

# Performance of the executive function in children exposed to bilingual immersion environments

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## Abstract

**Introduction.** Some studies dealing with bilingualism have shown the existence of cognitive advantages in the realm of the executive function in bilingual children. The present study's primary objective was to determine if in fact differences exist in the performance of the executive function between preschool and second grade children exposed to bilingual immersion and children from a control group taken from the city of Medellín.

**Method.** A convenience sample of thirty-two children formed one whole group, which was divided into two: a group of test cases (16) and a control group (16). A neuropsychological evaluation was done which contained tests of intelligence and executive function.

**Results.** Although children exposed to bilingual immersion scored higher than the children from the control group in some areas, there are no significant differences between children exposed to immersion and the control children.

**Discussion.** These results can be explained, in part at least, by considering the efficiency level in the second language, since children in the survey cannot be considered bilingual, strictly speaking, but rather in the process of learning the second language. Other factors, such as the amount of schooling and age, were also considered.

**Key words:** executive function, bilingualism, immersion.