

Supplemental Table 4. Pearson correlations between potential predictors and outcome variables.

		1	2	3	4	5	6	7	8
1	Age (months)	—							
2	Lang. use in the home ^a	−.056	—						
3	Vocabulary (English) ^b	.415**	.084	—					
4	Vocabulary (Cantonese) ^c	.427**	−.152	.271	—				
5	English microstructure	.400**	−.072	.645***	.173	—			
6	Cantonese microstructure	.251	−.287	.278	.271	.507***	—		
7	Story Grammar (Cantonese)	.462**	−.19	.318*	.458**	.391**	.578***	—	
8	Story Grammar (English)	.594***	−.055	.479**	.436**	.595***	.323*	.669***	—

^aLanguage use in the Home Score (Paradis, 2011). ^bExpressive One Word Picture Vocabulary Test– III (EOWPVT-III; Brownell, 2000). ^cPeabody Picture Vocabulary Test–III (Dunn & Dunn, 1997) adopted from Chow and McBride-Chang (2003).

* $p < .05$; ** $p < .01$; *** $p < .001$.

References

- Brownell, R. (Ed.). (2000). *Expressive One-Word Picture Vocabulary Test*. Novato, CA: Academic Therapy.
- Chow, B. W., & McBride-Chang, C. (2003). Promoting language and literacy development through parent–child reading in Hong Kong preschoolers. *Early Education and Development, 14*, 233–248.
- Dunn, L. M., & Dunn, L. M. (1997). *Peabody Picture Vocabulary Test–III*. Circle Pines, MN: AGS.
- Paradis, J. (2011). Individual differences in child English second language acquisition: Comparing child-internal and child-external factors. *Linguistic Approaches to Bilingualism, 1*, 213–237.

Supplemental Appendix A. Examples of code-mixing.

Example 1

4 years; 10 months; SK; Cantonese story generation

跟住	佢	好似	pirate	咁\
gan1zyu6	keoi5	hou2ci5	pirate	gam3
then	he	as if	pirate	this

[And then he was like a pirate]

In (1) the child borrowed an English noun, *pirate*, into his Cantonese story generation, assuming his expected position in Cantonese. In this example, *pirate* substitutes *hoi2dou6* and is used as bare-noun without any English determiner or Cantonese classifier.

Example 2

4 years; 5 months; JK; Cantonese story generation

跟住	佢	搵	咗	everywhere
gan1zyu6	keoi5	wan2	zo2	everywhere
then	he	search	PERFECTIVE	everywhere

[And then he looked everywhere]

In (2) the child used the English adverb in his expected syntactic position in English, that is, after the verbal phrase search (*wan2zo2*). However, in Cantonese, an adverb is expected to precede the verbal phrase (in this particular case, a more complex structure with fronting of the phrase with universal quantification *dou6dou6* “everywhere” and an obligatory *dou1* “also” before the verb would be expected (cf. Matthews & Yip, 2011, p. 301).

Reference

Matthews, S., & Yip, V. (2011). *Cantonese: A comprehensive grammar*. London, United Kingdom: Routledge.