**Appendix A**

*Descriptive functions of code mixing and code changing*

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|  | **Definition** | **Example** |
| ***Code Mixing*** | Single word borrowings that bridge lexical gaps. |  |
|  Evaluation\* | The evaluation portion of a Question - Response - Evaluation sequence. | M: *De qué color vas a pintar el mono?* C: Yellow M: Yellow |
|  Noun code mixing\* | Code switch is a noun. | *Sí y también pueden ser del color blue o purple así me dijo mi* teacher*.*  |
|  Proper noun code  mixings  | Switch is a proper noun. | *Oye oye tío* Junior |
|  Context specific  (diglossia) | Borrowed words that are most likely learned in the home or school setting and used within that setting. | *Que ellos dos estaban* time out ... |
|  Proper article use | When the gender of the noun or adjective in Spanish is correct (Primary narrative language is Spanish - switches to English). | *La* teacher *no está mirando.* |
|  Improper article use | When the gender of the noun or adjective in Spanish is incorrect (Primary narrative language is Spanish - switches to English). | *La mamá va a ir a un* party. |
| ***Code Change***  | Alternations between two languages, driven by an underlying sociopragmatic purpose. |  |
|  Topic shift  | Shift in topic from the primary speaker, where there is no consistent link between topic and language. | C: Can we do that? Okay, because I’m really . . . M: I know . . . C: ¿Adónde va a ir ella? |
|  Narrative frame break | Speaker departs from the narrative frame in order to evaluate an aspect of the story or when the speaker evaluates themselves during the narrative. | Oh muy bienThe small hammer its a big one |
|  Mitigating request\*  | Speaker code-switches in order to make a request.  | Cual no te escucheThat dinosaur doll |
|  Mitigating response\*  | Speaker code switches in order to respond to a question from a different speaker. | M: Como se dice C: Ah the shark |
|  Attention attraction  | Speaker code-switches in order to call for the interviewer’s attention. Can be seeking attention from someone not in the primary narrative. | Turn the pageMira Papa |
|  Restatement\* | Speaker code switches to restate or rephrase of a statement, command, question, or set of directions in the non-primary language. | Ex: if M read the directions circle the smallest object in the line. And then a line later she said: "the smallest," to clarify directions more simply.  |
|  Emphasis (command)\*\*  | Code switch used to put emphasis on a specific command. | M: loud leelo loud! C: now lets try the red one. Mom we need to try this”  |
|  Translation  | Child code-switches to translate a statement, command, question, etc. | C: *Sí. Dame, dame el negro*. M: *El negro, ¿qué negro?* C: *El* black. |
|  Routinized  | Poems or songs borrowed wholesale from English in the nonprimary narrative language.  | M: Ayuden a limpiarC: Start Cleaning up ((sing song)) |
|  Not Categorizable | code-switches that could not be identified with a particular function and not fit into any of the above categories, not translating/restating but clarifying from a visual cue. | F: What’s that ((inaudible)) *fuego de monte*  |
|  Reading in English\* | Parent or child read directions for an assignment or a worksheet in English. | “Circle and color the smallest object in each box” |
|  Parallel Speaker Turn\* | Speaker 1 utilizes non primary narrative language and Speaker 2 responds in the non-primary narrative language. | M: *El circulo dice.* M: Circle the plane that is different in each row C: This one |

*Note.*Primary sources for codes and definitions were drawn from Vu, Bailey & Howes (2010) and adapted for this dataset; **\***Marks codes created by the authors to explain a function, not otherwise noted in sources; \*\*Code and definition referenced in Reyes (2004) and adapted for this dataset.