

**Critical Review:**

towards significance for medial phoneme deletion, in favour of the monolingual group ( $p = .07$ ). A ceiling effect



cohort study do present suggestive evidence that bilingualism alone does not lead to better PA skills.

Marinova-Todd, Zhao, and Bernhardt (2010) investigated whether bilingualism would affect PA skills in one or both languages of 5 and 6-year-

stronger in Gr.4 ( $p < .01$ ). For rimes of shared-words, bilinguals were stronger than monolinguals in Gr.2 ( $p = .01$ ) and Gr.4 ( $p = .02$ ).

The authors concluded that there does appear to be a bilingual advantage to PA in early grades. They argued that bilingualism was indeed a critical factor, as language groups had distinctly different patterns of PA development. They argued that, as bilinguals become fluent in a second language, their PA skills develop at an advanced rate, compared to monolinguals. However,

**References**

- Bialystok, E., & Herman, J. (1999). Does bilingualism matter for early literacy? *Bilingualism: Language & Cognition*, 2(1), 35-44
- Bialystok, E., Majumder, S., Martin, M.M. (2003). Developing phonological awareness: Is there a bilingual advantage? *Applied Psycholinguistics*, 24, 27-44
- Chen, X., Anderson, R.C., Li, W., Hao, M., Wu, X., Shu, H. (2004). Phonological awareness of bilingual and monolingual Chinese children. *Journal of Experimental Psychology*, 96 (1), 142-151
- Hamilton, E., & Gillon, G. (2006). The phonological awareness skills of school-aged children who are bilingual in Samoan and English, *Advances in Second Language Acquisition*, 8 (2), 57-68
- Jackson, N., Holm, A., & Dodd, B. (1998). Phonological awareness and spelling abilities of Cantonese-English bilingual children. *Asia-Pacific Journal of Psychology*, 1(1), 1-10