

Table of contents

 <https://doi.org/10.1075/lald.35.toc>

Pages v–viii 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).

For further information, please contact rights@benjamins.nl or consult our website at benjamins.com/rights

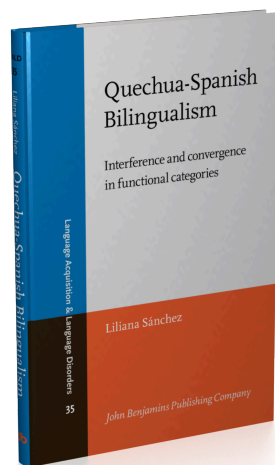


Table of contents

Acknowledgements	XI
------------------	----

CHAPTER 1

The acquisition of functional categories in bilinguals	1
---	----------

1.1 Universal Grammar and bilingual language acquisition	2
1.2 The goals of this study	5
1.3 L1, L2 and bilingual acquisition of functional categories	7
1.4 The role of code-mixing in the bilingual steady state	11
1.5 Functional interference and functional convergence in bilingual syntax	12

CHAPTER 2

The direct object system of Quechua and Spanish	17
--	-----------

2.1 Functional features in the direct object system	17
2.2 The direct object system of Quechua: Word order and pronominalization	29
2.2.1 Canonical word order in Quechua	29
2.2.2 Fronted direct objects	31
2.2.3 Fronted verbs	34
2.2.4 Null D and strong pronouns	37
2.3 The direct object system in Spanish: Word order and clitic-related constructions	40
2.3.1 Canonical word order in Spanish	40
2.3.2 Fronted direct objects and clitic-left dislocated structures	43
2.3.3 Fronted verbs	46
2.3.4 Clitic and clitic doubling structures as related to Topic or Focus	47
2.3.5 Null objects	50
2.3.6 Contrasting the two direct object systems	52

- 2.4 Studies on direct objects, pronominal systems and word order in L1, L2 and bilingual situations involving Quechua and/or Spanish 53
 - 2.4.1 Direct objects in first language acquisition 54
 - 2.4.1.1 Direct objects in Quechua first language acquisition 54
 - 2.4.1.2 Direct objects in Spanish first language acquisition 56
 - 2.4.2 Direct objects in second language acquisition 59
 - 2.4.2.1 Direct objects in Spanish as a second language 59
 - 2.4.3 Direct objects in bilingual language acquisition 63

CHAPTER 3

Bilinguals in a language contact situation 65

- 3.1 The language contact and language shift situations 65
- 3.2 The geographical areas of language contact 68
 - 3.2.1 Bilingualism in the district of Ulcumayo 68
 - 3.2.2 Bilingualism in the district of Wayku, Lamas 70
 - 3.2.3 “Monolingual” San Juan de Miraflores 72
 - 3.2.4 Bilingual and “monolingual” participants 73
- 3.3 Patterns of linguistic input at home 75
- 3.4 Patterns of linguistic input at school 79
- 3.5 Measuring linguistic knowledge of bilinguals in a language shift situation 81
 - 3.5.1 Picture-based story-telling task 82
 - 3.5.2 Picture–sentence matching task 82
 - 3.5.3 Conditions for data elicitation 83

CHAPTER 4

A turtle is looking at a toad: Functional interference and convergence in bilingual Quechua 85

- 4.1 Story-telling task results in bilingual Quechua 85
 - 4.1.1 Consistency in the type of verbs used in the narratives 86
 - 4.1.2 Distribution of direct objects in bilingual Quechua 91
 - 4.1.3 Evidence for functional convergence: The dropping of accusative marking, the emergence of overt D, and SVO word order 96
 - 4.1.3.1 Emergence of an indefinite determiner 99
 - 4.1.3.2 Distribution of (S)OV/VO structures 101
 - 4.1.4 Distribution of direct objects and their antecedents in discourse 106

- 4.1.5 Distribution of direct object complements according to their antecedents 110

CHAPTER 5

The frog is looking at Phi-features: Functional convergence in bilingual Spanish 115

- 5.1 Story-telling task results in bilingual Spanish 116
- 5.1.1 Consistency in the type of verbs used by the children in the narratives 117
- 5.1.2 Distribution of direct object complements in Spanish narratives: Clitic and D features as evidence of interference and convergence 118
- 5.1.3 Distribution of direct object antecedents 129
- 5.1.4 Distribution of direct object complements according to their antecedent 131
- 5.2 Picture-sentence matching task results in bilingual Spanish 146

CHAPTER 6

Conclusions 155

- 6.1 Summary of main results 155
- 6.1.1 Differences and similarities between bilingual acquisition at the steady state and L1 acquisition 157
- 6.1.2 Similarities between bilingual and L2 acquisition 156
- 6.2 Implications for bilingual acquisition theories 157
- 6.3 Future research 158

Appendix 159

Bibliography 177

Index 185

