

GCOE PROGRAM WORKSHOP

MULTILINGUALISM AND CODE SWITCHING IN NETHERLANDS AND CANADA

INTRASENTENTIAL CODESWITCHING OF ENGLISH-JAPANESE BILINGUAL CHILDREN

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Simultaneous Bilingual Children's Language Use

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□ **Background**

- The number of simultaneous bilingual children is increasing because of interethnic / international marriage.

□ **Problems**

- Simultaneous bilingual children's language use after L1A have not studied enough.
- Intrasentential codeswitching of bilingual children have not documented and analysed enough.



This study will focus on preschool and school age simultaneous bilingual children's intrasentential codeswitching.

Intrasentential Codeswitching

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- Intrasentential codeswitching
 - ▣ The use of two languages in a sentence
 - ex) ofuro no conversation tte appropriate?
 - (Is the conversation at bath time appropriate?)
- Studies on Codeswitching (CS)
 - ▣ **In 1960s:** intersentential CS from sociolinguistic aspects (Fishman, 1965)
 - ▣ **In 1970s:** intrasentential CS from grammatical aspects (Pfaff, 1979)
 - ▣ **In 1980s:** syntactic structure (Poplack, 1980)
 - ▣ **In 1990s:** language processing (Myers-Scotton, 1992)

Equivalence Constraint

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- **Poplack (1980):** “CS occurs at points where juxtaposition of two languages does not violate a syntactic rule of either language.”
 - Syntactic rules of two languages are maintained.
 - Structural symmetry of two languages

Ex) CS: I told him that pa'que la trajera ligenro.

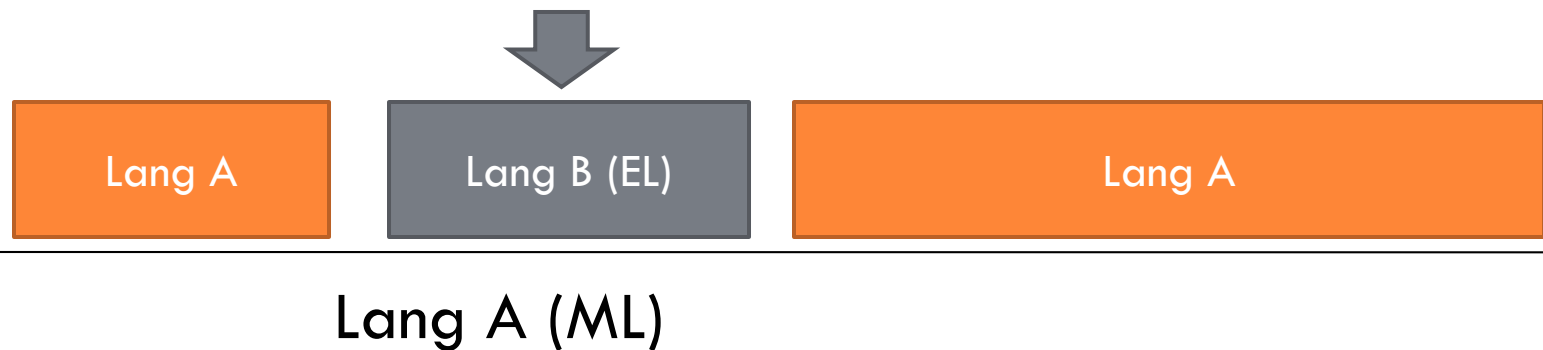
E: I told him that so that he would bring it fast.

S: (Yo) le dije eso pa'que (el) la trajera ligero.

Language Processing Model

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- **Joshi (1985):**
 - **Matrix Language (ML):** supplying the main grammatical frame of a sentence
 - **Embedded Language (EL):** content element(s) embedded into ML
 - structural **asymmetry** of two languages



Frame-Content Hypothesis

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□ Azuma (1993)

□ 1. planning frame-building stage

- in ML
- Closed-class items (ex. preposition)

□ 2. content-word insertion stage

- in ML and EL
- Open-class items (ex. noun, verb, adverb)

Matrix Language Frame Model

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□ Myers-Scotton (1992)

□ content morpheme / system morpheme

□ ML:

1. the word order of a sentence
2. all system morphemes having grammatical relations external to their head

ex) She likess...

□ EL: Distinction of “EL” and “EL Island”

- EL: one EL morpheme
- EL Island: some EL morphemes (ex: EL phrase)

ex) ofuro no conversation tte appropriate?

sixteen words de different datta no?

Sub model of MLF

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- **Myers-Scotton & Jake (1995, 2001)**
 - ▣ The 4-M model
 - Content morpheme ex) book
 - 3 system morphemes
 - Early system morpheme ex) books, look **out**
 - Bridge system morpheme ex) book **of** John, John's books
 - Outsider system morpheme ex) The dog likes the bones.
 - ▣ The abstract level model
 - Speaker's intentions go to
 1. Lexical—conceptual structure level
 2. Predicate-argument structure level
 3. Morphological realizationAnd appear on the surface.

Research Question

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- How are the intrasentential codeswitching uttered by young English-Japanese simultaneous bilingual children?

Analytical Framework

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- Language processing model
 - ▣ Syntactic structure between English and Japanese are different in many aspects.
- ML/ EL & EL island
- Grammatical category (for EL analysis) / Morpheme (for EL island analysis)
- The abstract level model & The 4-M model (for language processing analysis)

4. Corpus: data & participants

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□ Data

- ▣ Corpus based on natural conversations of 4 English-Japanese families in Vancouver (1.5-2 hours per family)

□ Participants

▣ 6 Children: Born in Vancouver

- L1: Father (English), Mother(Japanese)
- OPOL (One Parent – One Language Approach)
- Age: 4 school-age boys & 2 preschool girls
- Name: A-G5, A-G2, B-G3, C-G1, C-4yrs, D-4yrs

CS Frequency

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- CS frequency is quite low.

	Frequency	%
ALL	138	4.1%
A-G5	11	1.7%
A-G2	24	4.7%
B-G3	44	6.3%
C-G1	24	3%
C-4yrs	22	5.2%
D-4yrs	13	4%

ML/EL Language Pair

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ML: Japanese
EL: English



ML: English
EL: Japanese

	ML: Japanese EL: English	ML: English EL: Japanese
ALL	90.2%	9.8%
A-G5	81.8%	18.2%
A-G2	58.3%	37.5%
B-G3	88.4%	11.6%
C-G1	87.5%	12.5%
C-4yrs	100%	0%
D-4yrs	100%	0%

ML/EL Language Pair (cont'd)

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- ML: Japanese, EL: **English**
 - ▣ Kore zenbu **same day** ni shita. (A-G2)
(I did all of them on the same day.)
 - ▣ Kougeki ha, ano, **English**. (B-G3)
(The attack is, well, in English.)
- ML: **English**, EL: Japanese
 - ▣ **Because it's** yasai. (A-G2)
(Because it's vegetable.)

EL vs. EL Island

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EL > EL Island

	EL	EL Island
ALL	71.2%	28.8%
A-G5	83.3%	16.7%
A-G2	75%	25%
B-G3	65%	35%
C-G1	72%	28%
C-4yrs	79.1%	20.9%
D-4yrs	72.7%	27.3%

EL vs. EL Island (cont'd)

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- Minna, ano, eeto, Tuesday five o'clock kara, Wednesday no twelve o'clock, zutto hanasenai. (B-G3)

(Well, everyone cannot talk all the time from Tuesday five o'clock to Wednesday twelve o'clock.)

- EL: Wednesday
- EL Island: Tuesday five o'clock, twelve o'clock

EL: Grammatical category

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- 73% of EL is **noun**.

	Noun	Verb	Discourse Marker	Adjective	Interrogative Pronoun	SUM
ALL	73% (84)	12.2% (14)	7.9% (9)	4.3% (5)	2.6% (3)	100% (115)

- kaizoku no **story**. (C-4yrs)
(the story of pirates)
- Soshitara **white** ni **change**. (B-G3)
(Then, I'll change into white.)

EL Island: Grammatical category

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- 87% of EL Island is **noun phrase**.

	Noun Phrase	Prepositional Phrase	others	SUM
ALL	87% (40)	4.3% (2)	8.7% (4)	100% (46)

- Sonotoki ha **sixteen dollar** haratta. (B-G3)
(There, I paid sixteen dollars.)
- **Skating class** de onnaji no ko. (B-G3)
(the child who is together at the skating class)

EL/EL Island: Meaning

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- Nouns/Noun phrases appeared in EL are strongly related to EL (compared to ML).

EL	Theme	Frequency
English	Food	10
	School	9
Japanese	Meal at home	7

EL/EL Island: Meaning(cont'd)

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- EL: English / Theme: Food
Indian food *suki jya nai.* (C-4yrs)
(I don't like Indian food.)
- EL: English / Theme: School
Kindergartens, *koko.* (C-G1)
(Kindergartens were here.)
- EL: Japanese / Theme: Meal at home
You need ohashi? (C-G1)
(You need chopsticks?)

Conclusion

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- Intrasentential CS uttered by young English-Japanese simultaneous bilingual children
 - CS frequency is low.
 - Their sentences are mostly constructed in one language.
 - They develop the two languages enough to make a sentence in one language
 - “ML:Japanese, EL:English” pattern is frequent.
 - Need to use English EL in making a sentence?
 - Most of EL / EL island are nouns / noun phrases.
 - Nouns/Noun phrases appeared in EL are strongly related to EL (compared to ML).
 - This seems the reason why EL noun/ noun phrase appears on the surface.

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