Acknowledgments

Many colleagues and students have influenced my thinking about the relationship between cognitive control and language; and I am grateful for all of their ideas.

Special thanks go to the current and former students of the Cognition and Language Laboratory at the Graduate School and University Center of the City University of New York (CUNY). Their intellectual curiosity is a great motivator for me.

I was only able to complete this book because I received a sabbatical fellowship from Brooklyn College, CUNY. I thank my colleagues in the Department of Communication Arts, Sciences, and Disorders for taking over multiple tasks from me, so I could focus on my writing.

A research grant from the Hungarian Academy of Sciences (MTA-ELTE: Language-Learning Disorders, Research Program for Public Education Development) encouraged me to think about the educational implications of my main arguments.

I also received a Tow Faculty Research and Creativity Grant from Brooklyn College that supported the editing work of this book. I am particularly grateful to Elizabeth Caplan and Thorfun Gehebe for their time and attention to details while editing the text and the figures.

I received continuous support from Stephen Acerra, Psychology and Neuroscience Editor, Cambridge University Press. Thank you for your patience and encouragement!

Finally, I thank my family for their support. They believed in me, even when I experienced some self-doubt.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 15 Nov 2026 at 15:11:39, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms.
https://www.cambridge.org/core/product/0A0C25F4EE1657636DCF322BD811E178