

Contents

<i>Preface</i>	<i>page</i> ix
<i>List of Abbreviations</i>	xv
1 Bilingualism in Early Childhood: Disentangling Myths and Facts	1
1.1 Myths or Facts?	1
1.2 Searching for Facts in Research on Child Bilingualism	11
1.3 Goals of This Book – and How to Use it	22
1.4 Reading Suggestions	26
2 How Infants Become Native Speakers	28
2.1 The Human Language Making Capacity	28
2.2 Developmental Sequences in the Acquisition of Grammars	36
2.3 An Endowment for Bilingualism	46
2.4 Reading Suggestions	57
3 Two Languages in One Mind: Differentiating Linguistic Systems	58
3.1 Confused by a Multilingual Environment?	58
3.2 Separating Languages in a Child's Mind	69
3.3 One Person, One Language? Talk, Talk, Talk!	83
3.4 Reading Suggestions	92
4 Keeping Languages Apart: Mixing, Interference and Interaction of Languages	93
4.1 Children's Mixing and Switching of Languages	93
4.2 Interaction of Languages in Children's Minds	105
4.3 Parents' Language Choices	114
4.4 Reading Suggestions	122
5 Language Dominance: Strong and Weak Languages	123
5.1 When Children Refuse to Speak One of Their Languages	123
	vii

5.2	The Weaker Language: Deficient or Delayed?	134
5.3	Making the Weaker Language Strong Again	144
5.4	Reading Suggestions	155
6	Trilingual and More: The Role of Input	156
6.1	Native Speakers of More Than Two Languages	156
6.2	Quantity and Quality of Input	167
6.3	How Many Is Too Many?	185
6.4	Reading Suggestions	190
7	The Age Question	191
7.1	Multiple First Languages or Second Language Acquisition in Childhood?	191
7.2	Critical Periods for Language Development	203
7.3	Successive Bilingualism	212
7.4	Reading Suggestions	219
8	Benefits and Advantages of Child Bilingualism	221
8.1	Making the Most of One's Endowment	221
8.2	Benefits Beyond Linguistic Skills	231
8.3	Living Multicultural Lives	240
8.4	Reading Suggestions	244
	<i>Bibliography</i>	245
	<i>Index</i>	255