

# 语码转换与汉语教学

郑 林 著



北京大学出版社  
PEKING UNIVERSITY PRESS

# 语码转换与汉语教学

*Code-switching and Teaching Chinese as a Second Language*

郑 林 著



北京大学出版社  
PEKING UNIVERSITY PRESS

## 图书在版编目(CIP)数据

语码转换与汉语教学=Code-switching and Teaching Chinese as a Second Language: 英文/郑林著. —北京: 北京大学出版社, 2013.3

ISBN 978-7-301-22060-3

I. ①语… II. ①郑… III. ①儿童语言—语言表达—语言艺术—研究—英文 ②对外汉语教学—儿童教育—研究—英文 IV. ①H003 ②H195

中国版本图书馆CIP数据核字(2013)第022499号

书 名: 语码转换与汉语教学

Code-switching and Teaching Chinese as a Second Language

著作责任者: 郑 林 著

责任编辑: 孙 娴

标准书号: ISBN 978-7-301-22060-3/H·3244

出版发行: 北京大学出版社

地 址: 北京市海淀区成府路205号 100871

网 址: <http://www.pup.cn> 新浪官方微博: @北京大学出版社

电子信箱: [zpup@pup.pku.edu.cn](mailto:zpup@pup.pku.edu.cn)

电 话: 邮购部 62752015 发行部 62750672

编辑部 62753027 出版部 62754962

印 刷 者: 三河市博文印刷厂

经 销 者: 新华书店

650毫米×980毫米 16本 18印张 348千字

2013年3月第1版 2013年3月第1次印刷

定 价: 45.00元

---

未经许可,不得以任何方式复制或抄袭本书之部分或全部内容。

版权所有,侵权必究 举报电话: 010-62752024

电子信箱: [fd@pup.pku.edu.cn](mailto:fd@pup.pku.edu.cn)

## 导 读

语码转换从20世纪80年代开始吸引了越来越多研究者的目光。研究者们,如Gumperz和他的学生们,令人信服地证明语码转换既不是偶然的也不是任意的,而常常是表明语言符号与使用者之间的关系以及互动的一种状态。他们同时认为语码转换对于对话参与者的性格是高敏感度的,可以用来支持各种各样的语言交际功能。这样的研究还在继续发展。语言学家们现在意识到语码转换的研究能够极大地帮助人们了解社会进程和语言形态之间的关系。

虽然英语是全球应用最广泛的语言,但是汉语在全球拥有最多的母语人群,世界上超过五分之一的人口说汉语。当中国已经成为世界上举足轻重的国家时,它的语言正在更广泛地扩散开来,部分原因是大批居住在北美洲、欧洲和澳洲移民们的推广。

本书是在针对澳洲墨尔本地区三所小学的儿童长达四个月个别访谈的基础上写出的。这三所学校各有代表性:一所学校开设中文课,一所学校开设西班牙语课,而另一所学校没有开设外语课。这些儿童都是第一代或者第二代华裔移民的汉英双语使用者,在汉英两个语言世界中生活。在汉英语码转换研究的框架之下,有两个最基本的问题:(1)这些双语儿童在他们的汉语学习中拥有什么资源?(2)他们以前的汉语学习经历是如何影响他们的汉语表达的?

本书旨在探索语码转换的本质,进一步完善当前对汉英语码转换的解释,并据此提出相应的对外汉语教学策略。在探索这些双语儿童进行语码转换的决定因素的同时,本书重点考察了语码转换与声调、语法结构、语言交际功能,以及双语儿童的社会背景和教育背景等之间的关系。这些研究结果将为汉语作为第二语言的教师们提供一个全新的教学视角,有助于他们的教学实践,同时也有助于决策者制定合理的语言政策。

郑 林

2012年11月

于澳大利亚墨尔本

# Preface

This book aims to explore the nature of code-switching. The purpose is to find out how this works and thereby inform language-teaching strategies. It focuses on Chinese / English bilinguals with a special emphasis on younger students living in two linguistic worlds (Chinese and English). This book explores the determinants of code-switching between English and Chinese among Chinese-Australian bilingual children. It examines code-switching in relation to several aspects: grammatical structures, tonal facilitation, contextual factors, speakers' social background aspects and their participation in school language programs.

The book is based on an analysis of interviews conducted in Melbourne over a four-month period at three schools: one that taught Chinese, one which taught Spanish and a third which did not teach any languages other than English. Two of the questions that are addressed in the basic research were: (1) what resources are these children bringing into their study of Chinese, and (2) how is their formal study of Chinese affecting their actual speech? These questions are considered within the study of switching between Mandarin Chinese and English among children of Chinese speaking migrants. Among the children are both first and second generation bilinguals.

Code-switching (CS) has only since the 1980s attracted a sustained attention from researchers. Researchers such as Gumperz and his students subsequently demonstrated that CS was not random or haphazard but rather subject to pragmatic and interactional conditioning. They also suggested it was highly sensitive to the characteristics of the participants and could be used to support a variety of conversational functions. Such research has continued to grow. Linguists now realise that the study of CS can contribute greatly to understanding the relationship between social processes and linguistic forms, firstly as a variable phenomenon, it forces any grammar to be defined with sufficient depth to capture such cross-language switching; and secondly, it prompts a search for universal linguistic categories.

### *Code-switching and Teaching Chinese as a Second Language*

While English is the most widely used language in the world, Chinese is spoken by more than twenty per cent of the earth's population, a greater number of native speakers than any other language. With China's emergence as a significant global presence, its language proliferates ever more widely—helped in part by large immigrant communities of Chinese in North America, Europe and Australia. In this regard understanding code-switching provides new insights into how the teaching of Chinese as a second language. This book will draw out research insights that can inform teaching practices and language policies. More specifically, the design of educational strategies for language learning; the role code-switching plays in enabling individuals to navigate between two cultures; and the very nature of the mechanisms that enable code switching can all be informed by a careful analysis of code-switching.

Lin Zheng  
Melbourne, Australia  
November 2012

# Acknowledgements

I am deeply indebted to Professor Michael Clyne (1939–2010) for introducing me to the study of code-switching and then giving thorough commentson each section. It would not have been possible without his support and encouragement.

Many thanks to Richard Volpato for his valuable feedback on the structure of the book and some of the statistics it reports; to Wei Ha for his very helpful discussions.

The thirty children, their parents, teachers and principals at the three primary schools in Victoria, Australia deserve special thanks for allowing me to conduct the interviews. I cherish the time working together with them.

I would acknowledge the strong support and great help of Ms Sun Xian of Peking University Press.

Finally I would like to give my very many thanks to the School of International and Political Studies, and the Teaching and Learning Committee of the Faculty of Arts and Education of Deakin University for their generous financial support to make the publication possible.

# List of Abbreviations

|       |                                      |
|-------|--------------------------------------|
| CA    | conversational analysis              |
| Chn.  | Chinese                              |
| -cl   | classifier                           |
| CP    | the projection of the complementizer |
| -crs  | a category of suffix                 |
| CS    | code switching                       |
| dur-  | the durative prefix                  |
| -dur  | the durative suffix                  |
| EL    | embedded language                    |
| -gen  | the genitive morpheme                |
| Lin   | field worker                         |
| ML    | matrix language                      |
| MLF   | Matrix Language Frame                |
| -noms | the nominalising particle            |
| -perf | the perfective suffix                |
| pg-   | progressive tense                    |
| Q     | question                             |
| SA1   | Session A (1)                        |
| SA2   | Session A (2)                        |
| SA3   | Session A (3)                        |
| SB1   | Session B (1)                        |
| SB2   | Session B (2)                        |
| SB3   | Session B (3)                        |
| SC1   | Session C (1)                        |
| SC2   | Session C (2)                        |
| SD1   | Session D (1)                        |
| SD2   | Session D (2)                        |
| SD3   | Session D (3)                        |



# CONTENTS

|                                                                                               |            |
|-----------------------------------------------------------------------------------------------|------------|
| <i>Preface</i> .....                                                                          | <i>i</i>   |
| <i>Acknowledgments</i> .....                                                                  | <i>iii</i> |
| <i>List of Tables</i> .....                                                                   | <i>iv</i>  |
| <i>List of Figures</i> .....                                                                  | <i>v</i>   |
| <i>List of Abbreviations</i> .....                                                            | <i>vi</i>  |
| <br>CHAPTER 1 INTRODUCTION .....                                                              | <br>1      |
| 1.1 Aim .....                                                                                 | 2          |
| 1.2 The Chinese language .....                                                                | 2          |
| 1.3 Structure .....                                                                           | 3          |
| <br>CHAPTER 2 CODE SWITCHING AND CODE CHOICES .....                                           | <br>5      |
| 2.0 Introduction .....                                                                        | 6          |
| 2.1 Definitions of code switching .....                                                       | 8          |
| 2.2 Code switching and borrowing .....                                                        | 10         |
| 2.3 Types of code switching .....                                                             | 11         |
| 2.4 Grammatical constraints and other universal issues on code<br>switching .....             | 15         |
| 2.4.1 Grammatical constraints on code switching .....                                         | 15         |
| 2.4.2 Other issues .....                                                                      | 18         |
| 2.4.2.1 Trigger-words and triggering .....                                                    | 18         |
| 2.4.2.2 'Mixed grammar' or 'grammar for code switching' .....                                 | 20         |
| 2.4.2.3 Matrix language and marginal passages .....                                           | 20         |
| 2.4.3 The Matrix Language Frame model .....                                                   | 21         |
| 2.5 Functions motivated by pragmatic or sociolinguistic factors .....                         | 24         |
| 2.5.1 'Transactional' or conversational functions .....                                       | 26         |
| 2.5.1.1 Topic or referential function .....                                                   | 28         |
| 2.5.2 Discourse functions .....                                                               | 30         |
| 2.5.2.1 The function of distinguishing direct speech from<br>reported one or quotations ..... | 30         |
| 2.5.2.2 The function of specifying an addressee as the                                        |            |

|                                                                                                                |    |
|----------------------------------------------------------------------------------------------------------------|----|
| recipient of the message .....                                                                                 | 31 |
| 2.5.2.3 The function of making injections or serving<br>as sentence fillers .....                              | 31 |
| 2.5.2.4 The function of clarifying or emphasising a message.....                                               | 31 |
| 2.5.2.5 The function of qualifying the message .....                                                           | 31 |
| 2.5.2.6 The function of marking personalization vs.<br>objectivization .....                                   | 31 |
| 2.5.2.7 The function of marking types of discourse or genres ...                                               | 32 |
| 2.5.2.8 Discourse strategies and the markedness model .....                                                    | 32 |
| 2.5.3 Stylistic functions .....                                                                                | 35 |
| 2.5.4 The function of gap in vocabulary .....                                                                  | 36 |
| 2.6 Conversational analysis, social network and family .....                                                   | 37 |
| 2.7 Attitudes toward code switching .....                                                                      | 40 |
| 2.8 Language policy in Victoria, Australia and the role of education<br>in minority language maintenance ..... | 44 |
| 2.9 Conclusion .....                                                                                           | 46 |
| <br>CHAPTER 3 RESEARCH METHODOLOGY OF THE STUDY .....                                                          | 47 |
| 3.0 Introduction .....                                                                                         | 48 |
| 3.1 Hypothesis and research questions .....                                                                    | 48 |
| 3.2 Justification .....                                                                                        | 49 |
| 3.3 Subjects .....                                                                                             | 49 |
| 3.4 Methodology .....                                                                                          | 50 |
| 3.5 Session A .....                                                                                            | 51 |
| 3.5.1 The collection of narratives .....                                                                       | 51 |
| 3.5.2 The descriptive task .....                                                                               | 51 |
| 3.6 Session B .....                                                                                            | 52 |
| 3.6.1 Addition .....                                                                                           | 52 |
| 3.6.2 The collection of narrative depicted on video .....                                                      | 55 |
| 3.6.3 The collection of narrative about holidays .....                                                         | 55 |
| 3.7 Session C .....                                                                                            | 55 |
| 3.7.1 The collection of Chinese family narrative .....                                                         | 55 |
| 3.7.2 The narrative task of zoo .....                                                                          | 56 |

|                                                                                                                                                        |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 3.8 Session D .....                                                                                                                                    | 56        |
| 3.8.1 The language background questionnaire .....                                                                                                      | 56        |
| 3.8.2 The students' everyday life questionnaire .....                                                                                                  | 56        |
| 3.8.3 The students' family life questionnaire .....                                                                                                    | 57        |
| 3.9 Notes on terminology .....                                                                                                                         | 57        |
| <b>CHAPTER 4 TONAL ASPECTS OF SWITCHING .....</b>                                                                                                      | <b>59</b> |
| 4.0 Introduction .....                                                                                                                                 | 60        |
| 4.1 Tones in Chinese and stress patterns of Chinese and English .....                                                                                  | 60        |
| 4.1.1 Tones in Chinese .....                                                                                                                           | 60        |
| 4.1.2 Stress patterns of Chinese .....                                                                                                                 | 62        |
| 4.1.3 Stress patterns of English .....                                                                                                                 | 63        |
| 4.2 Effect of tones and stress patterns on switching .....                                                                                             | 66        |
| 4.3 Quantification of tones .....                                                                                                                      | 69        |
| 4.4 Single switching facilitated by the Chinese falling tones and<br>stress patterns .....                                                             | 71        |
| 4.4.1 The fourth falling tone .....                                                                                                                    | 72        |
| 4.4.2 The half third falling tone .....                                                                                                                | 74        |
| 4.4.3 The neutral falling tone .....                                                                                                                   | 75        |
| 4.4.4 Summary of single switches to English facilitated by<br>falling tones .....                                                                      | 77        |
| 4.5 Switching in and out of English facilitated by the Chinese<br>falling tones .....                                                                  | 79        |
| 4.6 Switching of English phrases at the beginning of an utterance<br>which is part of Chinese discourse with switch back to Chinese<br>occurring ..... | 81        |
| 4.7 Chinese utterances but with frequent switching facilitated by<br>falling tones .....                                                               | 84        |
| 4.8 Switching at other tones (i.e. Tone 1 and 2) .....                                                                                                 | 90        |
| 4.8.1 Switching motivated by 'repairs' .....                                                                                                           | 90        |
| 4.8.2 Switching motivated by various functions .....                                                                                                   | 91        |
| 4.9 Summary and conclusions .....                                                                                                                      | 92        |

|           |                                                                         |     |
|-----------|-------------------------------------------------------------------------|-----|
| CHAPTER 5 | THE PLACE OF GRAMMATICAL STRUCTURES IN CHINESE UTTERANCES AND SWITCHING | 94  |
| 5.0       | Introduction                                                            | 95  |
| 5.1       | Chinese and English syntax                                              | 95  |
| 5.2       | Syntactic and semantic transference from English without switching      | 96  |
| 5.2.1     | Syntactic transference at sentence level                                | 96  |
| 5.2.1.1   | The adverbial position factor                                           | 97  |
| 5.2.1.2   | Attributive position                                                    | 98  |
| 5.2.1.3   | The order of the date transferred from English                          | 98  |
| 5.2.1.4   | The order of comparison of adjective / adverb transferred from English  | 99  |
| 5.2.2     | Syntactic transference or convergence at unit level                     | 100 |
| 5.2.2.1   | The structure of predicate unit transferred from English                | 100 |
| 5.2.2.2   | The structure of prepositional phrase converged towards English         | 101 |
| 5.2.3     | Semantic transference—collocation based on English models               | 102 |
| 5.2.3.1   | Semantic transference of English idioms                                 | 102 |
| 5.2.3.2   | Semantic transference of English nouns or noun phrases                  | 104 |
| 5.2.3.3   | Semantic transference of a preposition                                  | 104 |
| 5.2.4     | Concluding remarks on syntactic / semantic transference                 | 105 |
| 5.3       | Syntactic convergence and switching                                     | 105 |
| 5.3.1     | Grammatical systems                                                     | 106 |
| 5.3.1.1   | The marked use of case morphology                                       | 106 |
| 5.3.1.2   | The marked use of the progressive                                       | 107 |
| 5.3.1.3   | Overt-verb marker facilitators                                          | 110 |
| 5.3.1.3.1 | ‘Bare form of the verb’                                                 | 110 |
| 5.3.1.3.2 | ‘EL islands’                                                            | 112 |
| 5.3.1.3.3 | Chinese auxiliary + English verb                                        | 113 |
| 5.3.1.4   | The coverb facilitators                                                 | 114 |
| 5.3.1.5   | Concluding remarks on typology                                          | 115 |

|                                                                                         |     |
|-----------------------------------------------------------------------------------------|-----|
| 5.3.2 Word order .....                                                                  | 116 |
| 5.3.2.1 Adverbial position .....                                                        | 116 |
| 5.3.2.2 Attributive position .....                                                      | 117 |
| 5.3.2.3 Order of residential address and date .....                                     | 118 |
| 5.3.2.4 The order of comparison of adjective / adverb .....                             | 119 |
| 5.3.3 Grammatical classes .....                                                         | 120 |
| 5.3.4 Concluding remarks on syntactic convergence and switching ...                     | 121 |
| 5.4 Other structural constraints on switching .....                                     | 121 |
| 5.4.1 The phrase boundary as a point of switching .....                                 | 122 |
| 5.4.1.1 Switching of a prepositional phrase and ‘semantic<br>constraint’ .....          | 122 |
| 5.4.1.2 Switching of an adverbial phrase .....                                          | 124 |
| 5.4.1.3 Concluding remarks on the phrase boundary as a<br>point of switching .....      | 125 |
| 5.4.2 ‘Conjunction constraint’ or ‘sentence insertion’ .....                            | 125 |
| 5.4.3 ‘Free-morpheme constraint’ .....                                                  | 127 |
| 5.4.3.1 Switching to a Chinese structure particle—DE .....                              | 127 |
| 5.4.3.2 Switching to a Chinese modal particle—LE .....                                  | 129 |
| 5.4.3.3 Concluding remarks on contraventions of the<br>‘free-morpheme constraint’ ..... | 129 |
| 5.4.4 Violations of ‘the government constraint’ .....                                   | 130 |
| 5.4.4.1 Switching from a Chinese V to an English O .....                                | 130 |
| 5.4.4.2 Switching between English V and Chinese O .....                                 | 131 |
| 5.4.4.3 Switching between Chinese preposition and English<br>noun or noun phrase .....  | 132 |
| 5.4.4.4 Switching between English preposition and Chinese<br>noun or noun phrase .....  | 133 |
| 5.4.4.5 Concluding remarks on the violation of ‘government<br>constraint’ .....         | 135 |
| 5.5 Interpretation of some switching data according to the Matrix                       |     |
| Language Frame model .....                                                              | 135 |
| 5.5.1 The hypothesis of ML and EL constituents .....                                    | 136 |
| 5.5.2 The ‘EL islands’ hypothesis .....                                                 | 136 |

|                                                                                                |            |
|------------------------------------------------------------------------------------------------|------------|
| 5.5.2.1 ‘Obligatory EL islands’ .....                                                          | 137        |
| 5.5.2.2 ‘Optional EL islands’ .....                                                            | 137        |
| 5.5.3 Discussion .....                                                                         | 138        |
| 5.6 Summary and conclusions .....                                                              | 139        |
| <b>CHAPTER 6 CONTEXTUAL FACTORS IN SWITCHING .....</b>                                         | <b>140</b> |
| 6.0 Introduction .....                                                                         | 141        |
| 6.1 The sociolinguistic and conversational functions of switching .....                        | 141        |
| 6.1.1 The linguistic tasks .....                                                               | 141        |
| 6.1.1.1 The settings of pictures that are common to Australia<br>and China .....               | 142        |
| 6.1.1.2 The Australian setting of pictures .....                                               | 147        |
| 6.1.1.3 The Chinese setting of pictures .....                                                  | 152        |
| 6.1.1.4 The statistical analysis of switching on the different<br>settings of pictures .....   | 157        |
| 6.1.2 The function of topic .....                                                              | 158        |
| 6.1.2.1 Australia-based, China-based and ambivalent topics ...                                 | 159        |
| 6.1.2.1.1 The differences between topics about China ...                                       | 159        |
| 6.1.2.1.2 The differences between topics about<br>Australia .....                              | 161        |
| 6.1.2.1.3 The differences between the ambivalent<br>Australia-based and China-based topics ... | 162        |
| 6.1.2.2 The task of addition .....                                                             | 163        |
| 6.1.2.3 The three topics in Session D .....                                                    | 164        |
| 6.2 The discourse functions .....                                                              | 167        |
| 6.2.1 The function of quotations .....                                                         | 167        |
| 6.2.2 The function of interjections .....                                                      | 169        |
| 6.2.3 The function of reiteration .....                                                        | 169        |
| 6.2.4 The function of making up a deficiency of language<br>competence .....                   | 170        |
| 6.2.5 The function of message qualification .....                                              | 171        |
| 6.2.6 The function of personalization vs. objectivization .....                                | 172        |
| 6.3 The stylistic functions .....                                                              | 173        |

|                                                                                                  |     |
|--------------------------------------------------------------------------------------------------|-----|
| 6.3.1 The function of filling gaps in vocabulary .....                                           | 173 |
| 6.3.2 The function of indicating influence of school context and<br>Australian environment ..... | 175 |
| 6.4 Summary .....                                                                                | 178 |

## CHAPTER 7 SCHOOL EDUCATION AND CHINESE LANGUAGE MAINTENANCE.....

|                                                                                                           |     |
|-----------------------------------------------------------------------------------------------------------|-----|
| 7.0 Introduction .....                                                                                    | 181 |
| 7.1 Language education programs and sociolinguistic environment<br>of the schools .....                   | 181 |
| 7.2 Attitudes towards bilingualism and switching .....                                                    | 182 |
| 7.2.1 Attitudes towards Chinese and English .....                                                         | 183 |
| 7.2.2 Language spoken at home .....                                                                       | 184 |
| 7.3 Response to Chinese questions .....                                                                   | 186 |
| 7.4 Differences between the schools .....                                                                 | 189 |
| 7.4.1 Switching .....                                                                                     | 190 |
| 7.4.2 Responses to Chinese questions in English .....                                                     | 190 |
| 7.4.3 Attitudes towards the LOTE courses .....                                                            | 191 |
| 7.4.4 Language spoken at home .....                                                                       | 192 |
| 7.4.5 Parents' occupations .....                                                                          | 193 |
| 7.4.6 Children from the three schools in the various categories .....                                     | 193 |
| 7.5 School B .....                                                                                        | 194 |
| 7.5.0 Summary of informants .....                                                                         | 194 |
| 7.5.0.1 Switching .....                                                                                   | 195 |
| 7.5.0.2 Responses to Chinese questions in English .....                                                   | 195 |
| 7.5.1 The first generation: Category 1—resident in Australia for<br>a period of less than two years ..... | 196 |
| 7.5.1.1 Switching .....                                                                                   | 196 |
| 7.5.1.2 Responses to Chinese questions in English .....                                                   | 197 |
| 7.5.1.3 Attitudes .....                                                                                   | 198 |
| 7.5.2 The first generation: Category 3—resident in Australia for<br>at least five years .....             | 198 |
| 7.5.2.1 Switching .....                                                                                   | 199 |

|                                                                                                           |     |
|-----------------------------------------------------------------------------------------------------------|-----|
| 7.5.2.2 Responses to Chinese questions in English .....                                                   | 199 |
| 7.5.2.3 Attitudes .....                                                                                   | 199 |
| 7.6 School A .....                                                                                        | 200 |
| 7.6.0 Summary of informants .....                                                                         | 200 |
| 7.6.0.1 Switching .....                                                                                   | 201 |
| 7.6.0.2 Responses to Chinese questions in English .....                                                   | 202 |
| 7.6.1 The first generation: Category 1—resident in Australia for<br>a period of less than two years ..... | 203 |
| 7.6.1.1 Switching .....                                                                                   | 203 |
| 7.6.1.2 Responses to Chinese questions in English .....                                                   | 204 |
| 7.6.1.3 Attitudes .....                                                                                   | 205 |
| 7.6.2 The first generation: Category 2—resident in Australia for<br>a period of three years .....         | 205 |
| 7.6.2.1 Switching .....                                                                                   | 206 |
| 7.6.2.2 Responses to Chinese questions in English .....                                                   | 207 |
| 7.6.2.3 Attitudes .....                                                                                   | 207 |
| 7.6.3 The first generation: Category 3—resident in Australia for<br>at least five years .....             | 207 |
| 7.6.3.1 Switching .....                                                                                   | 208 |
| 7.6.3.2 Responses to Chinese questions in English .....                                                   | 208 |
| 7.6.3.3 Attitudes .....                                                                                   | 208 |
| 7.6.4 The second generation .....                                                                         | 209 |
| 7.6.4.1 Switching .....                                                                                   | 209 |
| 7.6.4.2 Responses to Chinese questions in English .....                                                   | 210 |
| 7.6.4.3 Attitudes .....                                                                                   | 210 |
| 7.7 School C .....                                                                                        | 211 |
| 7.7.0 Summary of informants .....                                                                         | 211 |
| 7.7.0.1 Switching .....                                                                                   | 212 |
| 7.7.0.2 Responses to Chinese questions in English .....                                                   | 213 |
| 7.7.1 The first generation: Category 1—resident in Australia for<br>a period of up to two years .....     | 214 |
| 7.7.1.1 Switching .....                                                                                   | 215 |
| 7.7.1.2 Responses to Chinese questions in English .....                                                   | 216 |



|                                                                                                   |     |
|---------------------------------------------------------------------------------------------------|-----|
| 7.7.1.3 Attitudes .....                                                                           | 217 |
| 7.7.2 The first generation: Category 2—resident in Australia for<br>a period of three years ..... | 217 |
| 7.7.2.1 Switching .....                                                                           | 218 |
| 7.7.2.2 Responses to Chinese questions in English .....                                           | 218 |
| 7.7.2.3 Attitudes .....                                                                           | 219 |
| 7.7.3 The first generation: Category 3—resident in Australia for<br>at least five years .....     | 219 |
| 7.7.3.1 Switching .....                                                                           | 220 |
| 7.7.3.2 Responses to Chinese questions in English .....                                           | 221 |
| 7.7.3.3 Attitudes .....                                                                           | 221 |
| 7.7.4 The second generation .....                                                                 | 222 |
| 7.7.4.1 Switching .....                                                                           | 222 |
| 7.7.4.2 Responses to Chinese questions in English .....                                           | 223 |
| 7.7.4.3 Attitudes .....                                                                           | 223 |
| 7.8 Variation across the schools .....                                                            | 223 |
| 7.8.1 Variation in switching .....                                                                | 223 |
| 7.8.2 Variation in English responses .....                                                        | 224 |
| 7.8.3 Variation in attitudes .....                                                                | 225 |
| 7.8.4 Family environment .....                                                                    | 226 |
| 7.8.4.1 Parents' employment in Australia .....                                                    | 226 |
| 7.8.4.2 Family communication patterns .....                                                       | 226 |
| 7.8.4.3 Relationship between family environment, and<br>switches and English responses .....      | 227 |
| 7.9 Conclusions .....                                                                             | 229 |
| 7.9.1 School education .....                                                                      | 229 |
| 7.9.2 Period of residence in Australia .....                                                      | 229 |
| 7.9.3 Family communication pattern .....                                                          | 230 |

## CHAPTER 8 IMPLICATIONS FOR TEACHING CHINESE AS A SECOND LANGUAGE .....

|                                                                      |     |
|----------------------------------------------------------------------|-----|
| 8.0 Code-switching amongst bilingual Chinese–Australian children ... | 232 |
| 8.1 Language policy and school education .....                       | 232 |