Scientific abstract – **Which factors contribute to bilinguals' estimate of their own and other people's language proficiency?**

Accurate judgment of other people's knowledge is crucial for effective communication, because it allows speakers to adjust their language according to the knowledge of their conversational partners, thus ensuring comprehension and engagement. This skill is especially important for bilingual speakers, whose own language proficiency and that of their partners may differ significantly. However, people often misjudge their partners’ proficiency, and use words that are unfamiliar to their audience. Therefore, it is essential to determine how bilinguals judge other people’s proficiency and how accurate they are in their estimates. Theories on knowledge estimation suggest that individuals rely on their own knowledge to estimate other people's knowledge. Yet, bilinguals may misjudge their own proficiency, and their misjudgment can lead to biases when estimating other people’s proficiency. Furthermore, metacognitive research shows that people lack direct access to their own knowledge and instead they rely on cues when asked to estimate their knowledge. It is unclear which cues bilinguals use to judge proficiency and whether these cues are similar when judging their own proficiency and that of others.

The current project aims to identify the cues that bilinguals use, test the accuracy of their self-assessment of proficiency, and document the relationship between self-assessment and judgment of other people’s proficiency. Study 1 will examine how bilinguals' language proficiency and perceived proficiency affect judgment of other people’s vocabulary knowledge in both the dominant and the non-dominant language. Study 2 will investigate the role of word familiarity in this judgment. Study 3 will determine how cross-language similarities (e.g., overlapping semantic and phonological representations) influence knowledge estimation. Study 4 will assess the impact of task type on estimation, and Study 5 will look at how similarity in linguistic background between the estimator and the person being judged affects proficiency estimates.

 The proposed research is unique in its thorough investigation of novel theoretical questions with broad implications both within and beyond the field of bilingualism. The comparison of estimates in languages of varying proficiency within the same individuals can uncover the role of proficiency and perceived proficiency in judgments of other people’s proficiency. The findings will shed light on the frequent discrepancies between subjective and objective proficiency measures in bilinguals, as well as on the underlying reasons for misjudgments of other people’s proficiency. The implications of this research can broaden metacognitive theories and theories of knowledge estimation across various fields, and its expected results and conclusions have the potential of reducing biases in misjudgments of both self and others, thus improving communication.