Bilingualism has given rise to significant political, linguistic, and social changes in Spanish-speaking countries. In the United States, the increasing importance of Spanish has engendered an English-only Movement; in Peru, contact between Spanish and Quechua has brought about language change; and in Iberia, speakers of Basque, Galician, and Catalan have made their languages a compulsory part of school curricula and local government. This book provides an introduction to bilingualism in the Spanish-speaking world, looking at topics such as language contact, bilingual societies, bilingualism in schools, code-switching, language transfer, the emergence of new varieties of Spanish, and language choice — and how all of these phenomena affect the linguistic and cognitive development of the speaker. Using examples and case studies drawn primarily from Spanish–English bilinguals in the US, Spanish–Quechua bilinguals in Peru, and Spanish–Basque bilinguals in Spain, it provides diverse perspectives on the experience of being bilingual in distinct cultural, political, and socioeconomic contexts.

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Bilingualism in the Spanish-Speaking World
Linguistic and Cognitive Perspectives

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JA: To Luis and Julieta, with love and gratitude

MB: Me gustaría dedicarles este libro a los niños bilingües en el Perú con la esperanza de que pronto todos tengan la educación bilingüe que se merecen. También a mis dos bilingües en casa, Pedro y Daniel, por su cariño y alegría incluso cuando no paro de trabajar, y a Pedro por acompañarme y apoyarme en todas mis aventuras.

LS: To José, Yésica, and Lucía with my eternal gratitude for their continuous support and to all bilingual families
# Contents

*List of figures*  
page x

*List of tables*  
xi

*Acknowledgments*  
xii

*List of suffix abbreviations*  
xiii

## Introduction

1. **Some basic terminology: bilingualism and second languages**  
1.1 Language order  
1.2 Language contact, transfer, interference, and convergence  
1.2.1 Language contact at the individual level  
1.2.2 Language contact at the societal level  
1.3 The extent of bilingualism  
1.3.1 Number of bilingual/L2 speakers  
1.3.2 Minority and majority languages  
1.3.3 Factors promoting bilingualism  
1.3.4 Bilingual education  
1.4 Pidgins and creoles  
1.5 Why study bilingualism/L2 acquisition?  
1.6 Spanish language contact and bilingualism  
1.6.1 Spanish across the world  
1.6.2 An overview of our four main languages  
1.6.3 Spanish in contact with other languages  
1.7 Conclusions

## 1 What does it mean to be bilingual?

1. **Who is bilingual?**  
1.1 **Bilingualism vs. bilinguality**  
1.3 The challenges of defining proficiency  
1.3.1 Proficiency vs. competence  
1.3.2 Fluency  
1.3.3 Who is bilingual? Who is an L2 speaker/learner?  
1.4 Why do we need to define who is bilingual?  
1.4.1 Possible solutions  
1.4.2 Methods for determining levels/types of bilingualism  
1.5 Classifying bilinguals  
1.5.1 According to competence  
1.5.2 According to type of input/learning environment
1.5.3 According to language use 60
1.5.4 According to age of acquisition 60
1.6 How do children become bilingual? 61
  1.6.1 Different exposure patterns 62
  1.6.2 Problems in defining bilingual children 66
1.7 Are L1 and L2 acquisition the same? 67
  1.7.1 L1 acquisition and adult L2 acquisition 67
  1.7.2 Child L2 acquisition 69
  1.7.3 Adult and child L2 acquisition 69
1.8 The critical period hypothesis 71
  1.8.1 Is there a critical period for L1 acquisition? 73
  1.8.2 Is there a critical period for L2 acquisition? 78
1.9 Outcomes of bilingualism 80
  1.9.1 Language attrition and loss 80
  1.9.2 Heritage language speakers and the question of ultimate attainment 80
1.10 Conclusions 85

2 Bilingual brains, bilingual minds 87
  2.1 Bilingualism from the perspectives of neuroscience, cognitive psychology, and linguistics 87
  2.2 The representation of language in the brain 88
    2.2.1 A brief introduction to neurolinguistic and neuroimaging methods 90
  2.3 The bilingual brain 94
    2.3.1 Neuroanatomical differences between bilinguals and monolinguals 94
    2.3.2 Cortical activation during linguistic tasks in bilinguals 96
    2.3.3 Other neurolinguistic effects of bilingualism 98
  2.4 Cognitive consequences of bilingualism 103
    2.4.1 Lexical processing in bilinguals 103
    2.4.2 Syntactic processing in bilinguals 107
    2.4.3 Language separation, competition, and control 111
    2.4.4 The effects of bilingualism on cognitive development and literacy 113
    2.4.5 Language loss, aphasia, and atypical development in bilinguals 116
  2.5 Conclusions 126

3 Bilingual development and bilingual outcomes 127
  3.1 Introduction 127
  3.2 Lexicon storage, access, and activation in bilinguals 137
  3.3 Syntactic development in bilinguals 140
    3.3.1 The Unitary System and Separate Development hypotheses 142
    3.3.2 Autonomous development and cross-linguistic influence in bilinguals 144
  3.4 The effects of bilingualism on grammar 160
3.4.1 Transfer, code-switching, and convergence, and their potential effects on bilingual grammars 160
3.4.2 Language contact and grammatical change 161
3.5 Conclusions 185

Conclusions 186

References 188
Index 225
Figures

I.1 Map of the Basque Country  page 18
I.2 The distribution of Quechua in South America  21
I.3 Spanish speakers in the United States  35
2.1 Broca’s and Wernicke’s areas  88
2.2 The dual-stream model of language  89
2.3 EEG recording  90
2.4 N400 versus P600 effects  91
2.5 MEG scanner  92
2.6 fMRI scanner  93
2.7 The supramarginal and angular gyri, housed in the inferior parietal cortex  94
2.8 Neural activation during grammatical processing in early versus late bilinguals  96
2.9 Activation during lexical retrieval in Spanish–Catalan bilinguals  97
2.10 Effects of age of acquisition and proficiency levels on phonemic discrimination in English  102
2.11 Kroll and Stewart’s Revised Hierarchical Model  104
2.12 The Bilingual Interactive Activation Model (BIA)  105
2.13 The Bilingual Interactive Activation Plus Model  106
2.14 The neural underpinnings of inhibitory control  108
2.15 De Bot’s (1992) Bilingual Production Model  111
2.16 Integrated syntactic and lexical network for bilingual lexical entries  112
3.1 Feature mapping in Quechua and Spanish  169
3.2 Discourse properties morphological mapping in Quechua and Bilingual Spanish  171
Tables

1.1 Some estimates of numbers of L1 and L2 speakers of four languages  

1.2 Main indigenous language families in the Americas  

1.3 Languages spoken at home in the US according to the 2010 census  

1.1 Cases of bilingualism (adapted from Hoffmann 1991)  

1.2 Different opinions about bilingualism from monolinguals and bilinguals according to Grosjean (1982: 231)  

1.3 Language targets and domains that may affect proficiency (Baker 2011: 5)  

1.4 Parental home language input patterns and child bilingual use (De Houwer 2009: 10)  

1.5 Three main patterns of parental language presentation in BFLA\(^1\) (De Houwer 2009: 110)  

1.6 Stages in the acquisition of negation (Ellis 1994: 100)  

1.7 Differences between L1 and adult L2 acquisition  

1.8 Differences between child and adult L2 acquisition  

3.1 Euskara–Spanish typological contrasts  

\(^1\) BFLA stands for bilingual first language acquisition.
Acknowledgments

We gratefully acknowledge the help of the children, schoolteachers, administrators, and students who helped us gather the data for our studies on bilingualism in Peru, Spain, and the United States. Thanks also to our editors at Cambridge University Press, Helen Barton and Helena Dowson, for their patience and their help in shepherding this project to completion. We would also like to thank our colleagues and students at UTEP and Rutgers University, the Aresty Research Program at Rutgers University, and the members of the VCLA for their assistance and advice. Finally, we are extremely grateful to our families on three continents, who have been instrumental in helping this endeavor come to fruition by providing intellectual companionship, childcare, logistical assistance, and unflagging support.
### Suffix abbreviations

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>first person</td>
</tr>
<tr>
<td>2</td>
<td>second person</td>
</tr>
<tr>
<td>3</td>
<td>third person</td>
</tr>
<tr>
<td>ABS</td>
<td>absolutive</td>
</tr>
<tr>
<td>ACC</td>
<td>accusative</td>
</tr>
<tr>
<td>ACC-marker</td>
<td>accusative marker/ personal a.</td>
</tr>
<tr>
<td>ATT</td>
<td>attested</td>
</tr>
<tr>
<td>AUX</td>
<td>auxiliary</td>
</tr>
<tr>
<td>BEN</td>
<td>benefactive</td>
</tr>
<tr>
<td>CAUS</td>
<td>causative</td>
</tr>
<tr>
<td>CL</td>
<td>clitic</td>
</tr>
<tr>
<td>COMP</td>
<td>complementizer</td>
</tr>
<tr>
<td>DAT</td>
<td>dative</td>
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<tr>
<td>DER</td>
<td>derivative&lt;sup&gt;1&lt;/sup&gt;</td>
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<td>DES</td>
<td>desiderative</td>
</tr>
<tr>
<td>DET</td>
<td>determiner</td>
</tr>
<tr>
<td>DIM</td>
<td>diminutive&lt;sup&gt;2&lt;/sup&gt;</td>
</tr>
<tr>
<td>DOM</td>
<td>differential object marker (= ACC-marker)</td>
</tr>
<tr>
<td>DUR</td>
<td>durative</td>
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<td>ergative</td>
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<td>focus</td>
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<tr>
<td>LOC</td>
<td>locative</td>
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</table>

<sup>1</sup> The derivative marker -ri in Quechua is used to mark courtesy.

<sup>2</sup> Diminutives in Quechua and Spanish may indicate small size but they are mostly used as markers of affection.
<table>
<thead>
<tr>
<th>M</th>
<th>masculine</th>
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<tbody>
<tr>
<td>NOM</td>
<td>nominative</td>
</tr>
<tr>
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<td>object</td>
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<td>plural</td>
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<td>present</td>
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<td>progressive</td>
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<td>SBJ</td>
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<td>SG</td>
<td>singular</td>
</tr>
<tr>
<td>TV</td>
<td>thematic vowel</td>
</tr>
</tbody>
</table>

3 Thematic vowels (TV) appear in Spanish verbs immediately after the root and indicate which conjugation the verb belongs to. TVs may be absent in some tenses, but they are for the most part very regular. Verbs of the first conjugation take the TV -a, verbs of the second conjugation take TV -e, and verbs of the third conjugation take TV -i. In some tenses, the TVs -e and -i are diphthongized into -ie. In the present subjunctive, verbs of the first conjugation take TV -e and verbs of the second and third conjugations take TV -a.