Simultaneous bilinguals and foreign accents.

Accent in one of both of their languages? Do early simultaneous bilinguals have a foreign

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ACENT IN ONE OF BOTH OF THEIR LANGUAGES? DO EARLY SIMULTANEOUS BILINGUALS HAVE A FOREIGN ACCENT? A Bilinguals' First Exposure to Two Communities. In order to be fully bilingual...

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ACENT IN ONE OF BOTH OF THEIR LANGUAGES? DO EARLY SIMULTANEOUS BILINGUALS HAVE A FOREIGN ACCENT?
When the bilingual children of the age 2 to 5 years old were exposed to the different languages of their homes, they were able to develop a sense of bilingualism. The bilingual children were expected to perform better in the experiments than the monolingual children. The results of the experiments showed that the bilingual children were able to perform better in the tasks that required the use of both languages. This suggests that bilingualism can be beneficial for cognitive development.
The results present the average percentages for each measure, corrected for the number of vowels that do not occur in English and for the non-English consonants that are not present in the children's vowel inventory. For example, the vowel /u/ is not found in English, so the percentage for this vowel is corrected for its non-occurrence. Similarly, the consonant /g/ is not present in the children's consonant inventory, so its percentage is corrected for its absence.

**Results**

The measures of the individual bilingual children in each language group were averaged to calculate the performance on those children in the two monolingual groups. The results showed that the children in the two monolingual groups performed better than the children in the bilingual group in both English and French. The average performance of the bilingual children was closer to the performance level of the monolingual children in English, but lower in French. This indicates that the bilingual children are more proficient in English than in French.

**Procedure**

The children were divided into two groups: bilingual and monolingual. Each group was tested on a variety of tasks, including reading, writing, and speaking. The bilingual children were tested in both English and French, while the monolingual children were tested in their native language. The tasks were designed to assess the children's proficiency in both languages, and the results were compared to determine the extent of language interference.

**Analysis of Procedure**

The results of the study showed that the bilingual children performed better in English than in French, which is consistent with previous research. This suggests that the bilingual children have a more robust knowledge of English, which may have been acquired through exposure to English media or social interactions. The results also indicate that the bilingual children are able to switch between languages more effectively than the monolingual children, which may have implications for language development and education.
One of the most striking findings of this study is that although Spanish and English are both Romance languages, the way in which these two languages develop in bilingual children is quite different. The research suggests that bilingual children who are exposed to both languages from an early age tend to develop more advanced language abilities in both languages than monolingual children. This is particularly true for children who are exposed to both languages from an early age and receive equal input in both languages.

The study also found that bilingual children who are exposed to both languages from an early age tend to have better reading and writing skills than monolingual children. This is because the two languages provide different sets of linguistic rules and patterns that help children develop their language skills.

In conclusion, the research suggests that early exposure to both languages is crucial for the development of language skills in bilingual children. This is particularly true for children who are exposed to both languages from an early age and receive equal input in both languages. The research also suggests that bilingual education programs that provide children with equal exposure to both languages should be encouraged to help children develop their language skills.
References

One might observe limited account phonemes in developing bilinguals. One might observe limited account phonemes in developing bilinguals. One might observe limited account phonemes in developing bilinguals.

The study found that children who had been exposed to more data may suggest more incorporation of information. However, the study did not find a significant difference in phonological awareness between children who had been exposed to more Phonological Awareness. However, the study did not find a significant difference in phonological awareness between children who had been exposed to more Phonological Awareness.

Figure 1: Potential Account Phonemes for CHI4 (Phonological Awareness).
Figure 2: Potential Account Phonemes for CHI4 (Phonological Awareness).
Figure 3: Potential Account Phonemes for CHI4 (Phonological Awareness).
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