

Psych56L/ Ling51

Fall 2008

Review Questions: Childhood Bilingualism

(1) Terms/concepts to know: simultaneous bilingualism, sequential bilingualism, language differentiation, fusion view of bilingualism, language differentiation with interdependent development, language differentiation with autonomous development, relation of phonological memory to new language learning, brain activity for language in bilinguals

(2) Will two simultaneous English-Spanish bilinguals necessarily have the same language experience in terms of what kind of input they received from both languages? Why or why not?

(3) Why is it difficult to identify a “standard” bilingual speaker? Why is it difficult to do research on bilinguals as a group?

(4) Why is evidence that the phonological development of bilingual children diverges from that of monolingual children evidence against the fusion view of bilingualism?

(5) How can we reconcile these two pieces of conflicting evidence? (a) Poulin-Dubois & Goodz (2001) found that French/English bilingual babies do not babble differently in an English context vs. a French context, (b) Maneva & Genesee (2002) found that French/English bilingual babies babble differently depending on whether they are in the presence of their English-speaking parent vs. their French-speaking parent.

(6) If a bilingual English/Spanish child has a word in each language for “dog” (dog/perro), is it true this child must have separate lexicons for English and Spanish? Why or why not?

(7) Is it the case that mixing words from one language into a sentence from the other language is solid evidence that a bilingual child has only one system for both languages? Why or why not?

(8) How does the total vocabulary size of a bilingual child (across both languages) generally compare to the vocabulary size of a monolingual child?

(9) How can input frequency explain the fact that bilingual children lag behind monolingual children in mastering grammar?

(10) What support is there for the specialized knowledge available during first language acquisition not being available for second language acquisition?

(11) How does an “attentional control” advantage explain the cognitive tasks that bilingual children are better at compared to their monolingual peers?