

## **Code-switching in Parent-Child Interactions while Sharing Bilingual versus Monolingual Books**

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Shared reading is a powerful context for supporting early language and literacy, yet there is limited research on how bilingual families use both languages when reading with preschool children. Moreover, little is known about how the language of the book shapes booksharing interactions in bilingual families. This study investigates the use of code-switching as a window into bilingual families' shared reading practices. In particular, we compare the frequency and type of code-switching used by Latinx bilingual parent-child dyads when sharing a monolingual versus a bilingual book. Fifteen Latinx parent-child dyads participated in a shared bookreading observation with one bilingual and one monolingual book. Observations were coded for code-switches during extra-textual talk. Code-switching occurred in a majority of observations and was more frequent when reading the bilingual than the monolingual book. In addition, there was an interaction between the book type and the direction of code-switching. These findings suggest that Latinx, Spanish-English bilingual parents use both languages when sharing books with their children, and that the type of book (bilingual vs monolingual) influences bilingual booksharing practices. Funded by Delaney Family Foundation and NIDCD (R21DC018357).