Contents

List of Figures *page* vii
Acknowledgments viii

Introduction 1

1 The Language Continuum 5
1.1 Language Ability versus Proficiency: Conceptual Foundation 5
1.2 The Language Ability Continuum 7
1.3 Language Characteristics of Children with DLD: A Cross-Linguistic Perspective 10
1.4 Language Proficiency 13
1.5 Similarities in Language Development in Typically Developing Monolingual Children and Bilingual First Language (L1) Speakers 17
1.6 Similarities in Language Development in Monolingual and Bilingual Children with DLD 19
1.7 Conclusions 21

2 Cognitive Control 22
2.1 Conceptual Foundation 22
2.2 Current Cognitive Control Frameworks 29
2.3 Behavioral Paradigms Used to Assess Cognitive Control 33
2.4 Conclusions 39

3 Methodological Issues 40
3.1 Identifying the Appropriate Conceptual Framework 40
3.2 Matching Conceptual Frameworks and Research Designs 41
3.3 Data Analysis 49
3.4 Bridging the Gap between Scientific Research and Clinical and Educational Approaches 52
3.5 Conclusions 53

4 The Effect of Age on First Language Acquisition, Second Language Learning, and Cognitive Control Development 54
4.1 Age and Language Ability 54
4.2 Age and Language Proficiency 59

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 11 Nov 2026 at 18:49:18, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms.
https://www.cambridge.org/core/product/FF2E633897D91586CDECF723DA6CFA50

4.3 Age and Cognitive Control Development 61
4.4 Conclusions 71

5 Associations between Language Ability, Language Proficiency, and Cognitive Control 72
5.1 Conceptual Background, Terminology, and Measures 72
5.2 The Relationship between Language Proficiency, Exposure, and Language Use 74
5.3 Language Proficiency and Cognitive Control 75
5.4 Language Ability and Cognitive Control 78
5.5 Conclusions 86

6 The Impact of Language Input on Cognitive Control 87
6.1 Language Input, Intake, and Exposure in Monolingual and Bilingual Children 87
6.2 The Relationship between Language Input and Cognitive Control 90
6.3 Delayed or Reduced Language Input and Cognitive Control 92
6.4 Conclusions 104

7 Cognitive Control and Social Context of Language Use 105
7.1 Social Context: Conceptual Foundations 105
7.2 Social Context, Emotions, and Cognitive Control 108
7.3 Cultural Background and Cognitive Control 109
7.4 Social Context and Cognitive Control in Children with Different Language Skills 111
7.5 Conclusions 116

8 Processing Speed and Cognitive Control 117
8.1 Behavioral and Neural Correlates of Processing Speed 117
8.2 Processing Speed and Cognitive Control 118
8.3 Age-Related Changes in Processing Speed during Childhood and Adolescence 121
8.4 Language Status and Processing Speed 124
8.5 Conclusions 132

9 Cognitive Training and Language 133
9.1 Conceptual Foundations 133
9.2 Training to Improve Cognitive Control 141
9.3 Training Effects in Children with Different Language Skills 145
9.4 Conclusions 151

10 Conclusions 153
10.1 Current Issues 153
10.2 Future Research 158

References 162
Index 214

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 11 Nov 2026 at 18:49:18, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms.
https://www.cambridge.org/core/product/FF2E633897D91586CDECF723DA6CFA50