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# Subitizing Abilities of Bilingual Subset-Knowers

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### Abstract

Previous studies have found that bilingual children receive different Give-Number task knower-levels across their languages as subset-knowers. However, recent work reveals that the reliability of Give-Number task is moderate for subset-knower levels. This raises the possibility that the differences found in knower-levels across bilinguals' languages are explained by a lack of reliability of Give-Number. To address this possibility, we presented bilingual children with Give-Number and a subitizing task that they had to perform in both languages. If differences in knower-levels are due to true differences in children's understanding of small numbers and not random noise, then differences in subitizing abilities should also be non-random. Data collection is still in progress, but preliminary planned analyses (N=13/64) revealed no differences in subitizing abilities across languages, based on knower-levels classification. We discuss implications of these findings on knowledge transfer across bilinguals' languages.