Contents

1 Introduction 1
1.1 Background of Research 1
1.2 Research Objectives 4
1.3 Research Significance. 4
1.4 Research Progression 5
References 8

2 Review of Literature 11
2.1 Child Language Study on Mandarin 11
2.1.1 Child Language Study on Mandarin in the International Academia. 12
2.1.2 Child Language Study on Mandarin in Singapore 16
2.2 Development of Bilingualism in Children 24
2.2.1 Cognitive Aspect of Bilingual Development 24
2.2.2 Linguistic Aspect of Bilingual Development 26
2.2.3 Communicative Aspect of Bilingual Development 27
2.3 Lexical Diversity 28
2.4 Syntactic Complexity 32
2.5 Code-Switching 36
2.6 Summary 40
References 41

3 Theoretical Perspectives and Analytical Framework 47
3.1 Language Competence 47
3.2 Theoretical Basis 49
3.2.1 Language Input and Output 50
3.2.2 Dynamic Systems Theory and Language Development. 52
3.3 Continuum as a Framework 54
3.4 Hypothetical Framework 56
References 58

4 Research Methodology 61
4.1 Data Source and Sample Demographics 61
4.2 Unit of Measurement 65
4.3 Processing Lexical Diversity 67
4.4 Processing Syntactic Complexity 70
4.5 Processing Code-Switching 75
4.6 Data Description and Analysis 77
4.7 Summary 78
References 79

5 Mandarin Competences Measured by Lexical Diversity 83
5.1 Main Concepts, Approach, and Hypothesis 83
5.2 Number of Different Mandarin Words 85
5.3 Lexical Variation (Root-TTR) 88
5.4 Word-Type Coverage on Parts-of-Speech 92
5.5 Coverage of First 500 Most Frequently Used Words 95
5.5.1 Overview of the First 500 Most Frequently Used Words 96
5.5.2 Home Language Group Comparison of the First 500 Words 99
5.6 Summary 106
References 109

6 Mandarin Competence Measured by Syntactic Complexity 111
6.1 Main Concepts, Approach, and Hypothesis 111
6.2 Number of Mandarin Utterances 114
6.3 Syntactic Forms of Utterances 117
6.4 Syntactic Features of Utterance 122
6.4.1 Syntactic Features of Single Word Utterance 123
6.4.2 Syntactic Features of Multiple Clause Utterance 128
6.5 Mean Length Utterance (MLU) 138
6.6 Summary 142
References 144

7 Mandarin Competence Measured by Code-Switching Tendency 147
7.1 Main Concepts, Approach, and Hypothesis 147
7.2 Frequency of Code-Switching 149
7.3 Types of Code-Switching 152
7.3.1 Inter-utterance Code-Switching 156
7.3.2 Intra-utterance Code-Switching 159
7.4 Types of Intra-utterance Code-Switching 161
7.4.1 Alternation 162
7.4.2 Insertion 164
7.4.3 Congruent Lexicalization 167
7.5 Common Linguistic Categories of Code-Switching 168
7.6 Summary 172
References 174

8 Conclusions and Implications 175
8.1 Objectives, Hypotheses and Key Findings 175
8.2 General Discussion 179
8.3 Conclusion 183
8.4 Implications 186
8.5 Limitations 188
8.6 Final Remarks 190
References 191

Appendix A: Data Collection Tools 195

Appendix B: Data Processing 203

Appendix C: Processed Data 223

Index 255

http://www.springer.com/978-981-10-2223-4

Mandarin Competence of Chinese-English Bilingual Preschoolers
A Corpus-based Analysis of Singaporean Children's Speech
Goh, H.H.
2017, XVIII, 258 p. 4 illus., Hardcover
ISBN: 978-981-10-2223-4