In the U.S., 22% of children hear a language other than English in the home and face the challenge of learning words in two languages. Yet, the mechanisms behind bilingual word learning have not been clearly outlined. In this talk, I will present two lines of work focused on understanding infants’, children’s, and adults’ word learning from a bilingual environment. Using artificial word learning experiments, in my first line of work, I test adults’ and children’s ability to learn object-names from input simulating a bilingual environment. Results show that bilingual word learning is challenging, but language experience provides a benefit. In my second line of work, I am beginning to explore the real-world input that supports young children’s emerging vocabulary in two languages, by analyzing the speech that caregivers direct at young children, and the text in bilingual children’s books. This work demonstrates that the bilingual input that young children may encounter is rich but complex. I will discuss the implications of this work for testing the mechanisms behind bilingual word learning both in the real world and in the lab.