

Title: Phonological Acquisition in Bilingual Spanish-English Speaking Children

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Abstract:

The purpose of this study was to determine how interaction contributes to phonological acquisition in bilingual Spanish-English speaking children. Twenty-four typically-developing children, ages 3;0 to 4;0 were included in this study: eight bilingual Spanish-English speaking children; eight monolingual Spanish speakers, and eight monolingual English speakers. Single word samples were obtained for each child. Interaction in bilingual phonological acquisition was measured through (1) Transfer: The frequency and types of phonological cross-linguistic effects; (2) Deceleration: Slower rate of acquisition for bilinguals as compared to monolinguals, and (3) Acceleration: Faster rate of acquisition for bilinguals (Paradis & Genesee, 1996). Cross-linguistic effects were evident, differences were found in accuracy between monolinguals and bilinguals, differing developmental trajectories were found across bilingual children's two languages, and sound complexity did not affect differential accuracy of sounds common and unique to Spanish and English. The results of this study indicate interaction between bilingual children's two phonologies.

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