Introduction

This paper discusses the problems of bilingualism in what concerns bilingual children. Based on David Singleton’s (2007) premise that pronunciation, or phonology, is susceptible to the critical period for language acquisition, the selection of the published materials reviewed was motivated by opportunities to study bilingual development in children.

Aim

To reveal how successful bilingual children are as they grow older, we specifically sought to analyse the case when one of their two languages is English, and they go to school in a bilingual setting where English is the mainstream language.

Methodology

To understand why this happens, we sought the answers to three questions on bilingualism by reviewing research addressing early and late bilingualism:
1. Are bilingual children less competent learning two languages at the same time?
2. Does bilingualism make children more competent language learners?
3. Is there a "critical period" for language acquisition?
First, a qualitative research method known as bibliographic research was used to answer the three questions. Then, we reviewed two studies about how successful Canadian bilingual children are in keeping their two languages, namely English and French.

Results

It turns out that most Canadian anglophone children and teenagers, who were bilingual in English and French, lose their competence in French after they complete their education.

Conclusion

Based on this finding, we concluded that interacting with monolingual speakers is essential, particularly for those learning non-mainstream languages (Pearson, 2008), however, there is no "critical period" for second language learning (see Byers-Heinlein & Lew-Williams 2013).

References