Code Mixing in ParentÃ¢Â€Â™s Bilingualism for Developing English Children Literacy

Title	Code Mixing in ParentÃ¢Â€Â™s Bilingualism for Developing English Children Literacy
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Abstract	This case study aims at analyzing the bilingualism Indonesian-English code mixing in parentsÃ¢Â€Â™ day-to-day talk toward childrenÃ¢Â€Â™s literacy development in learning English. The areas of analysis in this bilingualism study include code-mixing categories: intra-sentential, intra-lexical, and changing dictions. Further, those areas give impacts to the childrenÃ¢Â€Â™s literacy development. The findings indicate that the parent is a bilingual who used Indonesian and English equally well. She is accustomed to do conversation by mixing two different languages to her children. In the conversation, the children are able to imitate and remember the words and phrases produced by parent. Further, this study also finds that the ways children attempt to master language are noticeable that they were expected to be able to mix two languages appropriately in their activities. Briefly, the children and their parent do bilingualism to support their literacy development in learning English.
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