SUMMARY

A variety of studies has demonstrated that bilingual processes form similar cognates different from other words. One finding is that the cognate facilitation effect makes that bilinguals produce and recognize cognates faster than non-cognates. This effect is present in processing of either language of a bilingual person, though it is more pronounced in non-dominant language processing. Cognates can be stored similarly in different morphological forms of a word (especially in the case of regular correspondence patterns): they are somewhat different phonologically, and yet are considered the same word. For instance, though pronunciation is slightly different, *radio* is the same word in both Spanish and English. Some cognate pairs may have the exact same spelling, but different pronunciation (such as *radio*), others may differ slightly in both spelling and pronunciation (*bicicleta*/bicycle). In either case, the meaning is the same between two languages. Since so many words in Spanish and English derive from Latin, there are thousands of cognates between Spanish and English. The language cognates are of special interest for understanding the structure of the bilingual lexicon, because there is a possibility that a representation of cognates can be shared between two languages. This research will help students not only to know all about cognates and how important these words are while learning a Second Language, but also how cognates can be used to understand new words in the target language.

Key words

1. Cognates
2. Lexical Network
3. Learning process
4. True cognates
5. False cognates