

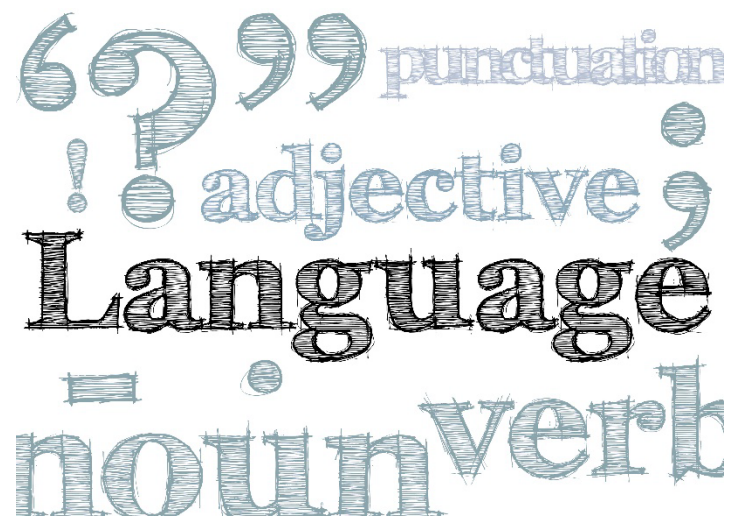
# Review of early developmental outcome among Mexican American youth with ESL

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# Abstract

- It is unclear if language development (LD) and executive function (EF) alter cognitive function
- A literature review was conducted to conclude if both LD and EF work together influencing different effects among bilingual and monolingual youth throughout different lifespans and Hispanic cultures.



## Literature Review

- Diaz, Borjas, & Farrar (2021) focused on finding the relationship between language development and executive function (EF) within bilinguals and monolinguals.
- They found that a relationship exists between EF and receptive vocabulary for monolingual children. This means that higher the EF leads to more extensive vocabulary. It was unclear if this result was the same for bilingual children.

# Literature Review

Zeng, Kalashnikova, Antonious (2021) focused on finding the relationship between EF and LD and changes that occurred throughout the lifespan.

Bilinguals have a more shaped general cognitive process, EF, and attentional skills but varied depending on the age group.

# Literature Review

- Winser, Diaz, Espinoza, & Rodriguez (1999) did an investigation regarding the potential cognitive advantages of being bilingual and maintaining their mother tongue. It was established that the age in which a second language is introduced as well as, the parental interaction is an important factor in the language proficiency.

# Literature Review

- Park, Miller, Sanjeevan, Hell, Weiss, & Mainela-Arnold (2019) did an experiment on typical developing (TD) children and those with developmental language disorder (DLD).
- It was found that TD bilingual and monolingual children had a faster executive function (EF) and cognitive flexibility. This lead to the assumption that processing speed contributes to proficient with language abilities.

# Literature Review

- Kubota, Chevalier, & Sorace (2019) did a longitudinal study to investigate whether development in executive control and bilingual experience predicts change in language control in bilingual children.
- Executive control modulated change in language control among bilingual children, suggesting a positive relationship between language control and executive control in children's development.

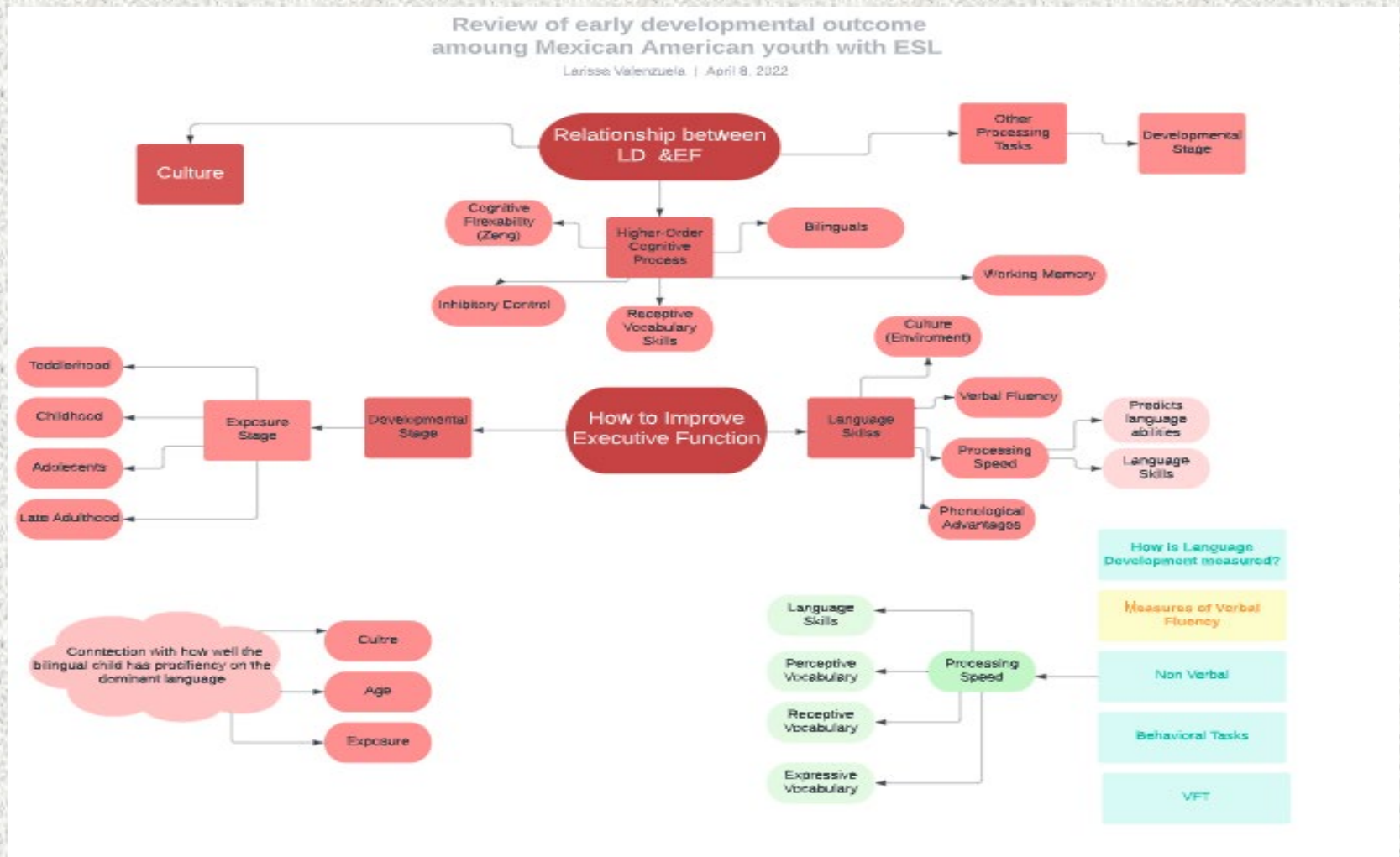


# Literature Review

- Santillan & Khurana (2017) completed an investigation regarding children from lower socioeconomic backgrounds increasing the risk for executive function (EF) impairment.
- Bilingual children tended to show higher inhibitory control (IC) that can lead to a higher EF depending on the age group.



# Flow Chart



# Current Results

A number of studies that examine executive control among bilingual children do not include culture as a variable (e.g. Puerto Rican versus Mexican American culture)

Cognitive Flexibility at different developmental stages with Bilingual youth is absent from the research

There is extensive focus on vocabulary regarding EF but much less with other processing skills (e.g. application, creativity).

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