_	
4	
	Bilingualism in the World 1
	The Extent of Bilingualism 2
	National Patterns of Bilingualism 3 Language Policy and Linguistic Minorities 24
	The Origins of Bilingualism 30
	The Outcome of Bilingualism 36
\mathcal{I}	Dilition in the III is a Contract to
	Bilingualism in the United States 42
	Language Diversity and Bilingualism 44 Aspects of the Life of Linguistic Minorities 57
	Bilingual Education 67
	Some Linguistic Minorities 81 Language Maintenance and Language Shift 102
9	Language Maintenance and Language 3mit 102
33	Bilingualism in Society 113
	Attitudes toward Language Groups and Languages 117
	Language Choice 127
	Code-Switching 145 Bilingualism and Biculturalism 157
A	
巴	The Bilingual Child 167
	Becoming Bilingual 170
	The Acquisition of Two Languages 179 Aspects of Bilingualism in the Child 199
	Education and the Bilingual Child 207
	The Effects of Bilingualism on the Child 220
5	The Dilineral Decrees 220
0	The Bilingual Person 228
	Describing a Person's Bilingualism 230 The Psycholinguistics of Bilingualism 240
	The Bilingual Brain 258
0	The Bilingual as a Person 268
(b)	Bilingual Speech and Language 289
	Speaking to a Monolingual 292
	Speaking to a Bilingual 308
	The Legacy of Bilingualism 332

References 343
Acknowledgments 361
Index 363

Index

Accent, see Interference Acculturation: of adult immigrants,

158–162; of children, 164, 209–211

Acquisition of two languages, simultaneous, 180–191; case study, 180–181; interference, 180, 187, 190–191; awareness of languages, 180, 187–188; patterns, 181; mixed-language stage, 181–184; compared with monolingual acquisition, 181–182; separation of two languages, 182–188; blends and compounds, 184; confusion and avoidance of words, 184–185. See also Childhood bilingualism; Language dominance; Language-person bond in children

Acquisition of two languages, successive, 192–198; age of, 192–193; psychosocial factors, 192–193; compared to first-language acquisition, 193–195; developmental and transfer positions, 193–195. See also Second-language acquisition, strategies in

Age, see Acquisition of two languages, successive; Childhood bilingualism Ainu, 5

Albert, M.: bilingual brain, 258; recovery patterns in bilingual aphasics, 261–262; stage hypothesis, 264

Aphasia in bilinguals, 228–229, 258–263; case studies, 228–229, 258–261; recovery patterns, 259–261; right- and left-hemisphere lesions, 264

Assimilation, see Education, bilingual; Language maintenance and shift in United States; Language policy; Language shift; Minority languages

Attitudes: toward bilingualism in United States, 65–67; within and between language groups in Quebec, 118–120; toward languages, 120–123; evolution, 122–123; of monolinguals toward bilinguals, 274–275. See also Feelings about being bilingual; Language attitudes, consequences of

Barber, C.: on attitudes to speaking Yaqui, 127; language choice in Pascua, Ariz. 130, 134–135, 138, 141, 142; bilingual children, 176

Beckett, Samuel, 288

Belgium, 3, 13–15, 37–38; language groups, 13; language strife, 14–15

Bergman, C., on simultaneous language acquisition, 182–183

Biculturalism, 157–166; definition, 157; and bilingualism, 157–158; in adults, 158–162; level attained, 160–161; and

children, 162–166; mixed marriages and, 165–166; additive and subtractive, 226. See also Acculturation; Culture; Marginality

Bilingual Education Act (Title VII): 1968 act, 71–72; 1974 amendments, 74–75; 1978 amendments, 75; extracts

from, 76-77

Bilingual families, language strategies in, 173–176; one person-one language, 173; home/outside home, 173–174; starting with one language, 174; use of both languages, 174; problems with, 174–176

Bilingualism: definitions, 1, 2, 231–233, 235; reasons for, 3–4, 24–25, 30–36; outcome of, 36–41; prolonged, 37–38; return to monolingualism, 38–41; pid-ginization and creolization, 41; description, 230–240; fluency, 231–233, 236–237; tests, 233–234; problems with tests, 234–236; factors in describing, 236–237; change in dominance, 238–239; dormant, 239; and literature, 287–288. See also Childhood bilingualism

Bilingualism, extent of, 2-3; in Tanzania, 8; in Paraguay, 10; in Belgium, 12, 14; in Canada, 12, 16; in India, 21-22; in Soviet Union, 23-24; in United States, 54-57

Bilingual persons, 268–288; mental activities, 275–276; dreaming, 276–277; expressing emotions and stress, 277–278; well-known, 284–288. See also Feelings about being bilingual; Personality and bilingualism

Borrowing, language: examples of, 292, 340; and speech borrowing, 309, 333–335; reasons for, 335–337; resistance to, 337–339; impact on language, 339–341. See also Borrowing, speech

Borrowing, speech: compared to codeswitching, 308–311; definitions of, 308; compared to language borrowing, 309, 333–335; awareness of, 310–311; reasons for, 311–313; examples of, 312–319; loanwords, 313–317; loanblends, 313–314; phonological adaptation, 314; morphological adaptation, 314–317; gender adaptation, 315–316; verb adaptation, 316; loanshifts, 317–319; idiomatic expressions, 319; as norm, 330-332. See also Borrowing, language

Brain, bilingual, language organization in, 258–268; research questions, 258; approaches in study of, 258, 267; hypotheses about, 266–268. See also Aphasia in bilinguals; Language lateralization

Brant, C., on education of Eskimo children, 209–211, 216

Burling, R., on case of Garo-English bilingualism, 177–179

Canada, 12, 15–18; language groups, 15; language history, 15–16; extent of bilingualism, 16; Official Languages Act, 16–17; policy toward bilingualism, 16–17; attitudes of language groups, 118–120; education of Eskimo children, 209–211. See also Quebec. Catalan, 30

Celce-Murcia, M., 184-185

Childhood bilingualism: causes of, 170–176; planned, 172–176; multilingualism, 176–177; reversion to monolingualism, 177–179; case studies of, 177–181; effects on language development, 220, 221, 223; effects on educational attainment, 221, 224; effects on cognitive development, 222–223, 224–225; problems with studies, 223–227; threshold hypothesis, 226. See also Bilingual families, language strategies in; Code-switching; Language choice; Language-person bond

Clyne, M.: triggering, 151; transference, 289, 293, 305, 307; German English interlanguage, 295; borrowing, 311–312, 314–315, 316; bilingual norms, 331

Code-switching: compared to language choice, 129; definitions, 145, 289, 308; examples, 145–146, 291, 322, 324–325; attitudes toward, 146–149, 310–311; and "semilingualism," 147–148; as norm, 148, 330–332; reasons for, 149–157; in children, 204–206; and code-mixing, 204; psycholinguistics of, 248–255; one- and two-switch models, 249–250, 254; time needed for switching, 250–252; problems with studies and models, 252–254; monitor system, 254; linguistic aspects of,

320–330; determining base language, 320–321; types and frequency, 321–323, constraints on, 323–328; grammar of, 328–330

Cognitive development, see Childhood bilingualism

Compound bilingualism, 240–244 Conrad, Joseph, 287–288

Coordinate-compound-subordinate distinction, 240–244; Weinreich's proposal, 240–241; Ervin and Osgood's modification, 241; evidence for, 241–242; evidence against 242–243; problems with studies, 243

Countries, see Nations

Creoles, 8, 41

Cuban Americans, 98–100; reasons for immigration, 99; social status, 99; organization, 99; difficulties, 99–100

Culture: definitions of, 157; culture shock, 158–159; adjusting to new, 159–160; not belonging to any, 161–162, 164–165. See also Acculturation; Biculturalism; Marginality

Cummins, J., on effects of bilingualism, 225–226

Curie, Marie, 286

Deaf Americans, 84–88; number, 84–85; community, 85; American Sign Language, 85, 87; culture, 85; discrimination against, 85–87; acculturation, 87; types of bilingualism, 87–88; compared to other minorities, 88

Deviations, within-language, 296–298. *See also* Interlanguage

Diglossia, 130–132; definition of, 130; high and low varieties, 131; language choice and, 133. *See also* Language choice

Di Pietro, R.: code-switching, 145, 153, 155; behavior switching, 280

Dominance, see Language dominance Dornic, S., on nonbalanced bilinguals, 255-256

Education, bilingual, 213–220; political aims, 25, 27, 207–208; transitional programs, 213–215; advantages, 215; maintenance programs, 215–217. See also Education, bilingual, in United States; Education, immersion; Education, monolingual

Education, bilingual, in United States, 67–81; definition, 68; private schools, 68–69; public schools, 69–81; before World War I, 69–70; reinstatement, 70–71; in Massachusetts, 72–73; Lau vs Nichols, 73–74; federal and state organization, 74–78; problems, 78–81; controversial aspects, 79–81; evaluation, 80–81; present trend, 81; example, 213–215. See also Bilingual Education Act

Education, immersion, 217–220; compared with submersion education, 217, 218–219; in Canada, 217–219; and functional bilingualism, 219

Education, monolingual, 29, 69–71, 208–213; problems with, 70–71, 208–211; reasons for, 207–208; variants of, 211–212; consequences of, 70–71, 212–213. See also Education, bilingual, in United States

Erasmus, Desiderius, 284

Ervin, S., see Ervin-Tripp, S.

Ervin-Tripp, S.: monolingual language varieties, 127–128; second-language acquisition, 194; coordinate-compound bilingualism, 241; personality and bilingualism, 280–282

Fantini, A., 206; language choice in children, 202–203

Federalism, 33-34

Feelings about being bilingual, 268–275; surveys, 268; inconveniences, 268–270; advantages, 270–273; compared with monolinguals, 273–274

Ferguson, C., on diglossia, 130–132 Fillmore, L. W., on second-language acquisition strategies, 195–196

Fishman, J.: nationalism and bilingualism, 33; U.S. mother tongue data 50–51; minority group organization, 61–62; assimilative power of American society, 111; diglossia, 132; language choice, 140; balanced bilinguals, 235

Fluency and bilingualism, 231–233 France, 5, 26, 27

Franco-Americans, 91–95; recent status, 91, 94; history, 91–92, 93; in Louisiana, 92–93; maintenance efforts, 93, 94, 95; in New England, 93–95; assimilation, 94

Gal, S.: German-Hungarian bilingualism in Oberwart (Austria), 123–124, 172; language choice in Oberwart, 137, 139–140, 142, 143; code-switching in Oberwart, 152, 153

Galloway, L.: on heptalingual, 239; bilingual aphasia, 264; stage hypothesis, 264; language lateralization, 266

Gandhi, Mahatma, 284

Genesee, F.: code-switching and children, 205–206; immersion education, 218–219

German Americans, 88–91; present status, 56, 90–91; discrimination against, 59–60, 90; in Pennsylvania, 89; organization, 89–90; maintenance of language and culture, 89; in 1900, 90; assimilation, 90

Germany, West, 6-7

Glazer, N., on language shift in United States, 102-103, 111-112

Great Britain, 5, 31–32, 37

Greenland, education in, 216

Group identity, language as symbol of, 117-118, 126-127. See also Attitudes

Guarani, 10; attitudes toward, 121, 122 Gumperz, J.: attitudes to stigmatized language, 125, 127; language choice in Austria, 140; code-switching, 152–153, 327–328; bilingual norms, 331; lan-

guage convergence, 332-333

Haiti, 11, 41

Haitian Creole, 11

Hakuta, K., on second-language acquisition, 194-195, 197

Hapsburg Empire, 20, 39

Hasselmo, N.: code-switching and borrowing, 308–309; bilingual norms, 330–331; language borrowing, 334–335

Haugen, E.: bilingualism in United States, 43; attitudes toward bilingualism, 65, 273–274; language shift in Norwegian-American family, 105; language as symbol of community, 117–118; code-switching attitudes, 147; biculturalism, 157; definition of bilingualism, 232; maladjustment of bilinguals, 282; interference, 289, 293, 299, 301; code-switching, 289, 308; borrowing, 289, 310, 312–319; bilingual language norms, 330–332; legacy of bilingualism, 333

Heye, J.: language attitudes in Ticino, 121; bilingualism in Pomerode, Brazil, 133–134; language choice in Ticino, 139

Hispanic Americans, 96–102; number of in 1976, 96; political and social impact, 96–97. See also Cuban Americans; Mexican Americans; Puerto Ricans, mainland

Hobart, C., on education of Eskimo children, 209–211, 216

Hoffman, G., on language choice in Jersey City, 133–134, 140–141, 154

Immigrants: in Germany, 6-7; discrimination against, 6-7; adapting to new culture, 158-162; conflict between parents and children, 162-166. See also Minority groups in United States

India, 4, 19, 20–22; languages, 20–21; three-language formula, 21; extent of bilingualism, 21–22; attitudes toward languages, 22

Integration, 289, 314–317, 333–335. See also Borrowing, language; Borrowing, speech

Intelligence and bilingualism, see Child-

hood bilingualism Interference: in children, 190–191,

194–195; definitions, 237, 289, 298–299; attitudes toward, 299, 300, 303–304; and communication, 299, 307; causes, 300; examples, 300–307; at phonological level, 300–302; types of lexical, 302–304; in idiomatic expressions, 304; types of syntactic, 304–306; Weinreich's three syntactic categories, 306; in spelling, 306–307. See also Interlanguage

Interlanguage, 293–298; fossilization of, 294–295; as language norm, 295–296. See also Deviations, within-language;

Interference

Interpretation, see Translation and bilingualism

Japan, 5-6 Japanese Americans, 60 Jersey City, N.J., English-Spanish bilingualism in, 132-133 Jesus Christ, 286

Kegl, J.: Slovene-English bilingualism, 128–129; interlanguage, 294; interfer-

ence, 306–307; code-switching, 320–321

Keller-Cohen, D., on second-language acquisition strategies, 196–197

Khubchandani, L., 21-22

Kissinger, Henry, 284

Kloss, H.: typology of nations, 7, 18; language annihilation, 29–30; rights of linguistic minorities in United States, 58–62, 68; German Americans, 89–90; French in Louisiana, 92–93

Kolers, P.: lexical organization, 245–246; language switching, 250–251

Lambert, W.: group attitudes, 118–120; biculturalism, 162–166; second-language learning, 193, 295; immersion education, 218, 220; effects of bilingualism, 221–222, 223, 224; measuring bilingualism, 233–234; coordinate-compound bilingualism, 241–243, 244; early-late bilinguals, 244; independence of languages, 249–250

Language acquisition, see Acquisition of two languages, simultaneous; Acquisition of two languages, successive; Childhood bilingualism

Language attitudes, consequences of, 123–127; on learning second language, 123; on learning first language, 123–124; on subjective fluency, 124; on use of language, 124–125; on language shift, 126; on language borrowing, 126; on group solidarity, 126–127. See also Attitudes

Language borrowing, see Borrowing, language; Borrowing, speech

Language change, see Bilingualism; Borrowing, language; Language shift; Norms in bilingual communities; Pidgins and creoles

Language choice, 127–145; of varieties among monolinguals, 127–128; compared to code-switching and borrowing, 129; complexity, 132–135; rapidity and automaticity, 142, 145; reciprocity, 142–143; breakdown in, 143; in children, 202–204. See also Diglossia; Jersey City, N.J., English-Spanish bilingualism in; Language choice, factors in; Pascua, Ariz., Yaqui-Spanish-English trilingualism in; Pomerode, Brazil, German-Portuguese bilingualism in

Language choice, factors in, 135–145; proficiency, 135–136; customary language and, 136–137; age and, 137; socioeconomic status, 137; intimacy, 137; outside pressure, 137; language attitude, 138; location of interaction, 138; formality of situation, 139; presence of monolinguals, 139–140; content of discourse, 140–141; status raising, 141; exclusion of monolinguals, 141–142; weighting of factors, 143–145

Language contact, see Bilingualism; Borrowing, language; Language shift; Norms in bilingual communities; Pidgins and creoles

Language dominance: in children, 188–191; and interference, 190–191; balanced and unbalanced bilinguals, 232–235; change in, 238–239; psycholinguistic consequences of, 255–256

Language evaluation, see Attitudes; Language attitudes, consequences of

Language lateralization: in children, 192; in monolinguals, 263–264; experimental studies with bilinguals, 264–266; right-hemisphere involvement in bilinguals, 264–265, 266. See also Brain, bilingual, language organization in

Language loss: in children, 176-179; in adults, 237-239

Language maintenance, 107–112; in bilingual nations, 37–38; as outcome of bilingualism, 38–39. See also Language maintenance and shift in United States; Language shift

Language maintenance and shift in United States, 51, 55–58, 69, 102–112; in immigrant family, 103–107

Language planning, *see* Language policy Language play in children, 206–207

Language policy, 24–30, 338–339; planning, 25; support of minority languages, 25–26; repression of minority languages, 27–30. *See also* Education

Language politics, see Language maintenance; Language policy; Language shift

Language shift, 28, 39–41, 107–112, 126; as outcome of bilingualism, 39–41; factors leading to, 107–112. *See also* Language maintenance; Language

maintenance and shift in United States

Languages of the world, 3–4 Language status, 19–20, 120–123 Language switching, see Code-switching Language use, see Language choice Lebanon, 8

Leopold, W., on bilingualism, 180–181 Lewis, E.G.: extent of bilingualism, 2; multilingualism in Soviet Union, 22–23, 170; Roman occupation of Great Britain, 31–32; language maintenance, 39; bilingualism in Wales, 40

Lexicon, bilingual, 244–248; one-lexicon hypothesis, 245; two-lexicon hypothesis, 245–246; problems with studies, 246–247; Paradis's model, 247–248

Lingua franca, 4, 8, 20, 24

Linguistics of bilingualism, see Borrowing, language; Borrowing, speech; Code-switching; Deviations, within-language; Interference; Interlanguage; Norms in bilingual communities
Loanword, see Borrowing, speech
Lorwin, V., 13–14
Luxembourg, 4

Mackey, W.: extent of bilingualism, 2–4; bilingual nations, 11–12; origins of bilingualism, 30–36; prolonged bilingualism, 37–38; bilingual education, 213; definition of bilingualism, 235; describing the bilingual, 236–237, 239; interference, 299, 304–305; language borrowing, 334–335, 337

MacNab, G., on effects of bilingualism, 224–225

Macnamara, J.: bilingual education, 219; defining bilingualism, 232; measuring bilingualism, 233–234; coordinate-compound bilingualism, 243–244; independence of languages, 248–249; two-switch model, 249–252

Malherbe, E., on measuring bilingualism, 235–236

Marginality, 161–162; in children of immigrants, 162–165; due to monolingual education, 209–211

Matched-guise experiments, 118–120 McClure, E., on language choice and code-switching in children, 202–204

McLaughlin, B.: marginality, 161; child-hood bilingualism, 179; acquisition rate, 182; second-language acquisi-

tion, 193-194; effects of bilingualism, 223, 224, 226-227

Memory, bilingual, see Lexicon, bilingual

Mexican Americans, 100–102; discrimination against, 60, 100, 101; present status, 101; organization, 101–102

Migration, 30–33; and language maintenance or shift, 39–41

Minkowski, M., on bilingual asphasics, 228–229, 259–260, 261–262

Minority groups: in Japan, 5-6; in West Germany, 6-7; discrimination against, 5, 6, 7, 59-62, 65-66, 208-211; support of, 25-26; neglect of, 26-30; danger of, 26; assimilation of, 28. *See also* Minority groups in United States

Minority groups in United States, 57–67, 81–102; social organization, 58, 61–62; geographical regrouping, 58; policy toward, 58–59, 62; rights, 58–65; discrimination against, 59–62, 65–66, 70, 84, 98; minority media, 62–64; Anglo-American attitudes toward, 62–67. See also Deaf Americans; Franco-Americans; German Americans; Hispanic Americans; Native Americans

Minority language: support, 25–26; neglect, 27; repression, 27–30; replacement, 29; dialectization, 29–30. *See also* Minority languages in United States

Minority languages in United States, 44–57; types and importance, 45; geographical location, 45–48; evolution, 48–52; use 52–54; extent of bilingualism, 54–57; type of bilingualism, 55–56. See also language maintenance and shift in United States

Mixing languages, *see* Acquisition of two languages, simultaneous; Codeswitching; Interference

Mkilifi, M., 148, 170, 171–172, 176, 280 Monolinguals compared to bilinguals, 256

Morphology, *see* Borrowing, speech; Code-switching; Interference; Language dominance

Myers-Scotton, C., 8; colonial languages, 10; language choice, 141; code-switching, 145, 150–151, 154–155, 156

Nabokov, Vladimir, 288 Nationalism, 33-34

Nations: monolingual, 5-11; endoglossic, 7; exoglossic, 8, 10-11. See also Nations, bilingual; Nations, multilingual

Nations, bilingual: reasons for, 11-12; policies in, 12-13; bilingualism in, 12, 37-38. See also Belgium; Canada; Paraguay

Nations, multilingual, 7-9, 18-24; bilingualism in, 19; reasons for, 19; problems in, 20. See also India; Soviet Union; Tanzania

Native Americans, 82-84; language contact among, 82; status in 1970, 83; status of languages, 83; education, 83-84, 216-217

Neurolinguistics of bilingualism, see Aphasia in bilinguals; Brain, bilingual, language organization in; Language lateralization

Norms in bilingual communities, 330 - 332

Oberwart, Austria, German-Hungarian bilingualism in, 123, 124

Obler, L.: bilingual brain, 258; recovery patterns in bilingual aphasics, 261, 262; stage hypothesis, 264

Paradis, M.: on coordinate and compound bilingualism, 244; bilingual's lexical organization, 246-248; language switching, 252-255; translation and bilingualism, 257; bilingual aphasics, 259-263; language organization in bilingual brain, 266-267

Paraguay, 3, 9–10, 38, 121–122, 123–124 Park, T., on language awareness, 186, 187

Pascua, Ariz., Yaqui-Spanish-English trilingualism in, 134-135

Personality and bilingualism, 279-284; evidence for two personalities, 279-282; two-personality viewpoint explained, 283-284. See also Bilingual persons

Pfaff, C., on code-switching and borrowing, 308, 315, 316, 321

Phonology, see Acquisition of two languages, simultaneous; Acquisition of two languages, successive; Borrowing, speech; Interference; Interlanguage

Pidgins and creoles, 8, 41 Pitres, A., 261

Pomerode, Brazil, German-Portuguese bilingualism in, 133-134

Poplack, S.: word borrowing, 315-316; code-switching, 320-330

Pragmatics, see Code-switching; Language choice; Language choice, factors in

Psycholinguistics of bilingualism, 240-258; early emphasis of, 240; future research on, 257-258. See also Bilingualism; Childhood bilingualism; Code-switching; Coordinate-compound-subordinate distinction; Lexicon, bilingual

Puerto Ricans, mainland, 97-98; location, 98; status, 98; problems, 98; language choice, 132-133

Quebec, 16–18; history, 15–16; quiet revolution, 16; attitude toward bilingualism, 16-17; maintenance of French, 18; Chartre de la Langue Française, 18; attitudes toward language groups, 118-120; renewed pride in culture, 127. See also Canada

Redlinger, W., on language awareness, 186, 187

Ribot, T., 261

Rubin, J.: bilingualism in Paraguay, 10; language attitudes in Paraguay, 121; language choice in Paraguay, 135, 137-138, 140, 143-144

Schmidt-Mackey, I., on bilingual families, 173-174

Schneider, S., on bilingual education,

Schweda, N., on language choice in Maine, 135-137, 138

Scotton, C., see Myers-Scotton, C.

Second-language acquisition, strategies in, 195-198. See also Acquisition of two languages, successive

Selinker, L., on interlanguage, 292-294,

Semantics, see Acquisition of two languages, simultaneous; Borrowing, language; Borrowing, speech; Interference; Lexicon, bilingual

Semilingualism, 147, 223

Senegal, 10-11

Separation of bilingual's languages, 248-249, 250, 292-293 Sign language, 85, 87-88, 122 Singer, Isaac B., 287 Skutnabb-Kangas, T., 6, 223 Slovene Americans, 128-129 Soares, C., on language lateralization, 265-266

Sociolinguistics of bilingualism, see Attitudes; Code-Switching; Language choice; Language maintenance; Language shift

Soviet Union, 4, 22–24, 25; languages, 22–23; language policy, 23; status of Russian, 23; status of regional languages, 23; bilingualism, 23–24

Spain, 5 Spolsky, B., on education of native Americans, 84, 208–209

Survey of Income and Education (1976), 45–48, 52–57

Swahili, 7, 8-9

Swain, M.: bilingual child, 183, 188, 191; effects of bilingualism, 225–226 Switch, see Code-switching Switching, see Code-switching; Language choice

Switzerland, 4, 19, 37

Syntax, see Acquisition of two languages, simultaneous; Acquisition of two languages, successive; Code-Switching; Interference; Interlanguage

Taeschner, R.: bilingual language development, 183–187; person-language bond, 198–199
Tanzania, 8–9
Ticino, 121

Transference, 217. See also Interference Translation and bilingualism, 199–201, 256–257; child as translator, 200–201; difficulties with translation, 256–257

United States: linguistic history, 48–52; expansion of territory, 49; immigration, 49–52; bilingualism, 54–57. See also Education, bilingual, in United States; Language maintenance and shift in United States; Minority groups in United States; Minority languages in United States

Ury, W., on code-switching, 145, 154–155, 156

Valdes Fallis, G., on code-switching, 145, 151

Veltman, C., on language shift in United States, 57

Vildomec, V., on survey of bilinguals, 268–273, 276–277

Volterra, V.: bilingual language development, 183–187; person–language bond, 198–199

Wales, 2, 40

Weinreich, U.: definition of bilingualism, 235; coordinate-compound-subordinate bilingualism, 240–241; interference, 289, 298, 300, 306; borrowing, 311, 334, 335–336, 339–340; codeswitching, 320

Woolford, H., on code-switching, 329–330

Yaqui Indians, 127, 134–135 Yugoslavia, 19, 25