., a total of 10 questions were selected from the BLP tapping into participants' language history, language use, and language proficiency. The study used a questionnaire to assess pragmatic difficulties across multiple languages. It found the strongest pragmatic impairments in speech production, particularly with respect to inappropriate turn-taking behaviour. These issues were most pronounced in a person's first language and less so in their second or third language.

Lee, S. & Faroqi-Shah, Y. (2021). Performance of Korean-English bilinguals on an adaptation of the screening bilingual aphasia test. *International Journal of Language and Communication Disorders*, 56, 4, 719–738. <https://doi.org/10.1111/1460-6984.12623>

Based on a revision of the Korean-English Bilingual Aphasia Test (KE-BAT) to ensure the test is unambiguous and appropriate, this paper proposes the adapted screening KE-BAT (AS KE-BAT). Moreover, the authors aimed at obtaining KE bilingual normative data on the revised

test. To this end, 30 KE bilinguals first completed three measures of language proficiency (BLP, English and Korean LexTALE). The BLP scores ranged from -27 (English-dominant) to 97.1 (Korean-dominant). Then, the AS KE-BAT was administered. The results suggest that the test is suitable for the language assessment of highly proficient and educated KE bilinguals, who showed comparable performance across Korean and English for almost all subtests.

Lindeberg, D. J. (2022). Measuring language dominance in bilinguals with two sign languages. *Language, Interaction and Acquisition*, 13, 2, 175–198.

<https://doi.org/10.1075/lia.22004.lin>

Extending the application of the BLP into the area of sign language research, this study investigates whether the concept of language dominance developed for spoken languages is also applicable to sign languages. The participants were 40 sign-sign bilinguals with American Sign Language (ASL) as either L1 or L2 and one additional non-ASL sign language. The researcher adapted the original BLP into the ASL-BLP. The ASL-BLP differs only slightly from the original BLP: In addition to the written version, the questions were also made available in the form of video clips and some questions were altered to better accommodate the lived experiences of bilingual signers. The participants were grouped according to their dominance in either ASL or a different sign language. They then performed a phonological fluency task in both languages. The results showed that the language dominance as determined by the ASL-BLP predicts linguistic behavior: Those dominant in ASL generally produced more signs in ASL than in a non-ASL language and vice versa for the non-ASL-dominant group. This suggests that the concept of language dominance is also applicable to sign languages.

Mulík, S., & Arias-Trejo, N. (2025). Bilingual vocabulary development in Mexican Indigenous infants: The effects of language exposure from home and mothers' language dominance. *Journal of Child Language*, 1–25. <https://doi.org/10.1017/S0305000924000667>

This study evaluates how language exposure and mothers' language dominance relate to infants' early bilingual vocabulary development in Mexican Indigenous infants from low socioeconomic status. 32 mother–child pairs participated in the study. The mothers were speakers of Mexican Spanish and varying Mexican Indigenous languages. All four modules of the BLP were administered in their original form to assess the mothers' dual-language background and usage patterns. The Mexican Spanish version of MacArthur–Bates Communicative Development Inventory – CDI II was used to estimate the size of children's productive vocabulary, both in Spanish and in the Indigenous language. The study found that mothers' language dominance partially correlated with Indigenous language exposure and infants' vocabulary size in the Indigenous language.

Olkoniemi, H., Bertram, R., & Kaakinen, J. K. (2022). Knowledge is a river and education is like a stairway: An eye movement study on how L2 speakers process metaphors and similes. *Bilingualism: Language and Cognition*, 25, 2, 307–320. <https://doi.org/10.1017/S1366728921000869>

Focusing on familiarity of the figurative phrases and L2 proficiency, this study directly compares the processing of similes and metaphors by L2 speakers. 63 L1 Finnish speakers first completed a reading task while their eye movements were tracked and then evaluated how familiar the topic-vehicle pairs, i.e., the constituent parts of a metaphor (e.g., *knowledge* (topic) *is a river* (vehicle)), were to them. After this, three different language proficiency measures were administered: LexTale, ART, and the language proficiency module of the BLP.

The results show that similes were generally read faster than metaphors. Both familiarity of the topic-vehicle pairs and L2 English proficiency were related to faster reading times of metaphors and similes. For participants with lower proficiency, understanding metaphors remains challenging regardless of familiarity, whereas familiarity has a facilitating effect for similes.

Poarch, G. J., Vanhove, J., & Berthele, R. (2019). The effect of bidialectalism on executive function. *International Journal of Bilingualism*, 23, 2, 612–628.

<https://doi.org/10.1177/1367006918763132>

This study explores how varying usage patterns in speakers of closely related language varieties might impact executive function. 35 bidialectal young adults from Germany participated in the study, who spoke Standard German and Swabian dialect. For this study an abbreviated form of the BLP (only the first 3 modules) was used. This abbreviated form of the BLP replaced English with Swabian German for each of the questions. The participants performed a computer administered Flanker Task and Simon Task. While the researchers admit that the BLP is a quick and relatively easy to administer measure to assess speakers' language dominance, the study argues that the BLP has a less than ideal fit for diglossic situations. It concludes that those who used the non-standard dialect to a greater degree in daily life showed better executive function skills than those who used Standard German and the regional dialect in a more balanced manner.

Román Irizarry, A., Beatty-Martínez, A. L., Torres, J., & Kroll, J. F. (2025). “Todes” and “Todxs,” linguistic innovations or grammatical gender violations? *Cognition*, 257, 106061.

<https://doi.org/10.1016/j.cognition.2025.106061>

This study investigates how non-binary morphemes in Spanish (e.g., *todxs, todes*) are processed in comparison to canonical grammatical gender violations in Spanish pronouns (e.g., *Los maestros... todas...*) by using The Operation Span (OSPAN) Task and self-paced reading tasks. 82 L1 Spanish speakers with L2 English participated in this online study. The BLP was used to assess the language dominance of the participants: A positive number was understood to indicate Spanish dominance, while a negative number indicated English dominance, and a score near zero indicated balanced bilingualism. The authors also developed a set of questions, modeled after the language use module of the BLP, to gather data on the percentage of time participants use non-binary Spanish versus the masculine generic across various contexts and modalities. In the study a language dominance main effect was detected for both tasks, showing that individuals who were more Spanish dominant responded to questions faster than those who were less Spanish dominant.

Shen, A., Gahl, S., & Johnson, K. (2020). Didn't hear that coming: Effects of withholding phonetic cues to code-switching. *Bilingualism: Language and Cognition*, 23, 5, 1020–1031.

<https://doi.org/10.1017/S1366728919000877>

Examining the presence or absence of a preceding phonetic cue, this study investigates the comprehension of code-switched words in English and Mandarin. In other words, they examine whether bilingual speakers produce phonetic cues in preparation for code-switching, which in turn facilitate comprehension for the listener. 42 Mandarin-English bilinguals (the majority of them L1 Mandarin speakers) participated in two experiments: concept monitoring and eye tracking. All participants completed the BLP. The results show that language dominance seems to play a role in code-switched recognition: English-dominant participants took longer to switch into their non-dominant language, Mandarin. Overall, withholding

phonetic cues does affect code-switching recognition. However, this effect is influenced by the position of the code-switch in the sentence, i.e., sentence-medial or -final, with reaction times being significantly longer for sentence-medial code-switches.

Simonet, M. (2014). Phonetic consequences of dynamic cross-linguistic interference in proficient bilinguals. *Journal of Phonetics*, 43, 26–37.

<https://doi.org/10.1016/j.wocn.2014.01.004>

This study explores the production and perception of a Catalan-specific vowel contrast by Catalan-Spanish bilinguals. To this end, 30 participants completed the unmodified BLP and were then categorized into three groups according to their result: Catalan-dominant, strongly Spanish-dominant, and moderately Spanish-dominant. The last group was described as their BLP results being close to zero, but no specific cut-off-point was mentioned. The results of the individual components – history, use, proficiency, and attitudes – were then briefly evaluated. The results show that both Spanish-dominant groups exhibited higher accuracy for perception. For production, the acoustic difference was largest for the Catalan-dominant, smaller for the moderately Spanish-dominant, and smallest for the strongly Spanish-dominant group.

Stover, L., Stern, M. C., Lowry, C., & Martohardjono, G. (2021). Effects of Language Dominance on L1 Relative Clause Processing. In: Torres, V. (Ed.), *Syntax Processing* (pp. 200-227). Cambridge Scholars Publishing.

Focusing on subject-object asymmetry, this study explores the effect of language dominance on the L1 subject and object relative clause processing. The participants are 59 Spanish-English bilingual adults who live in an English-dominant environment. All participants have

the same L1, Spanish, but they differ in their age of arrival to the US. These participants represent a wide spectrum of language dominance, as determined by the BLP, namely ranging from around -100 (English-dominant) to around 150 (Spanish-dominant). The authors deliberately operationalize language dominance as a continuous variable rather than categorical and highlight the utility of this method for more fine-grained results. The participants completed a visual world eye-tracking experiment with auditorily-presented Spanish relative clauses. The results show that language dominance influences bilingual relative clause processing: A higher Spanish-dominance leads to a higher degree of processing asymmetry.

Sypiańska, J. (2022). The L3 Polish lateral in unbalanced bilinguals: The roles of L3 proficiency and background languages. *Languages*, 7, 102.

<https://doi.org/10.3390/languages7020102>

To explore the effect of L3 proficiency and language dominance on early bilinguals' production of L3 Polish lateral, 21 Ukrainian (L1)/Russian (L2) speakers were tasked with reading out loud Polish words containing a lateral. The BLP was used for participant selection (only Ukrainian-dominant speakers were included) and to establish the selected participants' language dominance scores, which ranged from -156 to -33. The results showed a prevalence of the velarized lateral, followed by a clear lateral. L3 level of proficiency plays a crucial role in the production of the lateral in L3, with L3 target pronunciation becoming dominant in the output at a B1 level. Language dominance seemed to only have a marginally significant effect on the variation of L3 pronunciations.

Torres, J. (2023). Exploring working memory and language dominance in heritage bilinguals' writing processes. *Studies in Second Language Acquisition*, 45, 710–736.

<https://doi.org/10.1017/S027226312300013X>

Role of working memory and language dominance in Heritage Language (HL) speakers' writing processes is understudied. To address this, 61 Spanish-English heritage bilinguals completed two writing tasks, one in each language, while their keystroke-logging data was collected. 16 of the participants were also instructed to think aloud during the tasks. All participants completed the BLP, with the resulting language dominance indices ranging from around –100 (Spanish-dominant) to around 200 (English-dominant). The results showed that HL writers do not exhibit significant differences in their pauses and revisions when writing in either language. However, the nature of their writing processes differed between languages: The main reason for stopping in Spanish was due to linguistic encoding issues, whereas in English it was due to planning and organizing issues. Language dominance did not play a significant role in HL writing processes, which the authors argue could be because the BLP is biased toward spoken communication.

Werle, D. R., Byrd, C., & Coalsen, G. (2020). Description of Multilingual Participants Who Stutter: An Update 2011-2018. *Communication Disorders Quarterly*, 42, 1, 50–57.

<https://doi.org/10.1177/1525740119870772>

This study reviewed research from 2011 to 2018 to evaluate whether multilingual participants who stutter are adequately described in terms of their language history, function, and proficiency. Analyzing 25 studies, the authors found that while research on multilingual stuttering has increased, descriptions of participants' bilingual profiles remain inconsistent and often incomplete. They highlight the BLP as a valuable tool for standardizing and

improving the consistency of participant descriptions across studies, helping to reduce variability in how bilingualism is measured. However, despite the availability of tools like the BLP, nearly half of the reviewed studies provided minimal or no information about key aspects of participants' language profiles, limiting the ability to compare findings or draw general conclusions.

Wong Galston, N., & Ng, B. C. (2018). Moral judgement in early bilinguals: Language dominance influences responses to moral dilemmas. *Frontiers in Psychology, 9*, 1070.

<https://doi.org/10.3389/fpsyg.2018.01070>

This study examines whether the Foreign-Language effect, which posits that late bilinguals' decision on moral judgements is influenced by the language the task is presented in, is also applicable to early bilinguals. 86 early English-Chinese bilinguals from Singapore were given moral dilemmas in either English or Mandarin Chinese. To determine their language dominance, the BLP was administered, from which both the final result and the individual scores of each module was taken into account for the analysis: Higher dominance in a participants' tested language leads to a larger difference in their personal and impersonal dilemma response choice. If the dilemma is presented in a non-dominant language, a difficult personal choice becomes easier to make. The researchers propose that this effect for early bilinguals can be referred to as Language Dominance effect.

Yang, Y. & Han, D. (2023). Language dominance influences L1 attrition and L2 acquisition of lexical tones: Data from Mandarin-speaking immigrants in Hong Kong. *Hanyang International Symposium on Phonetics & Cognitive Sciences of Languages. May 26-27, 2023.*

Seoul: Hanyang University.

Focusing on lexical tone production, the study aims to analyze how language dominance influences both L1 attrition and L2 acquisition in late bilinguals. 32 Mandarin L1 speakers who immigrated to Hong Kong read words in Mandarin and Cantonese, both in isolation and in an embedded context. The participants completed the BLP and were divided into either a balanced or an unbalanced dominance group depending on their BLP score. Balanced bilinguals showed more Mandarin attrition; unbalanced bilinguals remained dominant in Mandarin over Cantonese. The results revealed that the balanced group merged Mandarin tones, i.e., they exhibited L1 attrition. At the same time, the balanced bilinguals were more successful in their acquisition of L2 Cantonese tones. Thus, language dominance was shown to play a role in L1 attrition and L2 tone acquisition.