

Preschool-aged Children's Selective Negative Bias Towards Foreign-accented Informants for
Verbal and Non-verbal Information Over Time

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Abstract

The purpose of this study was to examine if pre-school age children has a reduced negative bias towards foreign-accent informants over time and if such effect was influenced by the information and task nature (verbal and non-verbal). A longitudinal experimental study was conducted across a 3-month period on a group of children aged from 2 to 6 years old. In the experiment, children watched video of a native-Cantonese and a foreign-accented informant to name and play some novels toys respectively, and they were then asked to label and play with the same toy. A repeated measure two-way ANOVA analysis was conducted to study the effects of time (before and after a semester) and task nature (comparing verbal and non-verbal task) on the children's level of negative bias towards foreign-accented informants. The result indicated that children had a higher selective negative bias to foreign-accented speakers in believing their verbal information than non-verbal information, but this bias did not reduced significantly over time.