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Proceedings of the Annual Meeting of the Cognitive Science Society

Title

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Permalink

<https://escholarship.org/uc/item/7g0378rt>

Journal

Proceedings of the Annual Meeting of the Cognitive Science Society, 43(43)

ISSN

1069-7977

Authors

Schoener, Nina
Marchand, Elisabeth
Kendro, Kelly
et al.

Publication Date

2021

Peer reviewed

Subitizing Abilities of Bilingual Subset-Knowers

Nina Schoener

UC San Diego, San Diego, California, United States

Elisabeth Marchand

University of California San Diego, La Jolla, California, United States

Kelly Kendro

University of California, San Diego, La Jolla, California, United States

David Barner

UC San Diego, San Diego, California, United States

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.