A Sociolinguistic Analysis of Three Mandarin-English-Speaking Preschoolers' Code-Switching Behavior at Home

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Abstract
This study examines the effects of different language influences, including maternal input, peer, school, and media language on three Mandarin and English-speaking preschoolers' code-switching behavior. Data from audio- and videotaped recordings, on-site field notes, and a reflective field journal were triangulated with data from parent and teacher interviews to document their language behavior. Results show that the children's language patterns did not reflect those of their mothers, which have long been assumed to be the most influential language socialization force on preschoolers' language behavior. Two of the children's mothers used Mandarin more frequently than intrasentential code-switching (Mandarin with English words inserted), but their children used intrasentential code-switching more frequently than Mandarin. The other child's mother used intrasentential code-switching more frequently than Mandarin, but her child used intersentential code-switching more frequently than intrasentential code-switching. Maternal communication strategies and attitudes also played a role in the focal children's code-switching behavior. Other socializing factors such as sibling, peer, and media language as well as the children's ability to produce code-switched utterances and discourse they had not heard before, appeared to influence their code-switching behavior.

Key Words: code-switching between Mandarin and English, bilingual children, preschool children, maternal input, language socialization, sociolinguistics, qualitative study, Taiwan

INTRODUCTION
Code-switching is a bilingual mode of communication that is frequently and extensively used among members of bilingual communities (Gumperz, 1982; Zentella, 1981). In fact, some researchers claim that code-switching is a central part of "bilingual discourse" (Appel & Muysken, 1987, p. 117). Although researchers from various fields have investigated this topic, the focus of scholarly work primarily has been on bilingual adults' code-switching behavior. Studies of bilingual children's code-switching have been scarce. Prior to 1980, only a few researchers in the United States paid serious attention to the code-switching of bilingual children (see Duran, 1981). In subsequent years, there has been an increased interest in the code-switching behavior of bilingual children. Similar to their adult counterparts, bilingual children can use code-switching to perform "conversational functions" (Gumperz, 1982) such as addressee specification (Fantini, 1985; Geneshi, 1981; McClure, 1981), quotation...