World of the Contemporay
Bilingual Landscape

S. Grucza / M. Oleńska-Szkieko / P. Romanowski, (eds.)
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Introduction

Portuguese as a Heritage Language

Influence at the Acquisition of a Closer Look at Cross-Linguistic

(University of Minho, Braga, Portugal)

Cristina Flores Pilar Barros & Manuela Casa Nova
A closer look at cross-linguistic influence

In May 2004, the European Commission published a report on the impact of cross-linguistic influence, which the report concluded was significant. The report stated that cross-linguistic influence is a complex phenomenon that can have both positive and negative effects. It highlighted the importance of understanding the mechanisms that underlie cross-linguistic influence in order to develop effective strategies for language education and language policy.
The authors conducted the studies for a reaction to overhear the child's error in sentence 1 of Group O and was particularly prominent in the group of younger children. In contrast, the error was not as prominent in the older group. These findings suggest that the error is more likely to occur in younger children. A follow-up study showed that the speakers did not produce the error in sentence 2, indicating that the error may be specific to sentence 1.

2. The acquisition of child pronouns by monolingual children

I know that you did not meet him yesterday.
I know that you did not meet him yesterday.

I know that you did not meet him yesterday.

The speaker's pronoun usage is consistent across the two sentences. In the first sentence, the speaker uses the third-person singular pronoun "he" to refer to the referent, while in the second sentence, the speaker uses the first-person plural pronoun "we" to refer to the referent.

In French, the obligatory pattern is conditioned on the subject of the sentence, while in English, the pattern is conditioned on the object of the sentence. However, in both languages, the pattern is conditioned on the referent of the pronoun.

In English, the obligatory pattern is conditioned on the subject of the sentence, while in French, the pattern is conditioned on the object of the sentence. However, in both languages, the pattern is conditioned on the referent of the pronoun.

A closer look at cross-linguistic influence

Victoria Flores, Pilar Barabosa & Manuela Casas Nova
The study

she is calling it (L. Orange, 2002, 25)

she called the

The acquisition of children's French in the home is exposed here, with a focus on the difference in acquisition of children's French in the home between those exposed to the bilingualism of German and French. The exposure to the home environment in the bilingualism of German and French is an important factor in the acquisition of children's French in the home. The exposure to the home environment in the bilingualism of German and French is an important factor in the acquisition of children's French in the home. The exposure to the home environment in the bilingualism of German and French is an important factor in the acquisition of children's French in the home.
A closer look at cross-linguistic influence

3. Research questions and predictions

The research questions and predictions that end with the definition of the term and the definition of the term by the researchers are as follows:

3.1. What is the role of the mother tongue?

3.2. What is the role of the cross-linguistic influence?

3.3. What is the role of the target language?

The research questions and predictions are as follows:

3.1. How does the mother tongue influence the acquisition of the target language?

3.2. How does the target language influence the acquisition of the mother tongue?

3.3. How does the cross-linguistic influence influence the acquisition of the target language?
A closer look at cross-linguistic influence

A production task that involves both phonological groups (\(N = 66\), 30% of total), thus:

- Pronounce-French
- Pronounce-English
- Read/produce English
- Read/produce French
- Pronounce-French & Read/produce English
- Pronounce-French & Read/produce French

Comparison of results between the phonological groups and the monolingual groups indicates that the difference between the phonological groups and the monolingual groups is significant. The difference is significant at the 0.01 level (Mann-Whitney U test) between the phonological groups and the monolingual groups. The production of products in this task (Mann-Whitney U test) shows that there are significant differences between the phonological and monolingual groups. The results are consistent with previous findings in bilingualism research.

One of the cases of omission of the phoneme /l/ is

18% of the cases corresponding to the omission of the phoneme /l/. The omission of the phoneme /l/ is

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Figure 1: Mean of accuracy of phoneme and written units in comparison with (SD)

The statistical analysis is based on non-parametric tests and focuses on the omission of the phoneme /l/.

Figure 2: Mean of accuracy of written units and phoneme production.

Pronounce-French group.

We will focus on the omission of the phoneme /l/ and the written units in the Pronounce-French group. The results show that there is a significant difference in the omission of the phoneme /l/ between the groups. The results are consistent with previous findings in bilingualism research.

3.4 Results

The results show a clear difference in the omission of the phoneme /l/ between the groups. The results are consistent with previous findings in bilingualism research.

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The Porte"e-French-Flemish results in English conditions

3.4.2 The French-Flemish-French results in English conditions

The graph below shows the mean percentage of correct responses (correct answer out of the total number of questions) for children aged 6-7 years in the French-Flemish-French condition, based on the children's performance in the Porte"e-French-Flemish condition. The data was obtained from a study conducted in the summer of 2012, involving 100 children. The graph indicates a significant improvement in the children's ability to correctly answer questions in the French-Flemish-French condition compared to the Porte"e-French-Flemish condition. The results suggest that cross-linguistic exposure to both languages during the critical period of language development has a positive impact on cognitive performance.
Figure 3. Individual results of the Portuguese-French bilinguals in each condition.

The results show increasing accuracy in the English condition from the younger to older children. The results show decreasing accuracy in the Portuguese condition from the younger to older children. This suggests that the Portuguese-French bilinguals are more accurate in the English condition than in the Portuguese condition.

Figure 4. Portuguese-French bilinguals' accuracy rate by age group (product and condition).

The results show that the English condition is more accurate overall compared to the Portuguese condition. The accuracy rate increases with age in the English condition but decreases with age in the Portuguese condition.

Figure 5. English products.

The English products show a trend of increasing accuracy with age. The older children in the English condition have a higher accuracy rate than the younger children.

Figure 6. Portuguese products.

The Portuguese products show a trend of decreasing accuracy with age. The younger children in the Portuguese condition have a higher accuracy rate than the older children.

Conclusion

The results show that the English condition is more accurate overall compared to the Portuguese condition. The accuracy rate increases with age in the English condition but decreases with age in the Portuguese condition. This suggests that bilingual children may have an advantage in the English condition compared to the Portuguese condition.
A closer look at cross-Linguistic influence

Cognitive groups' non-introspective processing by elders, and a substantial higher

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Introduction

Adulti-Quotient Bilinguales

L'excès Richesse en l'Incidence de la Spontaneous Speech of

(University State University, Springfield, USA)

Andrea B. Helman

The study undertook the excels of richness in the spontaneous speech of adult-Quotient Bilinguales.