

TABLE OF CONTENTS

	Page
Foreword.....	xiii
Preface	xv
Acknowledgments.....	xvii
Abstract.....	1
Chapter 1: INTRODUCTION	
Introduction.....	3
Research Problem.....	5
Methodological Problems of Major Modern Models and Approaches to the Study of the Formation of Semantic Categories.....	7
Influence of Operational Definitions of Cognitive and Linguistic Knowledge Constructs.....	11
Research Methodology.....	11
Importance of Studying Bilingual Subjects for Enhancing the Understanding of the Problem of the Formation of Semantic Categories.....	12
Historical Evolution of the Study of Bilingualism and Cognition.....	13
The disadvantage hypothesis.....	13
The advantage hypothesis.....	13
The Model of Cognitive, Cultural and Linguistic Variables Proposed.....	22
Conclusion and Statement of the Problem.....	32
Chapter 2: LITERATURE REVIEW	
Introduction.....	35
Assessment Issues in Bilingual Education.....	35
Policy Issues for the Assessment of Language Minority Children.....	35
Need for Assessment Instruments for Language Minority Children.....	37
Need for Psycholinguistic Models for Developing Assessment Instruments or Methods for Language Minority Children....	38
Linguistic and Cognitive Issues in Gender Assignment.....	39

Overview of the Historical Evolution of Linguistic Structures and Markers for Gender..... 39

 Spanish Language..... 39

 English Language..... 42

Cognitive Developmental Studies Focused on Linguistic Gender Assignments.. 43

Different Interdisciplinary Approaches to the Study of the Problem of Knowledge Representation..... 47

 Philosophical Antecedents to the Problem of Knowledge Representation 47

 Models of Symbolic Representation in Bilinguals..... 50

 ✓ The Relationship Between Cognition and Language..... 56

 ✓ Cognition is Dependent Upon Language..... 57

 ✓ Language and Cognition are Independent of Each Other..... 58

 ✓ Strong Cognition Hypothesis..... 58

 ✓ Weak Cognition Hypothesis..... 61

 ✓ Language and Cognition Share a Common Source and Develop Along Parallel Lines 62

 ✓ Interaction Between Language and Cognitive Development..... 63

Classic Problem of the Formation of Semantic Categories..... 64

Traditional Model..... 65

 Strong Cognition Hypothesis: Specific to General Dimensions..... 65

 Weak Cognition Hypothesis with the Influence of Sociocultural Factors... 70

 Weak Cognition Hypothesis with the Influence of Linguistic Factors..... 74

Triple Interactional Models: Cognitive-Linguistic-Sociocultural Factors..... 75

 Characteristic attribute models..... 75

 Constraint model 78

 Sociocultural/content knowledge model..... 83

Chapter 3: METHOD

Subjects..... 87

Instruments

 Standardized Measures..... 89

 The IDEA Oral Language Proficiency Test..... 89

 The Test of Nonverbal Intelligence (TONI)..... 89

 Alternative Measures..... 90

 Classroom Observations..... 90

Teacher's Ratings.....	91
The Home Language Survey (HLS).....	93
Experimental Stimuli.....	94
Conceptual Variables.....	95
Cultural Variables.....	95
Linguistic Variables.....	96
Original Stimuli for Tasks.....	97
Judges.....	97
Teachers.....	97
Linguists.....	98
Educational Diagnostician.....	98
Pilot Tests.....	99
Tasks (Dependent Variables).....	103
Labeling and Defining Tasks.....	103
Sorting Task.....	105
Verbal Justification of Sorting Task.....	105
Category Clue Task.....	105
Procedures.....	105
Subject Selection.....	105
Counterbalanced Assignment of Subjects.....	106
Classification	
Tasks.....	107
Administration of the Classification Tasks.....	107
Tasks Instructions.....	107
Labeling and defining tasks.....	107
Sorting task.....	110
Verbal justification of sorting task.....	111
Category clue task.....	113
Data Analysis.....	115
The IDEA Language Proficiency Test.....	115
The Test of Nonverbal Intelligence (TONI).....	115
The Teacher's Ratings and the Home Language Survey.....	116
Scoring for Classification Tasks.....	116
Language Development: Labeling Task.....	125
Object level.....	125
Gender level.....	125

Verbal General Classification System: Defining and Verbal Justification of Sorting Tasks.....	125
No classification	125
Pre-conceptual: Perceptual features.....	126
Pre-conceptual: Functional.....	126
Conceptual: Concrete level.....	126
Metalinguistic level.....	126
Verbally Gender: Defining and Verbal Justification of Sorting Tasks....	127
No classification.....	127
Pre-conceptual: Perceptual features.....	127
Pre-conceptual Functional.....	127
Conceptual: Concrete level.....	128
Metalinguistic level.....	128
Non-Verbal General Classification System: Sorting and Category Clue Tasks.....	129
No classification	129
Pre-conceptual: Perceptual features.....	129
Pre-conceptual: Functional.....	130
Conceptual: Concrete level.....	131
Metalinguistic level.....	132
Non-verbal Gender: Sorting and Category Clue Tasks.....	132
No classification	132
Pre-conceptual: Perceptual features.....	133
Pre-conceptual: Functional.....	133
Conceptual: Concrete level.....	133
Metalinguistic level.....	134
Design of Data Analysis	134

Chapter 4: Analysis of Results

Introduction	137
Non-Parametric Analysis of Data.....	138
Language development versus conceptual development.....	139
Tasks of verbal and non-verbal conceptual development versus level of conceptual development for the general classification scoring system.....	149
Tasks of verbal and non-verbal conceptual development versus level of conceptual development for the gender-based classification scoring	

system.....	152
✓ Language developmental level versus the name given to the item at and object and gender level.....	156
Parametric Statistic Tests: Principal Components Analyses.....	165
Principal component analyses by the five areas of point assignments for the Spanish language.....	171
Principal component analyses by the five areas of point assignments for the English language.....	178
Parametric Statistic Tests: Stepwise Linear Multiple Regression Analysis.....	186
Stepwise multiple linear regression analyses using language and verbal conceptual development as predictors and non-verbal general and gender-based classification systems as dependent variables.....	187
Stepwise multiple linear regression analysis using formal and informal measures of language proficiency and non-verbal intelligence as predictors and the five areas of point assignments as the dependent variables.....	203

Chapter 5: Discussion and Conclusions

Limitations.....	223
Major Findings.....	225
✓ Relationship Between Language and Conceptual Development.....	226
✓ Relationship Between the Developmental Levels Achieved in Verbal and Non-verbal Classification Tasks	227
Relationship between verbal development in reference to general classification systems and different cultural objects.....	227
Relationship between verbal and non-verbal development in reference to gender-based classification systems.....	229
Relationship between verbal and non-verbal development in reference to general and gender-based classification systems and different levels of abstract categories.....	234
Conclusions about the relationship of the influence of cognitive, cultural, and linguistic factors on the construction of semantic and abstract categories of bilingual children.....	234
✓ Relationship Between the Bilingual Child's Ability to Label the Item and to Know its Linguistic Gender Assignment.....	240
✓ Bilingual Children's Performance in Language and Conceptual Development, and Verbal and Non-verbal Classification Tasks.....	240

Revised Model of the Influence of Conceptual, Cultural, and Linguistic Variables on the Construction of Abstract and Semantic Categories in Bilingual Children.....	243
Conclusions.....	248
Theoretical and Educational Implications of this Research Study.....	251
Program of Work Derived from this Research Study.....	251
References.....	255
Index.....	271
Author's Biographical Statement.....	273

LIST OF FIGURES

Figure Number	Page
1 Schema of the model of the influence of linguistic structures and markers and sociocultural symbolic meanings on the construction of concepts	25
2 Schema of the six different cases of possible combinations of cognitive, cultural, and linguistic variables.....	27
3 Revised model of the influence of conceptual, cultural, and linguistic variables on the construction of abstract and semantic categories in bilingual children.....	244

LIST OF TABLES

Table Number		Page
1	Fourteen Groupings of the Original Pool of Experimental Stimuli.....	100
2	Constructs and Levels for Each Tasks (Dependent Variables).....	104
3	Counterbalanced Order of Administration of the Five Tasks According to Sets of Stimuli and First and Second Language.....	108
4	Categories of Language Proficiency Achieved in the IDEA Test in English, Scores on TONI, Teacher's Ratings, and Home Language Survey for the Spanish and English Language by Subject.....	117
5	Double Scoring Classification System for Tasks: General and Gender-Based Criteria.....	119
6	Double Scoring Classification System for the Defining Task.....	122
7	Double Scoring Classification System for the Sorting, Category Clue, and Verbal Justification for Sorting Tasks.....	124
8	Summary of Chi-square Tests of Association, Degrees of Freedom, Cramér Vc Statistic and Level of Significance for the Twenty Four Two-Way Tables for Animals and Food Object Referents, and for the Spanish and the English Languages.....	140
9	Frequencies of Conceptual Versus Language Developmental Levels for Animal Objects Referents Tasted in Spanish.....	145
10	Frequencies of Conceptual Versus Language Developmental Level for Food Objects Referents Tasted in Spanish.....	146

11	Frequencies of Conceptual Versus Language Developmental Levels for Animal Objects Referents Tasted in English.....	147
12	Frequencies of Conceptual Versus Language Developmental Levels for Food Objects Referents Tasted in English.....	148
13	Frequencies of Level of Conceptual Development at General Classification System Versus Task for Animals Object Referents and the Spanish Language.....	157
14	Frequencies of Level of Conceptual Development at General Classification System Versus Task for Food Object Referents and the Spanish Language.....	158
15	Frequencies of Level of Conceptual Development at General Classification System Versus Task for Animal Object Referents and the English Language.....	159
16	Frequencies of Level of Conceptual Development at General Classification System Versus Task for Food Object Referents and the English Language.....	160
17	Frequencies of Level of Conceptual Development at Gender-Based Classification System Versus Task for Animal Object Referents and the Spanish Language.....	161
18	Frequencies of Level of Conceptual Development at Gender-Based Classification System Versus Task for Food Object Referents and the Spanish Language.....	162
19	Frequencies of Level of Conceptual Development at Gender-Based Classification System Versus Task for Animal Object Referents and the English Language.....	163
20	Frequencies of Level of Conceptual Development at Gender-Based Classification System Versus Task for Food Object Referents and the English Language.....	

Language.....	164
21 Language Developmental Level Versus Object Level Name for Animal and Food Object Referents and the English Language.....	166
22 Language Developmental Level Versus Gender Level Name for Animal and Food Object Referents for the Spanish Language.....	167
23 Language Developmental Level Versus Object Level Name for Animal and Food Object Referents for the English Language.....	168
24 Language Developmental Level Versus Gender Level Name for Animal and Food Object Referents for the English Language.....	169
25 Final Community Estimates by Each Variable, Variance Explained by Each Retained Factor in the Orthogonal Transformation Matrix by Area of Point Assignments for the Spanish Language.....	173
26 Final Community Estimates by Each Variable, Variance Explained by Each Retained Factor in the Orthogonal Transformation Matrix by Area of Point Assignments for the Spanish Language.....	180
27 Task Numbers by Area of Point Assignments for the Spanish and the English Languages.....	182
28 Summary of Multiple Linear Regression Analyses Using Language and Verbal Conceptual Development as Predictors and Non-Verbal General and Gender-Based Classification Systems as Dependent Variables for the Spanish Language.....	191
29 Summary of Multiple Linear Regression Analyses Using Language and Verbal Conceptual Development as Predictors and Non-Verbal General and Gender-Based Classification Systems as Dependent Variables for the English Language.....	196
30 Summary of Multiple Linear Regression Analyses Using Formal and Informal	

	Measures as Predictors and the Five Main Areas of Point Assignment as Dependent Variables for the Spanish Language.....	204
31	Summary of Multiple Linear Regression Analyses Using Formal and Informal Measures as Predictors and the Five Main Areas of Point Assignment as Dependent Variables for the English Language.....	213