Cognates are translational equivalents that are similar in sound and spelling across two languages (e.g. triangle in English and triángulo in Spanish). Research consistently shows that adult bilinguals identify cognates more quickly and accurately than non-cognates (see Sánchez-Casas and García-D, 5338, 1 bilinguals is limited and yields inconclusive results.

Purpose
We investigate whether preschool-aged bilinguals demonstrate the cognate advantage like adult bilinguals do; to our knowledge, no other study includes participants this young. We predict that accuracy rates on cognates will be higher for both adult and child participants.

Participants
73 Spanish-English bilingual preschoolers (mean age = 54.12 months, SD = 7.28) and 26 Spanish-English bilingual adults (mean age = 21.77 years, SD = 3.17) participated. On average, the preschoolers heard Spanish and English 70 and 30 percent of the time, respectively; adult participants, 37 and 63 percent.

Methods
Participants completed the Peabody Picture Vocabulary Test, Form III (PPVT-III), a frequently-
used standardized measure of English vocabulary.

Cognate status was determined by having Spanish-English bilinguals translate all test items into Spanish, then having English monolinguals "guess" the meanings of the translations. Items were considered cognates if the English speakers correctly identified the target word.

Results
Adult bilinguals had significantly higher accuracy rates on cognate than non-cognate prompts, $t(25) = 7.303, p < .001$. Importantly, child bilinguals (mean age = 54.12 months) were also more accurate on cognates, $t(72) = 3.002, p = .004$.

Discussion
Expectedly, we replicated previous findings on adult bilinguals and the cognate advantage. Critically, we also found this trend in preschoolers. Our results contrast with a study of first graders on a previous version of the PPVT that did not find a cognate effect (Umbel, Pearson, Fernández, & Oller, 1992). However, they are consistent with more recent work — Pérez, Peña and Bedore (2010) found the cognate advantage in bilingual kindergarteners and first graders on a different standardized language measure.

Results suggest that even preschool-aged bilinguals are sensitive to cognates. Understanding this cognate advantage in standardized testing is of special importance, as it could systematically