



# The relationship between linguistic and non-linguistic cognitive control skills in bilingual children from low socio-economic backgrounds

Milijana Buac and Margarita Kaushanskaya\*

Communication Sciences and Disorders, Medeman Center, University of Wisconsin–Madison, Madison, WI, USA

## Edited by:

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## \*Correspondence:

Margarita Kaushanskaya  
Communication Sciences and Disorders, Medeman Center,  
University of Wisconsin–Madison,  
1500 Highland Avenue, Madison,  
WI 53706, USA  
e-mail: kaushanskaya@wisc.edu

The present study examined whether linguistic cognitive control skills were related to non-linguistic cognitive control skills in monolingual children (Study 1) and in bilingual children from low socio-economic status (SES) backgrounds (Study 2). Linguistic inhibitory control was measured using a grammaticality judgment (GJ) task in which children judged the grammaticality of sentences while ignoring their meaning. Non-linguistic inhibitory control was measured using a flanker task. Study 1, in which we tested monolingual English-speaking children, revealed that better inhibitory control skills, as indexed by the performance on the flanker task, were associated with improved performance on the GJ task. Study 2, in which we tested bilingual English-Spanish speaking children from low SES backgrounds, revealed that better non-linguistic inhibitory control skills did not yield better performance on the GJ task. Together, these findings point to a role of domain-general attention mechanisms in language performance in typically developing monolingual children, but not in bilingual children from low SES. Present results suggest that the relationship between linguistic and domain-general cognitive-control abilities is instantiated differently in bilingual vs. monolingual children, and that language-EF interactions are sensitive to language status and SES.

**Keywords:** bilingualism, SES, syntactic processing, semantics, cognitive control

## INTRODUCTION

A large body of research suggests that bilingualism may positively impact cognitive control mechanisms (e.g., Bialystok, 1999; Bialystok et al., 2004; Bialystok and Martin, 2004; Kroll et al., 2006; Kover and Melby, 2009) and executive functions (EF) in general. Executive functions refer to cognitive processes that aid in controlling and monitoring goal-directed behavior. They include the ability to inhibit irrelevant information and/or responses, the ability to shift between tasks or mental schemas, and the ability to update information in working memory (Miyake et al., 2000). Bilingual advantages have been observed in populations spanning a wide age range, from infancy to old age (e.g., Bialystok et al., 2004, 2005, 2006; Costa et al., 2008; Kover and Melby, 2009; Bialystok, 2010), and on a wide array of tasks requiring conflict resolution (e.g., Flanker; Carlson and Melzack, 2004; Costa et al., 2008; Simon; Bialystok, 2006; Martin-Rhee and Bialystok, 2008; Stroop; Bialystok et al., 2008). In such tasks, congruent, incongruent, and neutral stimuli are presented, where incongruent trials require inhibition of irrelevant information while attending to task-relevant information. Typically, when bilingual advantages are observed, they are observed on the incongruent trials that require increased cognitive control (e.g., Costa et al., 2008; Prior and MacWhinney, 2010), although recent studies have yielded overall bilingual advantages on cognitive control tasks, including the congruent trials (Costa et al., 2009).

The favored hypothesis for explaining these bilingual EF advantages is that bilinguals' two languages are continuously activated

and, therefore, bilingual speakers are required to continuously monitor their linguistic environment in order to inhibit the irrelevant language. Thus, executive control exercised at the linguistic level is theorized to generalize to the non-linguistic level (Bialystok, 2001) resulting in enhanced cognitive control skills. However, the relationship between the linguistic and the non-linguistic cognitive control systems is poorly understood, and very few studies have examined the link between the two control systems directly (but see Alario et al., 2012 for an exception). Furthermore, conflicting evidence with regard to bilingual EF advantages has been accumulating with an ever-growing number of studies yielding a lack of bilingual–monolingual differences on non-linguistic cognitive control measures (e.g., Morton and Harper, 2007; Hübner and Klein, 2011; Paap and Greenberg, 2013; Paap, 2014). One factor that appears to contribute significantly to the ability to observe bilingual advantages on EF tasks is socio-economic status (SES; Morton and Harper, 2007). The goals of the present study were twofold. First, we aimed to contribute to the literature on the roots of bilingual EF advantages by exploring the relationship between linguistic and non-linguistic cognitive control skills in monolingual vs. bilingual children. Second, we aimed to contribute to the debate regarding the influences of SES to the development of linguistic and non-linguistic inhibitory control by exploring the relationship between them in two separate populations that represent the common demographic trends associated with monolingualism vs. bilingualism in the U.S.: a group of monolingual

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**Sociolinguistics / Soziolinguistik. Volume 2** Ulrich Ammon,Norbert Dittmar,Klaus J. Mattheier,Peter Trudgill,2008-07-14 No detailed description available for SOCIOLINGUISTICS AMMON 2 TLBD HSK 3 2 2A E BOOK

*Research Methods in Sociolinguistics* Janet Holmes,Kirk Hazen,2013-08-14 This single volume guide equips students of sociolinguistics with a full set of methodological tools including data collection and analysis techniques explained in clear and accessible terms by leading experts It features project suggestions troubleshooting tips and data assessment across diverse languages Explores an array of anthropological and scientific methods that cover the full spectrum of contemporary sociolinguistics from the study of style and discourse analysis to the study of phonetics Details the types of data available and explains collection methods ranging from sociolinguistic interviews to linguistic landscapes Provides comprehensive coverage of data analysis subdivided into segments on linguistic and socio cultural techniques and linked to numerous languages Includes useful summaries seasoned advice and troubleshooting tips ideas for research projects and a full directory of supplementary reading

*Sociolinguistic Perspectives : Papers on Language in Society, 1959-1994* Charles A. Ferguson Professor of Linguistics Stanford University (Emeritus),1996-01-18 The work of the linguist Charles A Ferguson spans more than three decades and is remarkable for having been consistently at the forefront of scholarship on the relationship between language and society This volume collects his most influential and seminal papers each having expanded the parameters of sociolinguistics and the sociology of language Taken together they cover a wide range of topics and issues and more importantly reflect the intellectual progress of a founder of the sociolinguistic field The volume is divided thematically into four sections and an introduction by Thom Huebner outlines the evolution of Ferguson s ideas and the impact they have had on other scholars This book is essential reading for everyone interested in the field of sociolinguistics

Sociolinguistic Perspectives on Register Douglas Biber,Edward Finegan,1994 This collection brings together several perspectives on language varieties defined according to their contexts of use what are variously called registers sublanguages or genres The volume highlights the importance of these central linguistic phenomena it includes empirical analyses and linguistic descriptions as well as explanations for existing patterns of variation and proposals for theoretical frameworks The book treats languages in obsolescence and in their youth it examines registers from languages from around the globe and it offers several of the most complete studies of registers and register variation published to date adopting both synchronic and diachronic perspectives

*The Role of Experience in Children's Language Development: A Cultural Perspective* Priya Shimpi,Eliana Colunga,He Sun,Douglas Sperry,Lulu Song,2022-12-02

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**Encyclopedia of Language and Linguistics**, 2005-11-24 The first edition of ELL 1993 Ron Asher Editor was hailed as the field s standard reference work for a generation Now the all new second edition matches ELL s comprehensiveness and high quality expanded for a new generation while being the first encyclopedia to really exploit the multimedia potential of linguistics The most authoritative up to date comprehensive and international reference source in its field An entirely new work with new editors new authors new topics and newly commissioned articles with a handful of classic articles The first Encyclopedia to exploit the multimedia potential of linguistics through the online edition Ground breaking and International in scope and approach Alphabetically arranged with extensive cross referencing Available in print and online priced separately The online version will include updates as subjects develop ELL2 includes c 7 500 000 words c 11 000 pages c 3 000 articles c 1 500 figures 130 halftones and 150 colour Supplementary audio video and text files online c 3 500 glossary

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*Speech, Language, Learning, and the African American Child* Jean E. Van Keulen, Gloria Toliver Weddington, Charles E. DeBose, 1998 Premised on recognition of African American language as a legitimate linguistic system this volume compares and contrasts African American English and White English speech discusses pedagogical methods dictated by cultural differences and evaluates implications for classroom practice It also di

**Recent Advances in Language, Communication, and Social Psychology** Howard Giles, Robert N. St. Clair, 2018-10-26 Originally published in 1985 Detailed exploration of the dynamics of language within social psychology forms a social psychology of language which is distinct from other approaches This volume presents some of the growing body of research in this area with many theoretical models and ideas chapters consider the relationship between language and social situations looking at cognitive structures in how communication between individuals develops in childhood and beyond how it defines social situations influences others expresses feelings and values evokes social categorizations and how it can break down

*Children's Social Worlds in Cultural Context* Tiia Tulviste, Deborah L. Best, Judith L. Gibbons, 2019-09-10 This book addresses cultural variability in children's social worlds examining the acquisition development and use of culturally relevant social competencies valued in diverse cultural contexts It discusses the different aspects of preschoolers social competencies that allow children including adopted immigrant or at risk children to create and maintain relationships communicate and to get along with other people at home in daycare or school and other situations Chapters explore how children's social competencies reflect the features of the social worlds in which they live and grow In addition chapters examine the extent that different cultural value orientations manifest in children's social functioning and describes how parents in autonomy oriented cultures tend to value different social skills than parents with relatedness or autonomous relatedness orientations The book concludes with recommendations for future research directions Topics featured in this book include Gender development in young children Peer interactions and relationships during the preschool years Sibling interactions in western and non western cultural groups The roles of grandparents in child development Socialization and development in refugee children Child development

within institutional care Children's Social Worlds in Cultural Context is a valuable resource for researchers, clinicians, practitioners, and graduate students in developmental psychology, child and school psychology, social work, cultural anthropology, family studies, and education.

**An Anthology of Bilingual Child Phonology** Elena Babatsouli, Martin J. Ball, 2020-06-22

This edited book is a collection of studies on protolanguage phonology referring to the development of children's autonomous linguistic systems from their first meaningful forms to complete cognitive and articulatory acquisition of language. The volume comprises chapters on child bilingual phonological development understood as the acquisition or use of more than one linguistic code, whether actual languages, dialects, or communication modes in an array of contexts. Such contexts include endogenous and exogenous bilingualism, heritage language, bilingualism, trilingualism, and typical and atypical use. The contributed works here will be of interest to researchers and postgraduate students investigating language acquisition in bi-multilingual settings as well as those working on child phonological development across a variety of languages.

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