# Article information:

The impact of late, non-balanced bilingualism on cognitive performance - ScienceDirect
<https://www-sciencedirect-com.libproxy.ucl.ac.uk/science/article/pii/S0010027714002881>

# Article summary:

1. A study examined cognitive functions in late non-balanced bilinguals with different levels of second language proficiency.

2. Bilinguals outperformed monolinguals in selective attention and switching, while monolinguals had an advantage in letter fluency.

3. Late-acquisition non-balanced bilinguals experience similar cognitive effects as their early-acquisition balanced counterparts, but different effects may appear at different stages of adult second language acquisition.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article "The impact of late, non-balanced bilingualism on cognitive performance" presents a study examining the cognitive functions of late non-balanced bilinguals with different levels of second language proficiency. The study assessed different aspects of attention, verbal fluency, and picture-word association as a measure of language proficiency in mono- and bilingual university students.

The article provides a comprehensive overview of previous research on the cognitive effects of bilingualism, highlighting conflicting results in the literature. However, the article does not provide a clear rationale for why it is important to examine late non-balanced bilinguals specifically or how this study contributes to our understanding of the topic.

One potential bias in the article is that it only examines university students, which may not be representative of the broader population. Additionally, the article does not provide information on how participants were recruited or selected for the study, which could introduce selection bias.

The article reports several significant findings related to selective attention and letter fluency but does not provide detailed information on effect sizes or confidence intervals. This makes it difficult to assess the practical significance of these findings.

The article also lacks discussion of potential confounding variables that could influence cognitive performance in bilinguals, such as socioeconomic status or educational background. Additionally, there is no exploration of counterarguments or alternative explanations for the observed results.

Overall, while this study provides some interesting insights into the cognitive effects of late non-balanced bilingualism, more research is needed to fully understand this complex phenomenon. The article would benefit from more detailed reporting and analysis to address potential biases and limitations in its methodology.

# Topics for further research:

* Socioeconomic status and cognitive performance in bilinguals
* Alternative explanations for cognitive effects of bilingualism
* Selection bias in bilingualism studies
* Effect sizes and confidence intervals in bilingualism research
* Cognitive benefits of balanced bilingualism
* Long-term effects of non-balanced bilingualism on cognitive function

# Report location:

<https://www.fullpicture.app/item/0e421f194b01d62233b831f8a5170e98>