

# Acknowledgements

 <https://doi.org/10.1075/lald.35.01ack>

Pages ix–x of

**Quechua-Spanish Bilingualism: Interference and convergence in functional categories**

**Liliana Sánchez**

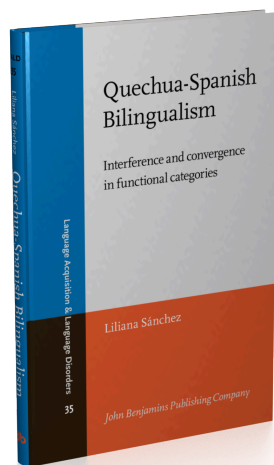
[*Language Acquisition and Language Disorders*, 35]

2003. x, 189 pp.

© John Benjamins Publishing Company

This electronic file may not be altered in any way. For any reuse of this material written permission should be obtained from the publishers or through the Copyright Clearance Center (for USA: [www.copyright.com](http://www.copyright.com)).

For further information, please contact [rights@benjamins.nl](mailto:rights@benjamins.nl) or consult our website at [benjamins.com/rights](http://benjamins.com/rights)



## Acknowledgements

This book was possible thanks to the collaboration of many people. I would like to thank them all. Thanks to Carnegie Mellon University and to the Center for Latin American Studies at the University of Pittsburgh for supporting field research in Peru. Thanks to my colleagues at Carnegie Mellon for their support and camaraderie and to Rutgers University for financial support for editing, data processing and electronic data storage. I would also like to thank my colleagues at Rutgers for their support during the writing process.

Thanks to the people of Ulcumayo and the people of Lamas for welcoming me. Anchata agradisyki wayqipanykuna. Very special thanks to Mercedes Orosco for introducing me to her hometown and to her wonderful family. Without her support in Ulcumayo, Lima and Highland Park, this project could have never been completed. Thanks also to the administrators and teachers at the Escuela Mariategui, Escuela Tupac Amaru and the community of Apan, especially to Simeon Quiquia for his support. Thanks to all the children who participated in this study in Ulcumayo because they allowed us to have a window into their minds and their hearts. Thanks also because you still speak Quechua no matter what. In Lamas, very special thanks to Jaime Doherty who introduced me to the wonderful town of Wayku and whose contagious love for Lamas Kechwa and for the Lamista people was very inspiring to me. Thanks also to Toribio Amasifuen, Jose Sangama, Misael Sangama, Inocente Sangama, Marcos Tuanama for their collaboration in this project and to all the children who participated in the study. Thank you all for allowing us to share your experiences and your hopes on Bilingual Education. ¡Kausachun Kechwa! I would also like to thank the school administrators, teachers and students of Colegio Pachacutec in San Juan de Miraflores.

Thanks to the research assistants who participated in the fieldwork in Ulcumayo and Lamas in the pilot study and in the main study data collection: (in alphabetical order): Omar Beas, Jose Camacho, Vidal Carvajal, Lidia Chang, Milagros Lucero, Katia Murillo, Jaime Navarrete, José Riqueros and Irma Sanchez.

Thanks also to those who joined us for the transcribing and coding stages of the project: Beto Eliás and Lourdes Tenguan.

I am indebted to Pieter Muysken for his comments on an earlier manuscript and for his comments as a reviewer. Thanks also to Mark Baker, María Blume, Rodolfo Cerrón-Palomino, Silvina Montrul and Jacqueline Toribio for their comments and suggestions and encouragement and to reviewer Joyce Bruhn de Garavito for carefully reading the manuscript and for her very valuable suggestions. I would also like to thank to the audiences at the 3rd International Symposium on Bilingualism and the 4th Conference on the Acquisition of Spanish and Portuguese. Thanks to Tamara Al-Kasey for her proof-editing work and her suggestions and to Phillip Rothwell and Tom Stephens.

And for your love, patience, support and understanding, thanks José, Yesica and Lucía. As always, all errors in this book are mine.

*To my families: José, Yesi and Lucía  
and Irma, Irmita y Cucha.*

*This book is about both sides of the story.*

*Paykuna nipaakushuptiq, yarpapaakinki chay kwintuta.*