

**PERMISSION TO DISTRIBUTE TRANSCRIPT DATA
THROUGH TALKBANK
Carnegie Mellon University**

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1. General description of the data set.

This work was partially supported by the SUTD SRG under Grant SRG HASS 2011 011 and the Singapore-MIT International Design Centre (IDC) under Grant IDG31100106 and IDD41100104 to Dr Yow Wei Quin. It was conducted to investigate the relationship between code-switching frequency and language competency in bilingual preschoolers.

Classroom observation was conducted in two private childcare centres in Singapore for about three hours per day over five different days in June 2013 in Centre E and in August 2013 in Centre M. Using a video recorder and an audio recorder, we recorded children's self-talk and conversations at various times, such as free play, meal time, group project time (e.g., arts and crafts, group writing activities). Two different groups were recorded at the same time using a different set of equipment. The classrooms had an open-concept, thus, we could hear background voices from other groups of children or other classes at the same time. The transcriptions were mainly based on the video recordings, but cross-checked using the audio recordings, especially when the voices were unintelligible in the video. Each transcription was double checked by a second transcriber. A total of 55 English-Mandarin 5-to-6-year-old children were observed (see more details in Biographical Data section). An additional four children (AMA, CHR, DAM, WAC) were excluded from our subsequent analysis of the data as their attendance is low or because the child only spoke few utterances throughout the whole observation session (e.g., eight utterances). The total duration of recording was 51:26:31 (30:09:48 for Centre E and 21:16:43 for Centre M).

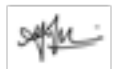
2. Restrictions to be placed on the use of the data:

The audio files and transcripts can be accessed by public, but the access to video files are limited to Principal Investigator (W. Quin Yow) and team/collaborators. These transcriptions were not intended to be used to analyze teachers' input or teaching methods. Most of the teachers' utterances were not transcribed. Publications using these data should cite:

Yow, W. Quin & Patrycia, F. (2015). Challenging the "Language Incompetency Hypothesis": Language Competency Predicts Code-Switching. In Elizabeth Grillo, Kyle Jepson, & Maria LaMendola (Eds.), BUCLD 39 Online Proceedings Supplement. Massachusetts: Cascadilla Press* We request that a copy of any publications that make use of this corpus be sent to us at the following address: W. Quin Yow Humanities, Arts, and Social Sciences Singapore University of Technology and Design (SUTD) 8 Somapah Road, Singapore 487372

*This reference will be updated once we publish any journal articles using this corpus.

Signed _____



Date _____

Please mail this form to:

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