# Article information:

Bilingual advantages in executive functioning either do not exist or are restricted to very specific and undetermined circumstances - ScienceDirect  
<https://www.sciencedirect.com/science/article/abs/pii/S0010945215001380?casa_token=s0uClhk7J-EAAAAA%3AGOdGYYtiTRNE1ViRYQOQDgGf-KoR_sF781ZB4MAgHj9EjmhWrHG1AKptyaq5kY0Qk6rkl7jgJNER>

# Article summary:

1. The hypothesis that bilingualism enhances general executive functioning is not supported by the majority of studies conducted after 2011, with over 80% yielding null results.

2. Some positive findings may be due to failures to match on demographic factors or questionable use of analysis-of-covariance, and most studies use measures and tasks that do not have demonstrated convergent validity.

3. If bilingual advantages in executive functioning do exist, they are likely restricted to specific aspects of bilingual experience that enhance only specific components of EF, but such constraints have yet to be determined.

# 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 "Bilingual advantages in executive functioning either do not exist or are restricted to very specific and undetermined circumstances" provides a critical analysis of the hypothesis that managing two languages enhances general executive functioning. The authors argue that the evidence for bilingual advantages in EF is weak, and that any significant differences in performance may reflect task-specific mechanisms rather than domain-free executive functions abilities.

One potential bias in the article is its focus on studies conducted after 2011, which may not be representative of all studies on the topic. Additionally, the authors acknowledge that biases in decision-making by researchers, reviewers, and editors can lead to a published database that is not representative of all studies.

The article presents a one-sided view of the evidence for bilingual advantages in EF, focusing primarily on studies that yield null results or have small sample sizes. It does not explore potential counterarguments or alternative explanations for why some studies have found significant bilingual advantages.

The authors also criticize the use of measures and tasks that do not have demonstrated convergent validity, but do not provide alternative measures or tasks that could be used to test for bilingual advantages in EF. Additionally, they argue that brain imaging studies have made only a modest contribution to evaluating the bilingual-advantage hypothesis, but do not provide alternative methods for studying this phenomenon.

Overall, while the article provides a thorough critique of the evidence for bilingual advantages in EF, it could benefit from a more balanced presentation of both sides of the argument and suggestions for future research directions.

# Topics for further research:

* Alternative explanations for bilingual advantages in executive functioning
* Criticisms of task-specific mechanisms in bilingual advantage studies
* Validity of measures and tasks used in bilingual advantage research
* Brain imaging methods for studying bilingual advantages in EF
* Historical studies on bilingual advantages in EF
* Future research directions for studying bilingual advantages in EF

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