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Psycholinguistic Models Shifting Visual Experience for Turkish-English Bilinguals

Amirova Nigorakhon Saidgani kizi
Lecturer of Highschool of Turkology
Tashkent State University of Oriental Studies
inni5767@gmail.com
ORCID: 0000-0003-1572-6042

Abstract. This article examines the impact of Turkish-English bilingualism on the perception and interpretation of visual experiences within a psycholinguistic framework. The study draws on contemporary cognitive linguistic theories, particularly the bilingual advantage theory and linguistic relativity hypothesis. Special emphasis is placed on how language interaction and cultural frameworks influence attention, memory, interpretation, and emotional evaluation of visual stimuli. The author highlights that switching between languages and cultural codes leads to the reinterpretation, encoding, and reconstruction of visual images in memory. The findings underline the complexity of the interplay between cognitive, linguistic, and cultural factors in shaping bilinguals' visual perception.

Keywords: psycholinguistics, bilingualism, visual perception, linguistic relativity, code-switching, cognitive flexibility, Turkish-English bilinguals

Long studied on the link between language and visual perception is psycholinguistics. For multilingual people – especially Turkish-English speakers – visual impressions are strongly influenced by interactions across language domains, cognitive processes, and cultural settings. Cognitive theories suggest that the internal processes controlling multilingual processing might affect the perception and memory of bilinguals for visual data. Based on the bilingual advantage theory, for example, those who speak two languages show better cognitive control, therefore enhancing visual memory and attention (Bialtok, 2001). Those who speak Turkish-English and negotiate many language patterns and cultural consequences provide a special chance for a closer study of these cognitive tasks.

For people who speak two languages, a basic component of cognition is the activation of many linguistic modalities during visual perception. Studies on the language interpretation and memory of a visual input show that its conveyance in terms of language might affect both (Gulbinaite at el. 2020). Speaking English and Turkish, one employs different grammatical structures and semantic frameworks. For example, Turkish uses a subject-object-verb (SOV) structure, whereas English often follows a subject-verb-object (SVO) pattern. Different methods in which bilinguals obtain and arrange visual information might follow from this grammatical variance. Moving between languages, bilinguals may change in focus, which would modify their viewpoint and classification of visual items, therefore influencing their whole visual experience.

Language interaction consists of lexical retrieval and semantic access; bilinguals actively engage using their language resources. The phenomenon of code-switching best illustrates this relationship, as bilinguals may rapidly switch between languages depending on context and communication objective. Such flow may lead to a complex interpretation of visual cues. Studies indicate that bilingual people may show improved cognitive flexibility, which would help them to change the visual processing reference framework (Hermans et al., 2008). Usually confronting the

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junction of Eastern and Western cultural paradigms, Turkish-English bilinguals show very great cognitive flexibility by altering their perceptual and memory frameworks.

The cultural background greatly affects the variations in the creation of visual experience. Different implications and values in visual representations of Turkish and English civilizations help to shape how multilingual people see and remember pictures. For example, depending on cultural customs, certain colors or symbols may arouse different emotional reactions, therefore influencing perspective and memory. Moreover, cultural narratives enable bilinguals to find significance in their visual interactions. These stories provide cognitive models that guide not just the interpretation of stimuli but also the expected meanings given to visual events in various cultural settings (Markus and Kitayama, 1991).

All things considered, visual impressions developed in Turkish-English bilinguals are a complex process shaped by cognitive processes, linguistic links, and cultural elements. Improved knowledge of these components will enable one to grasp psycholinguistic complexity characterizing bilingual cognition and its effects on memory and perception. Examining the special interaction among these elements, this study aims to add to the larger general conversation on multilingualism and its consequences on cognition and culture. A complex interaction of cognitive mechanisms, bilingualism greatly affects the interpretation and development of visual inputs. Within the framework of Turkish-English bilinguals, these cognitive processes not only govern the construction of language but also directly affect the way people see and mentally present the surroundings. Underlined by studies by Mergen and Kuruowicz (20211), a key factor is the lateralization of lexical elaboration. Their findings show that the Turkish-English bilinguals may show several activation models in the brain during the processing of language, therefore affecting the interpretation of visual inputs. This lateralization implies that the language employed at the moment of processing, the mood, context, and nature of the stimuli encountered will determine the varied visual reconstructions resulting.

Moreover, the physiological differences arising from bilingualism point to differences in cognitive methods. Observing these differences in processing patterns, Raman and Yildiz (2022) have said that multilingual people usually depend on a flexible cognitive framework encompassing both languages. This flexibility provides a particular basis for representing visual experiences and helps to enable an interactive interaction between language and cognition. When expressed in Turkish instead of English, for example, the concept of space, objects, and events may radically change, reflecting not just language structures but also cultural practices and categorical limits.

A fundamental component of this complex system of cognitive activity is the mental lexicon. According to Cangir and Durrant (2021), bilinguals preserve vocabulary but also relate words in a cultural context via their mental lexicon. These interrelations show that bilinguals might see ideas via the prism of the active language and cultural backdrop over their experiences, therefore affecting the organization and retrieval of information. For example, if the same idea is expressed in English, a picture inspired by a Turkish phrase may have very different emotional subtleties or associative features. This interaction between language and cognition allows different points of view reflecting both lexical richness and cultural relevance, essential for any language to develop.

The cognitive processes of bilinguals might affect their memory systems, molded by the language in which certain events are preserved. Research indicates that language might influence the recall of visual memories, thus highlighting how bilinguals handle their memories between the two Turkish and English points of view (Aydin, 2022). Thus, depending on language context, the

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procedures of archiving and remembering visual information might vary and affect how bilinguals articulate new ideas or replicate prior events. This possibility might result in a flexible view of reality wherein the language of thinking shapes perceptual results.

Examining the cognitive mechanisms behind the creation of visual experience in Turkish-English bilinguals shows, all things considered, a rich tapestry of links between neural strategies, mental lexicon, and memory systems. Embedded within the fabric of multilingual life, these cognitive paintings highlight the significance of language contact and cultural influence for memory and perspective. Understanding these processes allows one to respect the complexity of bilingual visual elaboration in daily life and provides required intuitions on the larger psycholinguistic ground. The interactions between Turkish and English languages serve to define how visual images evolve for bilinguals. Research by Blazhenkova et al. (2025) shows that different visual images might result from the language used in the information processing. For bilinguals, Turkish-English, whose language choices could influence their perspective on a particular idea or event, this phenomenon is especially important. Working on translating or communicating, bilinguals may find variations in their visual depiction based on the most often used language. For instance, the availability of certain lexical words or idioms in one or the other language can help to particularly visualize pictures that would not be so readily available in the other language.

This link is much influenced by linguistic relativity, which holds that the structure and lexicon of a language may change cognitive processes like memory and emotional response. According to İnan's (n.d.) studies, depending on the language surroundings, multilingual people might show different emotional expression and memory. This suggests that visual images are closely related to the cognitive frameworks given by every language, not just a mirror of instantaneous perceptual information. For example, although English's direct and quick speaking style could inspire more analytical interpretations of pictures, the Turkish language may develop tighter emotional relationships because of its wide lexicon involving family and cultural notions.

Speaking Turkish and English fluently, multilingual individuals have a unique ability for language flipping that develops a dynamic interaction of visual experiences. Aguilar, Ferré, and Hinojosa (2024) argue that this language adaptability generates a complex visual environment wherein cultural influences and personal experience cross-cross. Some words' or phrases' cultural meanings could result in diverse renderings. Using the Turkish phrase Aile Toplantısı, a bilingual person might perceive a family gathering in English as a planned and orderly occasion, yet the same person may find a more personal and emotionally charged situation.

Moreover, greatly affecting visual impression is the prevalence of code-switching. Bilingual people switch languages depending on circumstances, audience, or emotional state, therefore influencing different cognitive burdens and processing rates. This fluctuation might lead to differences in the storage and retrieval of visual information; certain pictures may be more efficiently preserved when connected to a specific language context, therefore enhancing or changing recall of these images (Blazhenkova et al., 2025).

Together, the exchanges between Turkish and English reveal the complex relationship between language and visual representations. The cognitive processes engaged in language switching, emotional resonance associated with specific terminology, and cultural implications of visual representations combine to provide a complex visual experience for bilingual persons. Emphasizing the need for a more in-depth investigation on the way in which cultural influences alter cognitive frameworks and visual treatment, knowing these processes gives crucial knowledge on the greater

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repercussions of bilingualism on perception and memory. Apart from developing the theoretical models of bilingual cognition, the research of these subjects helps to improve the strategies used in language education and cognitive training; hence, the interaction of cultural elements and cognitive processes is essential in the formation of perceptual experiences and memory development in bilingual Turkish-English. Apart from being a means of communication, language reflects cultural values and sociocultural norms that guide individuals in the perception of their environment, claims cultural psychology (Markus and Kitayama, 1991). While bilinguals alternate between their Turkish and English language frameworks, their cultural surroundings shape their perceptual biases that could lead to differing recollections of visual information. This phenomenon is seen in the differences between collectivist and individualistic cultural orientations, in which English-speaking cultures often encourage individualism and Turkish society normally prioritizes community values. Such fundamental differences in the viewpoint of the universe might show up in the way one recalls previous experiences and handles experiences.

More in-depth study by Akkaya (2023) shows how much comprehension and visualization by bilinguals rely on the emotional prosody inherent in Turkish and English languages, defined by regional dialects and combined cultural intonations. This suggests that rather than relying just on language, our cognitive and emotional responses to visual inputs are much influenced by their cultural significance. A multilingual person would, for example, see a sunset differently when it is found in Turkish poetry, rich in metaphor and collective resonance, in relation to its representation in English literature, which would search for a more personalized interpretation. These cultural stories' emotional weight might lead to a differential coding in memory wherein memories associated with rich cultural surroundings are more vivid and malleable than those perceived through a culturally sparse lens (Karayayla, 2018).

Furthermore, research on inter-linguistic impact (Kahraman et al., 2024) reveals how much cultural elements engrained in language might affect one's perspective of visual cues. For instance, by employing descriptive language firmly grounded in cultural idioms, Turkish speakers typically increase their visual memory of objects or environments. Conversely, English explanations often highlight objective or functional aspects, which shapes the memory of bilingual individuals about these stimuli. This concept of linguistic relativity implies that the unique vocabulary available in every language might influence not only the production of visual narratives but also the accessibility and organization of these memories.

Visual perception is still affected by cultural practices using diagrams – cognitive frameworks that lead to arranging and grasping facts based on cultural background. Studies have shown that bilingual Turkish-English speakers use culturally unique frameworks that increase the speed and efficiency of visual information processing when confronted with culturally familiar stimuli. Often displaying several patterns that affect their categorization and processing of visual inputs (Evcen, 2019). Images associated with communal activities, which are typical in Turkish culture, could, for instance, conjure a more nuanced and contextual memory than those related to individualistic circumstances common in English-speaking surroundings.

Combining these cultural elements makes it abundantly evident that the cognitive mechanisms behind the development of visual perception are not distinct psychological processes but rather are entirely connected to the language and cultural surroundings of bilingual persons. Psycholinguistic factors affecting visual experience training among bilingual Turkish-English speakers provide a complex combination of cognitive processes, linguistic exchanges, and cultural effects. This demands

a comprehensive awareness of the cultural roots of perception and memory, in particular in the framework of bilingualism, where the interplay of language and culture continually shapes cognitive treatment and subjective experience of reality. The present study uses both languages to clarify how these multilingual persons manage their linguistic environment by means of visual encounters. Especially fascinating to understand how bilinguals code for visual stimuli are cognitive processes like attention, memory recovery, and semantic integration. Empirical research shows that bilingual Turkish-English speakers use the change of language as a tool to promote cognitive flexibility, which in turn influences their vision and engagement with certain visual objects and situations (Tosun and Filipović, 2022).

Research of language interaction reveals that syntactic and lexical variations between Turkish and English greatly affect the formation of visual perception. For the two languages, for instance, variations in word order and morphological characteristics might cause different attentional routes during the visual information processing. This aspect of bilingual experience supports the theory that language shapes not only a method of communication but also cognitive processes and perceptual experiences (Kahraman, 2024). These interactions have practical effects as well; multilingual individuals may exhibit better multitasking ability and adaptation in changing circumstances.

These findings should direct further research on a comprehensive evaluation of emotional language treatment, as emotional elements may influence visual experiences in bilingual persons (Oğuz, 2023). Knowing this component of language training is crucial in the classroom, as emotional engagement may significantly increase the success of instructional strategies in bilingual settings. Furthermore, the analysis of inter-linguistic morphological effects demands thorough research of the relationships between morphological constructions in Turkish and English and their consequences on visual-linguistic treatment (Kahraman, 2024).

As bilingualism increases, a complete grasp of these dynamic connections will significantly influence educational methods and enhance the efficiency of bilingual education programs, as such recognizing the prospective benefits in cognitive, social, and cultural domains of bilingual experiences. Dealing with these aspects not only improves theoretical knowledge of bilingual cognitive processes but also provides insightful analysis of cognitive development strategies using these mechanisms in psychological and educational settings.

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