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A DESCRIPTIVE STUDY OF TURKISH-ENGLISH BILINGUAL DEVELOPMENT OF A  
4-YEAR-OLD CHILD

BY

SERRA KAYADİBLİ OĞUZ

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4 YAŞINDAKİ TÜRKÇE-İNGİLİZCE İKİ DİLLİ BİR ÇOCUĞUN DİL GELİŞİMİ  
ÜZERİNE BETİMSEL BİR VAKA ÇALIŞMASI





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**APPROVAL:**

Assist. Prof. Dr. Zeynep C. amlıbel Acar  
(Advisor)

\_\_\_\_\_  
(Signature)

Assist. Prof. Dr. Evrim Eveyik Aydın  
(Member)

\_\_\_\_\_  
(Signature)

Assist. Prof. Dr. B. Dilara Kobař Demir  
(Member)

\_\_\_\_\_  
(Signature)

SUBMITTED BY : Serra Kayadibli Oğuz  
DATE OF THESIS DEFENSE : 02.07.2021  
DATE OF THESIS APPROVAL : 02.07.2021

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## ÖZET

### 4 YAŞINDAKİ TÜRKÇE-İNGİLİZCE İKİ DİLLİ BİR ÇOCUĞUN DİL GELİŞİMİ ÜZERİNE BETİMSEL BİR VAKA ÇALIŞMASI

Birçok erken yaşta iki dillilik vakasında, ebeveynlerden (ya da diğer bakım verenlerden) biri çocukla hedef dilde konuşur ve bu dil diğer ebeveyninkinden farklı bir dildir. Bu hedef dil, genelde o ebeveynin ana dilidir. Bir diğer durum ise, çocuk hedef dile toplum dili olarak maruz kalır ve toplum dili evde konuşulan dilden farklı bir dildir.

Ancak; yeni bir vaka olarak Türkiye’de birçok anne – baba kendi çocuklarını Türkçe – İngilizce iki dilli yetiştiriyor. İngilizce, çoğunluğu İngilizce öğretmeni olan bu ebeveynlerin ana dili değil. Bir kısmı tek ebeveyn- tek dil yöntemini benimsiyor. Ebeveynlerden birinin çocukla daima belli dilde konuşurken, diğerinin de her zaman diğer dili kullandığı aile ortamında iki dilli çocuk yetiştirme anlamına gelen bu yöntem alanyazında ilk kez Ronjat (1913; Döpke’den alıntılı, 1998) tarafından kullanıldı. Diğer taraftan çok sayıda ebeveyn/bakıcı ise çocuğa hitap etmek için İngilizce ve Türkçe’yi dönüşümlü olarak kullanıyor. Araştırmacı da bu ebeveynlerden biri. Bu uzun soluklu araştırma kapsamında kendi kızı, İpek vakasını sunmayı amaçlıyor. İpek, Türk ebeveynleriyle birlikte Türkiye’de yaşayan bir çocuk. Anne/Araştırmacı aynı zamanda bir İngilizce öğretmenidir ve İpek ile doğumundan itibaren hem İngilizce, hem Türkçe konuşmaktadır. Kızına İngilizce’yi öğretmek için özel etkinlikler tasarlamak yerine, hali hazırda gerçekleşmekte olan günlük ev işleri sırasında İpek’in her gün birkaç saat boyunca dile maruz kalmasını sağlayarak plansız öğrenmeye öncelik vermektedir. Bu çalışmanın amacı, İpek’in içinde büyüdüğü Türkçe - İngilizce bağlamın ve hayatının ilk dört yılındaki dil gelişiminin ayrıntılı bir tasvirini sunmaktır. Bu uzun soluklu araştırma kapsamında, İpek’in İngilizce dil gelişimini tasvir etmek için video ve ses kayıtlarının yanı sıra alan notları ve mülakatlara da yer verilmiştir.

Veri dijital ortamda yazıya dökülmüş ve sonrasında güvenilirliği artırma amacıyla hem araştırmacı hem de dil edinimi konusunda uzman olan bir kodlayıcı tarafından analiz edilmiştir. Verilerden İpek'in İngilizce'yi anlaması ve üretmesi gibi kategorilerin yanı sıra bazı alt kategoriler de ortaya çıkmıştır. Örneğin, İpek'in sohbeti başlatması ya da cevap vermesi; İpek'in ezberlenmiş ya da kendi üretimi olan söz öbekleri kullanımı; diller arası geçişleri kullandığı iletişim stratejileri; dil oyunları; ve dil ötesi farkındalık örnekleri.

Sonuç olarak, İpek hem İngilizce'yi hem de Türkçe'yi günlük hayatında etkin bir şekilde kullanmaktadır. Türkçe her zaman İpek'in baskın dili olmasına rağmen İngilizce bir diyalogu yürütebiliyor ve kendisini rahatlıkla İngilizce olarak ifade edebiliyor. Araştırmanın bulguları gösteriyor ki; İpek, ebeveynleri tarafından kendisine sunulan dil ortamı sayesinde Türkçe – İngilizce iki dilli bir çocuk olmuştur.

Anahtar sözcükler: amaçsal iki dillilik, anadil olmayan iki dillilik, Türkçe – İngilizce iki dillilik, erken yaşta iki dillilik, eş zamanlı iki dillilik

## ABSTRACT

### A DESCRIPTIVE STUDY OF TURKISH-ENGLISH BILINGUAL DEVELOPMENT OF A 4-YEAR-OLD CHILD

In many cases of early bilingualism, one of the parents (or the caregiver) speaks to the child in the target language which is different from the other parent's native language. This target language is usually their native language. In other cases, the child is exposed to the target language as community language which is different from their home language.

However; as a new case many non-native speakers of English in Turkey, especially English language teachers, have been raising their own children as Turkish-English bilinguals. On the one hand, some of them adopt One Person One Language (OPOL) method. This method was first introduced to the literature by Ronjat (1913; as cited in Döpke, 1988) referring to the bilingual raising of children in family environment in which one of the parents always addresses the child in one specific language whereas the other parent uses the other language to communicate with the child. On the other hand, a great number of parents/caregivers address their child in both English and Turkish interchangeably. The researcher is among those parents. Within this longitudinal study, she aims to present the case of her own daughter, Ipek. Ipek is a child, living in Turkey with her Turkish parents. The mother/researcher is an English language teacher, who has been speaking to Ipek both in Turkish and English since her birth. Rather than designing special activities to "teach" English to her daughter, she let Ipek get exposed to the language around already occurring routine home activities for a minimum of few hours a day, prioritizing incidental learning. This study aims to present a detailed illustration of the Turkish-English context in which Ipek grew and her language development during the first four years of her life. Within this qualitative study, video and audio recorded data as well as field notes and interviews were used to describe Ipek's linguistic development in English. The data were transcribed and

analysed by the researcher and an interrater who is a specialist on language acquisition to improve trustworthiness. The categories such as Ipek's comprehension and production of English beside some sub-categories of Ipek's production emerged from the data; namely, Ipek's initiations and responses, Ipek's formulaic or self-generated phrases, translanguaging, communication strategies, language play, language transfer, and metalinguistic awareness.

As a result, Ipek turned out to be able to use both Turkish and English in her daily life. Although Turkish has always been her dominant language, she is able to handle a conversation in English and she is pretty good at comfortably expressing herself in English. The findings of the study suggest that Ipek became a Turkish-English bilingual child thanks to the language atmosphere provided for her by her parents.

Keywords: intentional bilingualism, non-native bilingualism, Turkish-English bilingualism, early bilingualism, simultaneous bilingualism

## CHAPTER I

### INTRODUCTION

#### 1.1. Background of the Study

“Are you bilingual?” This is what the instructor was asking her students during the *Second Language Acquisition Theories* class in Master of Arts at English Language Teaching department. The class was quiet for some time. The hesitation was apparent on the students’ faces. The graduate students, most of whom were English teachers, were all native speakers of Turkish and fluent speakers of English. However, they had all grown up in monolingual households, and started receiving formal education during adolescence to “be taught” English language. Hence, they did not consider themselves bilingual.

Upon seeing their hesitation, the instructor said “Yes, you are,” and went on to explain the students that they were considered to be *sequential bilinguals*, which means learning a second language sometime after the first language, whereas *simultaneous bilinguals* grow up learning and using two languages simultaneously (Tabors, 1997). The author of this thesis was also in that class and even after more than seven years she remembers that very moment well. When she was eleven, she started studying English at a secondary school where she spent the first year in the compulsory *English language preparation class* that was allocated mainly for English. The number of the English classes was up to 5 hours every day. The students had to spend a considerable amount of time and effort at school and do a huge body of homework every day to learn a completely new language. To sum up, it was a challenging year. After 17 years of experience with English, she did not consider herself a bilingual. This incidence as

well as her own tiresome history with language learning ignited her interest in bilingualism and even lead her to decide upon raising her child bilingually.

### 1.2. Statement of the Problem

After many years of studying, reading, watching in English, making it a part of her life, the researcher realised that she really wanted to give this language to her child as a gift, so that her child would not need to spend the same amount of effort and time for English but instead for a third language. It was not long after Ipek was born, when Mum's efforts started paying off. It was so satisfying to see her being able to handle a conversation in English at age three, and yet, her Turkish was always at the same level as her peers. And this exquisite experience elucidated mother/researcher's path to bilingualism, and she started recording her daily activities in English with her daughter in order to offer some assistance to other parents who were aspiring to raise bilingual children and/or English language teachers who work with young learners.

Upon completion of the thesis data collection period, Ipek can be described as a four-year old Turkish-English bilingual girl who lives in Turkey with her Turkish parents. Her mother/researcher speaks to her both in English and Turkish, while she is exposed to Turkish from her Dad and the community. Her Turkish has always been at the same level as her peers and she is a fluent speaker of English. This study is focused on Ipek's language environment from birth until age four, and how her bilingual development is influenced by this context.

### 1.3. Purpose of the Study

Specified by the nature of the parents (i.e., mother and father both speaking Turkish as native language at home) and the environment (i.e., living in the Turkish speaking community), the researcher started analysing various forms and options for raising bilingual children. The related literature considers bilingual children as those whose main sources of the target

languages are native speakers, in general. When such is reviewed, related cases are usually categorized under two types. The first category houses children with parents, each from a different country, thus two different native languages are spoken within the household whilst the community language being either one of the two aforesaid or a third one (e.g., Turkish Mother-Japanese Father living either in Turkey, Japan or Mexico). In such cases, each parent addresses the child in their own language, and the child is exposed to the language of the community. The next category covers bilingual children of immigrant families. These children are exposed to their parents' language of their country of origin. It is termed as *heritage language* and it is usually regarded as a cultural asset, enforced by the parents, with a motivation to convey it to the next generations (Hornberger, 2005). Children of immigrant parents are to communicate in the heritage language at home while being exposed to the *community language* in many places such as school or shopping (Hornberger, 2005).

The number of studies on bilingual children is ample, but most of these studies were conducted within the scope of the two above mentioned categories. (Ascough, 2010; Cho, 2016). However, there exists another type of bilingualism where the source of one of the target languages is neither non-native to both parents nor the community language. Several different terms have been suggested for this third category, namely *artificial bilingualism* (Baker, 2001; Döpke, 1992; Saunders, 1990), *home immersion* (Saunders, 1990), *intentional bilingualism* (Štefanik, 1997), *non-native bilingualism* (Romanowski, 2018; Szramek-Karcz, 2016), *cultivated bilingualism*, *elective bilingualism*, *elite bilingualism*, (Valdés & Figueroa, 1994), and *mono-cultural family bilingualism* (Romanowski, 2018; Szramek-Karcz, 2016). The most common ones are artificial bilingualism and intentional bilingualism. The word *artificial* hints unnaturalness, lack of genuineness, or affection. Because of the fact that the term artificial bilingualism might have some negative connotations, for the purposes of the thesis, the researcher adopts the term intentional bilingualism (Saunders, 1990). However,

non-native parents with intentions of gifting their children with a second language could be perceived as people who live in a place with no body of water nearby; and still want to teach their kids how to swim. In this case, the parents do their best to create an atmosphere where they can simulate the ideal conditions; some speak to their kids in a language that they are not native of just like providing an inflatable pool for their kids. This process is relatively easier and more meaningful when one of these languages is English, as it is the lingua franca of our times. In fact, in most cases English is one of the languages chosen by parents for intentional bilingualism.

Research on the examination of bilingualism at early childhood is needed to ascertain the cognitive and social skills of simultaneous bilinguals (Demirci & Güven, 2020). Nonetheless, there are still few studies on intentional bilinguals raised by non-native parents. Specifically, more studies on intentional bilingualism should be conducted (Szramek-Karcz, 2016). Hence, this study aims to address the mentioned gap in the literature.

In light of all these, this thesis focuses on such a case where the child is exposed to both Turkish and English. The aim of the study is to contribute to the literature on bilingual children raised by non-native parents by providing the detailed illustration of the language environment designed for the child and her resulting bilingual development. The following research question has been posed:

What are the characteristics of Ipek's bilingual development as a result of the language atmosphere provided for her by her parents?

#### 1.4. Overview of the Methodology

Case study method has been adopted for this thesis. Conversations between the focal child and care-givers were recorded via field notes, audio, and video recordings beside the interviews conducted with the father of the family, Ipek's English tutor, and Ipek's teacher.

They worked on grouping each of the child's utterance into a category. After calculations of ratio of each category, conclusions and interpretations were generated.

### 1.5. Significance of the Study

Beside its contributions to parents who are interested in the process of bilingual child upbringing, this study aims to contribute to the field of English language teaching research and practice in various ways. First of all, it provides a comprehensive list of interactional examples and sources such as songs, storybooks, game and activity ideas for parents and English language teachers working with young learners. The second point is that literature holds numerous studies conducted on linguistic development of bilingual children.

Additionally, the number of studies that analyse data collected from bilingual children is not ample, because to be able to collect and interpret this kind of data, researchers need to spend considerable amount of time with the participants. These conditions are not affordable for many researchers. The researcher of this study is the mother of the focal child and she spends quite a lot of time with her daughter, which provides her with more precise data more, and interpret what the child means better than any other outsider.

### 1.6. Limitations of the Study

A longitudinal case study is a suggested method to analyse the linguistic development of participants. However, this method requires keeping the number of participants very limited. The more the number of participants gets, the less affordable the data collection and analysis processes become. Therefore, this study inquires the linguistic development of one child. A detailed picture of the family atmosphere was attempted to be illustrated. However, having one participant prevents the study from being generalizable. It is not possible to foresee if

similar results would be reached on condition that another child who has similar personality traits is provided a similar language atmosphere would lead to a similar output.

### 1.7. Definitions of Terms

Many different definitions have been suggested for bilingualism. For this thesis, the term *bilingual* means a person who can use two languages for their daily communication (Wei, 2000). Therefore, bilingualism means the state of being able to use two languages in daily life.

*Sequential bilingualism* means learning a second language sometime after the first language, whereas *simultaneous bilinguals* grow up learning and using two languages simultaneously (Tabors, 1997).

*Heritage language* refers to the language of the immigrant family's origin country. It is usually regarded as a cultural asset, enforced by the parents, with a motivation to convey it to the next generations (Hornberger, 2005).

*Community language* is the language of the community in which the family live (Hornberger, 2005).

The following terms; *artificial bilingualism* (Baker, 2001; Döpke, 1992; Saunders, 1990), *home immersion* (Saunders, 1990), *intentional bilingualism* (Štefanik, 1997), *non-native bilingualism* (Romanowski, 2018; Szramek-Karcz, 2016), *cultivated bilingualism*, *elective bilingualism*, *elite bilingualism*, (Valdés & Figueroa, 1994), and *mono-cultural family bilingualism* (Romanowski, 2018; Szramek-Karcz, 2016) all refer to the type of bilingualism where one or both parent/caregiver speaks to their child in a language which is different from their native language. Some different words of choice have been picked as the reflection of how they were perceived by scholars.

The following chapter (II) provides definitions of bilingualism, the theoretical background of bilingualism, studies on bilingualism, and studies on intentional bilingualism. In Chapter III,

the methodology of the study is explained. Chapter IV provides the results of the study, while Chapter V summarizes and discusses the findings, with implications for early bilingual development.



## CHAPTER II

### LITERATURE REVIEW

#### 2.1. Bilingualism

Bilingualism is reported to be a common phenomenon all over the world. More than half of the world population is estimated to be able to communicate in at least two languages (Haznedar, 2021). Hence, the number of the studies conducted on bilingual children is ample.

##### 2.1.1. Definition of Bilingualism

In the following section, a review of definitions of bilingualism and concepts of simultaneous and sequential bilingualism are provided.

The fact that bilingualism is a state and result of complex cognitive and linguistic processes makes it difficult to find a convenient definition for it. Beardsmore (1986) suggests 35 types of bilingualism whereas 90 categories are named by Mackey (2002; as cited in Tomoko, 2010) according to language use. Similarly, Bloomfield (1935; as cited in Tomoko, 2010) claims that one can become bilingual on condition that they have native-like control over both of the languages. He also argues that the degree of perfection where an L2 speaker evolves into a bilingual is not possible to determine (Bloomfield, 1935, p. 56; as cited in Tomoko, 2010). The problem with this definition was “native-like control of two languages” (p. 56) assumes that one is bilingual only when one has only the highest levels of language ability in both languages. Haugen (1953) suggests that a person is considered to be bilingual when they begin to be able to utter meaningful phrases in the target language. However, according to MacNamara’s (1966, as cited in May et al., 2004) definition, one can be considered to be bilingual if they possess at least one of the language skills (listening, speaking, reading and writing) in a second language, disregarding the level. Additionally, Weinreich’s (1968; as cited in Ascough, 2010) definition includes using the two languages in turns. However, he

fails to mention a minimum or acceptable level when he says “alternately using two languages” (p. 5). (May et al., 2004). In the course of time, many new variations for definition of bilingualism have been offered. According to Wei (2000), the term *bilingualism* means being able to use two languages in everyday life.

However, these definitions are criticized due to being erratic, obscure, and conflicting (May, Hill, & Tiakiwai, 2004). Additionally, assessment and the value of some definite linguistic functions are left vague. It is not clear how it is possible to determine if someone has native-like control of a language; which one is more crucial, fluency or metalinguistic awareness. Furthermore, the definitions mentioned above are too extensive or too restricted. Based on Haugen’s (1953) and Weinreich’s (1968; as cited in Ascough, 2010) definitions a person becomes bilingual if they are able to pronounce meaningful phrases or sentences in two languages. On the contrary, Bloomfield (1935) claims that only those with a high level of proficiency in both languages are regarded bilinguals. In this case, either complexity or variability of bilinguals is ignored while defining bilingualism. The researchers mentioned have failed to acknowledge reading, writing, and listening by just concentrating on speaking. The only definition that took four skills into consideration belongs to MacNamara (1966, as cited in May et al., 2004). Cho (2016) claims that, bilingual people are the ones who can speak, read, listen, or write in two languages, and use two languages to communicate in their daily lives. For this thesis, the term *bilingual* means a person who can use two languages for their daily communication.

#### 2.1.2. Types of Bilingualism

As can be seen in the related literature, the language level of the individual was seen as an indicator of bilingualism. Another benchmark is the age when the person’s language exposure started. Basically, *sequential bilinguals* learn a second language sometime after their first

language, whereas *simultaneous bilinguals* grow up acquiring and using two languages simultaneously (Tabors, 1997).

According to David (2013), simultaneous bilinguals are exposed to both languages by the same people since their infancy. Bermudez (2019) claims that simultaneous bilinguals are regularly exposed to both languages and are supposed to communicate with other people in two languages. According to Pettit (2015), a simultaneous bilingual is a person immersed in dual-language from birth. Ascough (2010) suggests that simultaneous bilinguals have the favourable circumstances to be exposed to two different languages since their early childhood. To illustrate, people whose parents speak to them in different languages are often times simultaneous bilinguals. McLaughlin (1987) marks the age of simultaneous bilingual with three years of age suggesting that it is the maximum period of language acquisition. Bhutta (2014) repeats the same age limit as three years of age in his dissertation.

The case of Ipek fits the description for simultaneous bilingualism, as she concurrently gets exposed to English primarily through her Mum, and Turkish through her Mum and Dad. However, since English is not the native language of either parent, various other keywords are available to further specify the type of Ipek's bilingualism such as *artificial bilingualism* (Baker, 2001; Döpke, 1992; Saunders, 1990), *non-native bilingualism* (Romanowski, 2018; Szramek-Karcz, 2016), *home immersion* (Saunders, 1990), *intentional bilingualism* (Štefanik, 1997), *cultivated bilingualism*, *elective or elite bilingualism* (Valdés & Figueroa, 1994), *mono-cultural family bilingualism* (Romanowski, 2018; Szramek-Karcz, 2016), have been proposed by many scholars since the early 80's.

The author adopts the term *intentional bilingualism* for this thesis. Haznedar (2021) suggests parents who plan to raise their children bilingual, to speak to their children in the language which they feel comfortable. Although Turkish is the Mum's/author's dominant and

comfortable language, she is complacent with speaking English. Thus, Mum used her non-dominant language (English) to intentionally raise her child as a bilingual person.

## 2.2. Theory on Bilingualism

Since back in 1990's, the most attention-grabbing question in the studies conducted on simultaneous bilingualism at an early age has been the following: "Do bilingual children have one system or two during the early stages of their linguistic development?" (Haznedar, 2021) Two hypotheses were put forward; the first of which is that the child, exposed to two different languages, is just like a monolingual child until around age three. At the early stages of linguistic development, the child cannot distinguish two different systems from each other and use only one system. This hypothesis is called *one language system* (Volterra & Taescher, 1978; as cited in Bialystok, 1991). The second hypothesis; however, takes a stance in favour of the fact that bilingual children are aware that they are exposed to two different languages even at an early age. They know which language to pick while addressing the related person (Deuchar & Quay, 2000; Genesee, 1989; Lanza, 1997; Meisel, 2004; Paradis, Nicoladis & Genesee, 2000; as cited in Haznedar, 2021). This second hypothesis is termed as *two languages system* by Paradis and Genesee (1996). Deuchar and Quay (2001) reported a study on English-French bilingual children aged between 1;7 and 2;0 by Genesee, Nicoladis and Paradis (1995). The results show that children even at this early age are aware of which language they are supposed to use. The English-French bilingual children with parents who have been speaking in their own language (English/French) since birth were participants of the study. They were observed in three different settings; namely where the child speaks to only Mum, where the child speaks to only Dad, and where the child speaks to both. The results prove that the children speak English to the English speaking parent; and French to the French speaking parent. The children are able to match the right language with the right

parent at age two. Furthermore, the study is important in terms of pointing out that the children are not confused, as well (Haznedar, 2021).

Babies are reported to be able to distinguish their Mum's voice from other women's and listen to their mums' voice longer than the other women just twenty-four hours after birth (Mehler et al., 1988; as cited in Haznedar, 2021). Correspondingly, Mehler et al. (1988; as cited in Haznedar, 2021) proved that babies at age two months are able to differentiate their mother tongue from other languages (Pena, 2003; as cited in Haznedar, 2021). In the light of the above mentioned studies, it can be stated that children, even at early ages, can differentiate between two or more languages, which is a key feature of language acquisition (Paradis & Genesee, 1996).

Bialystok (1991) states that the number of the studies on understanding the language processing of bilingual children increased thanks to the main research approaches launched in 1970's; namely, linguistic, sociolinguistic, and psycholinguistic perspectives on language. Firstly, linguistic perspective was popular till 1970's. It was based on the linguistic approach of *contrastive analysis* Lado's previous work (1957; as cited in Bialystok, 1991). According to this view, how the languages are different from each other was the main challenge of the linguistic comparison. How people learn a second language was explained through language transfer. Substitution of target language by the first language forms and structures into their already existing first language skills was the basis of this approach. Secondly, sociolinguistic perspective started to gain admission with Dulay and Burt's "creative construction" approach (1975; as cited in Bialystok, 1991). According to this view there was no role of language transfer on second language learning. The key was to beginning all over again using the same processes that had supervised the first language acquisition. This view was followed by Chomskian view of *government and binding*, which acknowledges the role of transfer but does not suggest it as the whole explanation of second language learning (Chomsky, 1982).

According to Chomsky, people use their Language Acquisition Device to set parameters while learning a new language, they sometimes reset these parameters. Language transfer gives the inspiration while resetting these parameters (Bialystok, 1991).

The theory employed in this study is the *sociocultural theory*. It emphasizes the social and cultural nature of language learning and bilingualism as defined by Vygotsky (Gee, 1996; Gregory et al., 2004; Vygotsky, 1986).

According to the socio-cultural perspective, young children are active language learners who interact collaboratively with others and with their environment. They acquire language through participation in regular discourse practices in the social context. Thus, children's bilingual development is mediated by their parents, or care-givers, as well as the cultural tools in their environment and the language input itself. In other words, bilingual development happens within social and cultural contexts through interactions with people.

## 2.3. Studies on Bilingualism

### 2.3.1. General Research on Bilingualism

In this section, studies on bilingualism will be summarised. Some of these studies reviewed in this section focus on family bilingualism at early childhood whereas the others examine school-age bilingualism.

#### 2.3.1.1. Family Bilingualism in Early Childhood

It all started with Leopold's case study (1939-1949; as cited in Bialystok, 1991) where he depicted how his daughter grew up an English-German bilingual successfully. Research paradigms developed in the 1970s is considered to be the origin of most of the details on second language acquisition and the use of two languages in specific contexts, peculiarly educational contexts. Leopold's study led earlier psychometric studies in that they take

bilingualism as a phenomenon worth of academic research, rather than simply an educational problem.

In 2010, Ascough published her longitudinal study on bilingual families. Eight families that lived in Japan, each with a Japanese mother and an English-speaking father were observed, interviewed from the early 90's to 2007 as they struggled to raise their children as bilinguals. The age of the children participated in the study range from early childhood to early twenties. The longitudinal study investigated the language environments the parents could afford, factors influencing family decisions in creating those language environments, and conclusions about the efficacy of different language environments for raising bilingual children. Parents had to make sacrifices to a great extent. Some mothers forced themselves to speak English, which was considered to be the high-prestige language rather than their native tongue, while some fathers changed jobs to spend more time with their children. Some families paid high costs for international schools and moved to nearby areas. The families did their best to provide an English environment at home. Fathers spent quality time with their children every day, reading English books, doing homework together, talking about school activities, and reading bedtime stories. Families supported children's linguistic development with many English videos, DVDs, and other audiovisual sources. They also travelled to the father's country for summer camps or extended family visits.

The results in Ascough (2010) indicated that all of the children observed became bilingual on a native-like level, although each family followed a different routine with their children to expose them to the target languages (English and Japanese). What all families had in common was to balance the time the child spent with each parent. Children's varying personalities and paths were influential; yet, sincere efforts and flexibility proved to be more important factors.

Pettit's (2015) research focuses on her son, 2 year-old Charlie, living in the USA with his Thai Mum, American Dad and American half siblings (13 year-old sister and 11 year-old brother). Researcher/mother spoke to Charlie in Thai between 7:30 A.M. to 4:00 P.M. during the weekdays, which was when they were alone at home. After 4:00 P.M the older siblings and Dad come from school/work and they all spoke English. They also spoke English at weekends. When Mum and son were alone at home, they watched Thai TV and listened to Thai music. However, they switched to English when they were spending time as a family. While talking, Charlie often used a unique way by blending two languages. For example, when he needed to use the toilet he would mix words in a single phrase stating, "Poo-poo naihong-nam" which translates to "Take me to poo-poo in the bathroom." The term poo-poo is not in the Thai language.

Data were collected via three ways: Charlie's interactions with family members were observed in his natural setting and recorded on a journal over a four-month period; besides, interviews with Dad, sister, and brother. Open-ended questions were asked the participants. The answers from the interviews were synthesized with the researcher's own observations of Charlie in his natural setting and the results of a Battele Developmental Inventory (BDI-2). Lastly, Battele Developmental Inventory (BDI-2) was applied on Charlie. It is a comprehensive test of development that evaluates the 5 domains of development listed in Part C of IDEA: cognitive, adaptive (self-help), motor, communication, and personal-social development (Berls & McEwen, 1999). In order to form a baseline for comparison, all five inventory domains were assessed. The assessment was conducted by Charlie's Dad, a qualified special education teacher and school administrator with multiple experiences administering the BDI-2. Results suggested that the family's perception of Charlie's bilingual linguistic development is that he is behind his peers. However, the result of BDI 2 test proved that he is perfectly fine for his age. The family members were concerned with the fact that his

language delay would cause some communication problems. However, he looked like he could communicate with his family over his needs and desires effectively using both words and gestures (Pettit, 2015).

Bermudez (2019) conducted her MA thesis to examine in-home sources of language input that may support sequential bilingual's English and Spanish language development. Parents of 112 Spanish descended children were interviewed when the kids were 18 months old. They were asked to describe the child's typical weekday and weekend, who the child interacted with the proportion of English and Spanish the child got exposed to during these interactions, and if the child attended a preschool programme. Parents were given a checklist to indicate the words their kids can both understand and tell. The maximum score was 680 words.

When the children were 56 months of age, they were given standardized language assessments in Spanish and English during two separate sessions, about one week apart. Spanish receptive vocabulary was measured using the Test de Vocabulario en Imágenes Peabody: Adaptación Hispanoamericana. Spanish expressive language was measured using the Expressive Language Index (ELI) composite scores. English receptive vocabulary was assessed using the PPVT-4 (Dunn & Dunn, 2007; as cited in Bermudez, 2019). English expressive language was assessed using the Expressive Language sub-scale on the Preschool Language Scales (5th Edition; Zimmerman, Steiner, & Pond, 2011; as cited in Bermudez, 2019).

Based on the findings, there was an increase in English exposure provided by different sources of language input, including parents, siblings, and other adults. Relative exposure from siblings was a unique predictor of children's scores at 56 months, extending previous research on young simultaneous bilinguals. The author suggested that future research should

be conducted to research the language input of sequential bilinguals and while designing programs aimed at supporting their language outcomes.

While raising bilingual children, it is important to include the new language and maintain the native language at the same time. Therefore, parents usually try to do their best to let the children get exposed to both languages from an early age on. The greater the amount of exposure to the target languages, the more likely that they will become proficient in these languages.

#### 2.3.1.2. School-age Bilingualism

David (2013) conducted a study with 6-7 year-old participants that lived in Canada. Their mother tongue was English and they communicated in English at home. Besides they attended an English-Hebrew bilingual day school. First group of participants, “early” group (n=17) had attended a bilingual English-Hebrew programme; whereas, the second group, “late” (n=19) group had had minimal Hebrew instruction. The two groups were combined together in grade 1 and continued to receive a partial Hebrew immersion programme. The first part of the dissertation focused on how an early partial Hebrew immersion programme assisted their literacy (word reading, pseudoword reading, reading comprehension), language (vocabulary and morphological awareness), phonological awareness, and rapid automatized naming in English and Hebrew. The two groups got similar results across all measures, yet the early group demonstrated significantly stronger Hebrew vocabulary skills. The patterns of literacy and language inter- and cross-linguistic correlation were similar between the two groups.

On the whole, Hebrew early immersion programme provided an advantage for Hebrew vocabulary skills with no negative effects on their English language and literacy skills (David, 2013).

In 2016, Cho published an ethnographic case study analysing how a 7-year-old Korean-American bilingual girl socialised and used language in different contexts, namely, an English monolingual context (school), Korean-English bilingual contexts (church and Korean heritage language school), and a Korean monolingual context (home). She was closely observed, audio and video recorded by the researcher. Her teachers and mother were also interviewed. The study concentrated on three aspects; first, the child's academic socialization in formal and informal academic settings; second, peer and sibling socialization, and last, socialization in politeness.

Based on the findings, it can be said that the child had an active role on her socialization process. Besides, in different contexts, she had different socialization processes. For example, in elementary school where social and cultural norms and expectations were clear, she was able to easily socialize. She was considered to be a high achiever by her teachers in her elementary school. On the contrary, in church's Sunday school, heritage language school, and home where social and cultural norms and expectations were more vague it was harder for her to socialize and she was perceived as a slow-learner by her teachers in the mentioned contexts (Cho, 2016).

Bhutta (2017) published a non-experimental quantitative research that was conducted in the United Arab Emirates with 146 participants to address two research questions: If a child speaks English prior to enrolling in school, does it have a significant statistical impact on students' achieving bilingual status as determined by student post-test scores? And does the amount of English spoken in the home have a significant statistical impact on students' achieving bilingual status as determined by student post-test scores?

The data analysed for this dissertation were pre and post test scores of students and two questionnaires, which addressed the parents of the participants about the languages spoken in

the home. The teachers were asked about their years of experience and how many hours were allocated on English and Arabic instruction at school.

The amount of English spoken by a nanny, the amount of English spoken by parents, the teacher's year of experience and pre test scores, and pre test scores were reviewed and it was concluded that they all had a significant positive relation with post test scores. However, it seems like the instructional time in English and Arabic had no significant association with the post test scores. It was also deduced that instruction time in English and pre-test scores had a non-significant relationship with post test scores (Bhutta, 2017).

In 2017, Garcia and Godina published their research that studied six emergent bilingual, Mexican American, fourth graders. They were chosen as participants based on their test scores of reading in English. They all were proficient at reading Spanish; besides they had different levels of reading and speaking English, namely high, middle, and low. They had reading sessions with the researchers who were both bilingual teachers once a week for 3-4 weeks. During the sessions, they were given expository and narrative texts in Spanish and English. Then they were asked to think aloud on the texts in the language in which they felt comfortable. They were asked questions on how they comprehended the texts.

The sessions were recorded and transcribed, then analysed to see bilingual strategy use according to the demands and genre of the text and their oral English proficiency. Except for one participant, all participants used different cognitive and bilingual strategies depending on their needs and genre of the text and their oral English proficiency. Translating and code-mixing have been the most often employed bilingual strategies. Besides, just two out of six children used cognates. The participants often preferred to use one language to describe their reading in the other language. They showed a broader scope of strategies across two languages compared with a single language, which supported the use of a holistic bilingual

perspective to evaluate their reading rather than a parallel monolingual perspective. The participants' reading profiles in the two languages appeared to be similar, suggests cross-linguistic transfer, while the think-aloud procedures were not able to determine strategy transference. The findings showed that the participants applied a translanguaging interpretation of their bilingual reading practices (Garcia & Godina, 2017).

Lee and Garcia (2020) published a qualitative study that investigated oral translanguaging of four Korean students who lived in the USA. These first-graders went to American school during the week and they attended Korean Heritage Language (HL) on Saturdays, where the instruction was Korean. The students were recorded during the classes where they were encouraged to speak Korean; also during the recess when they were free to pick whichever language they wanted. The parents of all four participants spoke Korean to the children at home. Three of the participants had older siblings whom they communicated in English; the other participant had a younger sibling and they communicated in Korean. The data collection took a whole semester, 14 weeks. After the recordings were transcribed, the students were interviewed on the utterances where they performed translanguaging such as code switching Korean to English and English to Korean.

The findings suggest that the participants translanguaged for mainly sociolinguistic, metalinguistic, metacognitive and sociocultural reasons. The three participants who preferred English during recess and had older siblings showed more translanguaging samples and had a wider range of translanguaging practices than the participant who preferred Korean during recess and who had a younger sibling (Lee & Garcia, 2020).

Reluctancy and/or resistance towards using one of the two languages has been observed to emerge in the cases where heritage language is different from the community language (Ascough, 2010).

### 2.3.2. Studies on Bilingual Children Raised by Non-native Parents

As indicated above, most of the studies on bilingual children include children whose source of the target languages are native speakers they live with such as their Mum and Dad; or who live in places where the target language is spoken as the community language. The literature does not include a vast number of studies conducted with bilingual children raised by non-native speaker parents.

In his work, Saunders (1990) presented a compilation of previous cases of intentional bilingual families, one of which was Fantini, the son of Italian immigrants in the USA. The case was reported mid-1980s. He spoke Spanish to his Spanish wife and their children, as Spanish was his wife's native language and they picked it as the family language. Although Spanish was not his native language their children grew Spanish-English bilingually.

In another study presented by Saunders, Past and his wife were native speakers of English, but they spoke Spanish to their daughter on a specific part of the day to let her acquire Spanish.

The family lived in the USA (Past, 1976; as cited in Saunders, 1990). Similarly, Dimitrijevic (1965; as cited in Saunders, 1990), a native speaker of Serbian, lived in Yugoslavia. He spoke English to his son, while the mother spoke Serbian to the child. As a result, the child became to be able to use the two languages successfully.

Facey (1986; as cited in Saunders, 1990), who lived in Australia, was a native speaker of English just like her husband. They spoke German to their two kids, Corsetti and Taeschner. The two children became bilinguals as a result of the intervention given to them by their parents.

Saunders (1990) and his wife were native speakers of Australian English. Thomas (13), Frank (11), Katrina (6) were the three children, who were exposed to German by their father /the

researcher. He spoke only German to the children whereas he spoke English to his wife; children spoke to each other and their Mum in English. Mum was also a fluent German speaker, but she always spoke English with the children. The children were born and raised in Australia. They have been to Germany only once for six months. Dad started to learn German at school at the age of 14. He was highly proficient in German and worked as a German teacher at tertiary level (universities and registered organisations). Despite being English dominant, Saunders hardly experienced any problems communicating in German and his accent was near-native. Saunders followed one-person-one-language method when raising his kids bilingually.

All three children were fluent users of both English and German thanks to the language atmosphere provided by their father. In addition, Saunders highlights that if a parent has good and confident command of the non-native language and speaks to their child consistently in that language, the possibility of raising bilingual children successfully is quite high.

Szramek-Karcz (2016) gives information on the project conducted in Poland. The project includes families successfully implementing intentional bilingualism and those that stopped doing it, or those who even see it as a mistake. The project holds a stance neither in favour nor against implementing intentional bilingualism. The purpose is to identify the phenomenon of intentional bilingualism as well as generating a list of contributing and limiting factors in order to contribute to the decision making process of the families so that they can implement intentional bilingualism successfully. Workshops for parents and meetings for children have been held within the project. The longitudinal study aimed not to disrupt families' everyday life during the process of data collection. It started with a ten-month naturalistic observation (October 1999 – June 2000) of an Austrian family living in Austria. Their son was 6 years old at the time. The mother of the family addressed to the boy in French, which is her non-native language. During 2011 and 2012, families who implemented intentional bilingualism were

contacted all over Poland. In total 48 families joined the project. Not all the attending families were using the OPOL method, instead some were switching to Polish from time to time. The researchers within the project did not interfere in the methods adopted by the parents.

Some of the parents were reported to have taken negative criticism from the environment. According to Szramek-Karcz (2016), the reason behind the unfavourable reactions might have derived from Poland's being mainly a monolingual and monocultural country. According to the findings, it can be concluded that intentional bilingualism is not affected by such factors as child's temperament or gender, parent's temperament or gender, their political preferences, religious beliefs or researchers' opinions. As a matter of fact, many participants declared that they decided to employ intentional bilingualism since they met another family who implemented intentional bilingualism despite receiving some negative views of researchers.

There are also recent studies run by Turkish researchers. Turhal (2020) wrote his book *Bebeğimize İngilizce Öğretin* which is translated as Teach Your Baby English. He is an English language teacher that lives in Turkey with his Turkish wife. He successfully raised his 6-year-old daughter Turkish- English bilingual. The child was exposed to English from her father; and Turkish from her mother. Turhal published his book to enlighten other parents by sharing his family's bilingual journey. In addition to his own story, he added interviews with three other Turkish parents raising Turkish-English bilingual children to depict the language atmospheres they designed for their own children's bilingual upbringing. One of these parents is the author of this thesis who was interviewed on both her children's bilingual upbringing. The kids were 5 and 2:6 at the time of the interview.

The second Mum who was interviewed by Turhal within his book had two daughters, aged 2:6 and 3:6 at the time of the interview. She is an English teacher as well. Father of the family also speaks English fluently. She and her husband used both English and Turkish

interchangeably with the daughters. She started to use English in daily life when the first daughter was 1:6. However, the child never regarded English as strange and she reacted in a negative way. She emphasized her elder daughter's love for books and how it contributes on the little girl's English competency. The second child was exposed to English as soon as she joined the family. As she is filled with admiration towards her elder sister, she is eager to speak English. The two kids were reported to be able to comprehend English well although the little one had not been able to speak English fluently yet. Both their level of Turkish was as good as their peers. Although the state of stuttering was observed with the younger daughter of the family, it did not last longer than a few months. As a result, the family was able to raise their two daughters Turkish-English bilingual (Turhal, 2020).

The father, interviewed within Turhal's book, had a six-year old son at the time. The father who is an English teacher usually used English with his child while the mother spoke only Turkish. It is reported that English had always been the child's dominant language. He preferred English over Turkish while listening songs or watching cartoons. He started to speak English before Turkish. Although the family got some negative criticism on their decision to teach their child English, they decided to turn a deaf ear to those comments. As a result, they were able to raise their son Turkish – English bilingual. The book includes tips and suggestions for parents who are planning to raise bilingual children. Turhal wraps up his book with a list of phrases/sentences for daily English (2020).

Demirci and Güven (2020) conducted a study to analyse, evaluate, and define a Turkish-English bilingual boy's communication skills and vocabulary levels in both languages. The child grew up in a family where he was exposed to English mainly from his father; and Turkish from his mother and as community language. Consequently, the child's receptive and productive language skills and vocabulary levels in both languages were proved to be

following the normal development characteristics of the individual and similar qualities with his peers.

Güven (2021) picked the name *Anne bu cat değil mi?* [*Mum, isn't this cat?*] for his book that starts with the inspiring anecdote of how he met a Turkish-English bilingual little boy in his early-twenties. The little boy was the son of a Turkish father and an English mother. Güven gives details on how he was able to raise his son Turkish-English bilingually with his Turkish wife. During the first year of the baby's life, the father was spending the first half of the day at home with his son, which allowed the child to be exposed to English. The father made sure that he spent some specific time in English with his son regularly. He also used Turkish to communicate with his son. Besides, the parents always spoke Turkish to each other. During the *English time* the father preferred to follow Fowler's (1990; as cited in Güven, 2021) method to support his son's linguistic development. Fowler published a book on how to support babies' linguistic development along with the video recordings that show how to implement the techniques. He used four titles; namely, vocalising, word play, sentence games, and theme activity, to label the four developmental stages. Besides, he recommends five activities for the specific developmental stages by following five specific principles.

As a result, Güven's son uttered his first words before he turned 1, which coincides with the results of Fowler's study where the children utter their first words around 7-9 months old. Güven also prepared a chart to note down his son's receptive and productive vocabulary in both languages as soon as the baby started talking. By the end of the first year, he observed that the child's Turkish was much more dominant than his English, which led him adopt OPOL method and he slowly switched 100% English with his son. His initial plan was to be implementing OPOL until the child turned 3, followed by adding up Turkish. The father wanted Turkish to take place in their daily conversations as he "did not want to give up on his native language" (p. 132). However, the child reacted negatively to his father's speaking to

him Turkish after age 3, and wanted to keep their conversations in English only. So the child was exposed to Turkish from his mother and the community; thus became fluent in both languages. Consequently, the family succeeded in raising their son bilingually.

In conclusion, based on the review of literature there are two main points. The main focus of previous studies on bilingualism is usually children of immigrant families who use their heritage language at home while using the community language in other contexts such as school, shopping etc. Additionally, there are also studies on children who grew up in families with members that can speak different languages from each other. However, the number of the studies conducted on bilingual children raised by non-native parents is limited. Secondly, the studies on bilingual children are usually on language pairs such as English-French or English-Spanish. Therefore, more studies on bilingual children raised by non-native parents, on less commonly studied language pairs such as Turkish-English, should be conducted in order to encourage and assist the future attempts.

Sufficient information has not been provided in the literature to demonstrate whether or not bilingual children raised by non-native parents display reluctance to speak one of the languages they are exposed to. More studies are needed to dig into various aspects/faces of intentional bilingualism.

## CHAPTER III

### METHODOLOGY

#### 3.1.Introduction and Context

This longitudinal qualitative case study aims to provide a description and analysis of Ipek's English-Turkish bilingual development with a focus on her English development. Garrett (2006) suggests that to be able to observe the developmental changes, research on language interaction should be conducted longitudinally. Such studies are usually conducted with a small number of participants. This study is designed as a descriptive qualitative case study as case studies allow the researcher to illustrate a phenomenon precisely (Stake, 1995).

Qualitative research methods were adopted to collect, analyse, and interpret the data since qualitative inquiry studies human actors in natural settings, in their ordinary world. To sum up, a case study covers numerous ways of data collection, including prolonged observations/engagement, interviews, and artifact collection. It also holds detailed descriptions and an extensive understanding of the participants and contexts. A case study is characterised from other qualitative research by its particularity and boundedness (Cho, 2016). Since, a detailed description of an individual case has been provided with this thesis, the tradition of case study has been adopted.

Ipek is a 4-year-old child, growing up bilingually in Turkey with her Turkish parents. Data were collected around progressing everyday home activities that she participated in, rather than specifically created settings. Though her skills in both languages are observed, the ultimate goal of this study is to investigate Ipek's linguistic development in English. In her daily routine, Ipek went through "English time" and "Turkish time" which can be described as "pieces of time" during which one of the either is assigned for communication. So, to provide data/evidence for the study; audio, video and, written recordings were collected within the

English contexts that Ipek was sharing with her Mum. Details regarding methodology are presented in the sections that follow.

### 3.2. Participants

Many participants from the close environment and community have been involved in Ipek's linguistic development and contributed to this relatively independent process (Freedman et al., 2003). Pseudonyms have been employed to replace the names of all the individuals involved, except Ipek's Mum and Dad. The role of these participants in Ipek's bilingual development has been outlined in Table 3 below.

#### 3.2.1. Ipek

The data presented in this thesis demonstrates Ipek's linguistic development covering a time frame of ages from 1:4 to 4:3 (all ages given in years:months).

Ipek is a very verbal child who has an adequate level of competency in expressing herself. She is well aware of her emotions. Having portrayed a nature of a calm, peaceful baby, and an easy-going toddler with occasional tantrums, at the completion of this thesis, she is an understanding, tranquil little 5-year-old who prefers "reading" a book, playing with dough, drawing, playing card games or board games rather than running, jumping or other physical effort requiring activities.

Ipek's mother observed that Ipek could concentrate on mind games that require attention for almost an hour around age 3:6. Just after Ipek turned four, her school teacher also confirmed that Ipek's attention span was impressively long while they were playing mind games. Furthermore, surprisingly, Ipek's dentist appreciated her patience and was amazed to see how brave she was during her dental treatment at age 4:3. Ipek went through a month-long dental

treatment that often requires general anaesthesia during the procedures for a four-year-old, however she let the dentist give the treatment with occasional local anaesthesia.

She was observed to get more mature with the arrival of a baby brother when she was 2:5. Her brother, Kemal, came out to be a lively, energetic child. It was not an easy or quick adaptation process, but she managed to cope with this big challenge at the beginning of her life. Despite being two opposite characters, the two, now, enjoy the company of each other immensely.

### 3.2.2. The Researcher/Ipek's Mother, Serra

Ipek's mother is the researcher of this study. She is a teacher of English language, in her mid-thirties, raised in a monolingual family. She started to learn English when she was 11 years old in the language preparation class of a Turkish state school. She continued her formal education at state schools and graduated from English Language Teaching department of a state university in Turkey. She has not been to an English-speaking country, yet she had a chance to spend three years working at a private language school mainly for adults where most of the teachers were native speakers of English. As an advanced English language user, she speaks English fluently. When Ipek was born, Mum had had eight years of teaching experience.

It was the decision of Ipek's Mum's to raise her bilingually upon her birth. She planned to speak to Ipek in Turkish when there were monolingual Turkish people around. Mum decided to maintain Turkish language for Ipek mainly for two reasons. First, she did not want to deprive herself and her daughter of sharing the joy of her own heritage language, which is also by far her strongest language. She finds it much easier to express her ideas and feelings in Turkish. Secondly, Mum did not wish to take risk of her feeling secluded in Turkish-speaking environments, especially when they are with older family members. Therefore, when she was two months old, Mum started to speak English to Ipek as much as possible,

exclusively during the times the two were alone at home or outside. In addition, during the times the data were collected, Ipek's Dad worked in a different city, often keeping him far from home for periods of 10-14 days per month, which enabled her Mum to pursue English as their home language. Mum was not concerned about her Turkish acquisition efforts anyhow, as the family lived in Turkey.

As it is also described in Table 3, for the first 14 months of her life, Ipek was given care by her Mum. Rather than designing special activities to “teach” Ipek English, she let her get exposed to the language around the already occurring everyday activities for a few hours a day. Prioritizing incidental learning for Ipek, her mother strived to ensure that their “English time” would always be fun and entertaining.

### 3.2.3. Ipek's Father, Burak

Ipek's father, Burak, in his mid-forties, teaches history at a university. Raised in a monolingual family and having studied at Turkish state schools, he speaks English at C1 level, based on Common European Framework. He communicates with Ipek and her mother mainly in Turkish. When Ipek was between 1;2 and 1;9 of age, Burak witnessed the first fruits of Mum's efforts on this path. It was the time Dad clearly saw that Ipek was able to understand basic instructions in English and he appreciated Mum's efforts to expose Ipek to English beside Turkish. During the first three years of Ipek's life, her father used only Turkish with her. However, after Ipek turned three he started reading her English books and having short daily conversations in English. It was the time Ipek's English production escalated after she started to spend time with her private tutor a few days a week. More detailed information on the time Burak spent with Ipek is referred to in Table 3.

### 3.2.4. Ipek's Nanny, Sevgi

In this paper, the term 'nanny' is used to mean 'the person whose job is to take care of a particular family's child.' In this case, Sevgi was hired as the nanny by the family when Ipek was 1;3 during the times Mum went to work. Ipek went to the nanny's house five days a week. Sevgi is a Turkish lady that lives with her husband and her (then) 17-year-old daughter in her family home which is located only a few hundred metres away from Ipek's home. Although Sevgi had no formal education on childcare, she was successful in taking care of children and had a great role in Ipek's Turkish development with the songs and nursery rhymes she sang and the stories she told her. She spoke only Turkish with Ipek. She has always been affectionate and understanding towards Ipek. She kept working with the family even after Ipek started kindergarten. The nanny started with six hours a day when Mum was working part-time. Then the hours increased in the same direction as Mum's. The following table shows how much time Ipek spent with her nanny between ages 1;3 and 3;1.

Table 1. Ipek's Engagement with Sevgi between ages 1;3 and 3;1

| Age        | Hours spent with Sevgi per day | Explanation                                                                                 |
|------------|--------------------------------|---------------------------------------------------------------------------------------------|
| 1;3 - 2;0  | 6                              | Mum worked 6 hours a day as her institution allows 2 free hours for employers with infants. |
| 2;0 - 2;6  | 8                              | Mum went back to work full time.                                                            |
| 2;6 - 2;11 | 0                              | Ipek's brother was born and Mum took a 5-month maternal leave and they travelled to City B. |
| 2;11 - 3;1 | 8                              | Upon returning to City A Ipek started to spend time with her nanny again.                   |

### 3.2.5. Nanny's Daughter, Nehir

When Sevgi started to work with the family, Sevgi's daughter was 17 years old. Being an only child, Nehir loved spending time with Ipek just like a big sister. She became a role-model for Ipek. When Ipek first started to stay with her nanny during the day, Nehir was a student at high school and she used to be away from home for the whole day. Hence, the two could not spend much time together, except for summer and semester holidays. (Ipek's Mum works during the summer and has no break other than her 20-day annual leave.) However, in Year Three Nehir started to study Psychology at university and her new schedule did not require her to be away from home as much as she used to do. Nehir communicated with Ipek mainly in Turkish but she sometimes initiated English dialogues with Ipek. She also read English books. Nehir speaks English around B2 level, based on Common European Framework. Nehir liked Ipek and she was like an elder sister to her. Nehir reported that she initiated English conversations during meal times and she read Ipek English books. These English interactions especially took place during long summer holidays after Ipek turned 3. The following table shows how much time Ipek spent with her nanny's daughter, Nehir between ages 1:3 and 3:0.

Table 2. Ipek's Engagement with Nehir between ages 1:3 and 3:0

| Age        | Hours spent with Nehir per day | Explanation                                                    |
|------------|--------------------------------|----------------------------------------------------------------|
| 1:3 -1:9   | 0-1                            | Nehir spent most of her time at school                         |
| 1:9 - 2:0  | 2-3                            | Nehir's summer holiday started and she spent more time at home |
| 2:0– 2:6   | 0-1                            | Nehir spent most of her time at school                         |
| 2:6 – 2:11 | 0                              | Ipek was in City B with her parents.                           |
| 2:11-3:0   | 5-6                            | Nehir's summer holiday started and she spent more time at home |

### 3.2.6. English Tutor, Amaya

For the first three years of her life, Ipek's only English source was her Mum except for the media. So the family wanted her to interact with somebody, preferably a native speaker of English. Therefore, the family hired a private tutor just before Ipek's third birthday. Amaya, a native English speaker from the USA, who lived in the same building as Ipek.

Between ages 3:0 and 3:2, Amaya came to Ipek's home a few times a week for about 40-50 minutes per session, where they played games, read books, or simply chatted. Mum was spending this time in the adjacent room overhearing their conversations. She did not want to sit in the same room for the fear of interrupting or distracting them or she did not completely leave the house in case Ipek would feel lonely or cranky in her absence. In total, the two had ten sessions in 45 days. Throughout the overall time Ipek spent with Amaya, she has had a big impact on Ipek's linguistic development in English. After each session, Amaya stayed extra 2-3 hours to chat with Mum on daily topics, life, and culture, which further increased Ipek's English exposure. Mum noted down this period as important; Ipek did not join the conversations but for the first time she was hearing Mum talking in English to somebody other than herself. Besides, it was Ipek's first exposure to a native English speaker in real life. The family had to end the sessions when they had to move to City B and Amaya moved away.

### 3.2.7. The Second Nanny, Yasemin

In the summer of 2019 when Ipek was shy of four years of age, the kindergarten she was attending closed down for the summer holiday. Therefore, the family decided to hire Yasemin as their stay in nanny. Being Dad's cousin at the same time, Yasemin had already known Ipek and the whole family. In her early twenties, she was a student of preschool teaching. Ipek spent about 8 hours a day with Yasemin between ages 3:9 and 4:0. She spoke only Turkish

with Ipek and the whole family. During the day, the two spent time with books and activities Yasemin planned or played at home or outside.

#### 3.2.8. Kindergarten Teacher, Ebru

Between ages 4:0 and the end of this study, Ipek went to kindergarten where the instruction was mainly Turkish. Ipek was spending all day speaking Turkish with her friends and teacher. They also had an English teacher, Ebru, who taught them twice a week, in total of 2-3 hours. They played games, sang songs or drew and coloured pictures during classes.

### 3.3. Research Setting

#### 3.3.1. Ipek's Language Environment

Ipek has been raised in a household consisting of her parents and her brother who is 2 and a half years younger than she is. As can be seen on Table 3, Ipek spent the first 14 months of her life mostly with her mother as the primary caregiver. Her father was working during the day. Therefore, Ipek spent her first 14 months hearing mostly English from her mother, except for family visits, where Turkish was used. The family hired a Turkish nanny as the mother went back to work, which decreased Ipek's English exposure. After a period of 16 months (when Ipek was 2:6) her mother took maternal leave since Ipek's baby brother joined the family.

As outlined in Table 3, the amount of time Ipek was exposed to English and Turkish varied from time to time. She was almost never equally exposed to both languages. The amount of Turkish and English she heard from her Mum and other people around changed, depending on many factors such as family visits or working schedule of parents. Some months she was heavily exposed to English, especially when she spent time mostly with her mother whereas some months, she heard Turkish much more than English. Source of English was mainly her mother.

However, Ipek's kindergarten changed the balance and her English production started to decrease at age 3:7 with her attending kindergarten, where she had a new, interesting, and engaging atmosphere. Her dominant language has always been Turkish, yet the fact that she began to spend time at school left less room for English. One factor that contributed to this situation was the fact that Ipek was spending about 7-8 hours at the kindergarten.



Table 3. Ipek's Exposure to and Use of the Two Languages

| Years:Months | Ipek's Exposure                                                                |                                  | Ipek's Production |         | Explanation                                                                                                                                                                                                                                                                                                                |
|--------------|--------------------------------------------------------------------------------|----------------------------------|-------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|              | Turkish                                                                        | English                          | Turkish           | English |                                                                                                                                                                                                                                                                                                                            |
| 0:0 – 0:2    | 100%<br><br>Source:<br><br>Mother,<br><br>Father,<br><br>Community<br>language | -                                | -                 | -       | Ipek was a new-born living with her parents in City A. She spent most of her time hearing Turkish from close family members.                                                                                                                                                                                               |
| 0:2 – 0:6    | 20%<br><br>Source:<br><br>Mother,<br><br>Father,<br><br>Community<br>language  | 80%<br><br>Source:<br><br>Mother | -                 | -       | Ipek and Mum moved to City B, where her Dad works. Mum was with Ipek all day as she was on maternal leave. Ipek's interaction was mainly with Mum, who deliberately used more English than Turkish.                                                                                                                        |
| 0:6 – 0:7    | 100%<br><br>Source:<br><br>Mother,<br><br>Father,<br><br>Community<br>language | -                                | -                 | -       | Ipek visited her grandparents with her parents for semester break, so was exposed to only Turkish, since community language is Turkish.                                                                                                                                                                                    |
| 0:7 – 0:9    | 20%<br><br>Source:<br><br>Mother,<br><br>Father,<br><br>Community<br>language  | 80%<br><br>Source:<br><br>Mother | -                 | -       | Ipek travelled back to City B with her parents. In these months, her Dad was working and she usually spent time with her Mum. So, it was possible for Ipek to hear more English than Turkish. Mum showed Ipek children's books and told her about the pictures in English. She also sang English children's songs to Ipek. |

|           |                                                                                |                                    |                                                                                    |                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------|--------------------------------------------------------------------------------|------------------------------------|------------------------------------------------------------------------------------|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0:9 – 1:0 | 60%<br>Source:<br>Mother,<br>Father,<br>Community<br>language                  | 40%<br>Source:<br>Mother           | 100%<br>To:<br>Mother,<br>Father,<br>Grandpare<br>nts                              | -                 | Ipek and her family travelled back to City A for summer holiday. Dad was home, too. This increased Ipek's Turkish exposure. Ipek started to say a few Turkish words such as 'anne, meme, kedi [Mum, boob, cat]'. She showed comprehension of both Turkish and English with her actions or sounds. Mum kept reading pictured storybooks to Ipek to provide English input. She asked questions about the pictures to Ipek. Mum also sang English children's songs to Ipek and used gestures and mimes to clarify the meaning. |
| 1:0 – 1:2 | 20%<br>Source:<br>Mother,<br>Father,<br>Community<br>language                  | 80%<br>Source:<br>Mother           | 90%<br>To:<br>Mother,<br>Father,<br>Grandpare<br>nts                               | 10%<br>To: Mother | Ipek's Dad went back to work in City B. Ipek stayed in City A with Mum spending most of her time hearing English from Mum. Dad was visiting them a few times a month for a few days. The number of Turkish words Ipek used increased. She also started to create two-word sentences such as 'Kedi gel. [Come cat]' or 'Meme aç. [Open boob]'. Mum continued using children's books to provide English exposure to Ipek.                                                                                                     |
| 1:2 – 1:9 | 30%<br>Source:<br>Mother,<br>Father,<br>Community<br>language,<br>Sevgi, Nehir | 70%<br>Source:<br>Mother,<br>Nehir | 80%<br>To:<br>Mother,<br>Father,<br>Sevgi the<br>nanny,<br>Grandpare<br>nts, Nehir | 20%<br>To: Mother | Mum worked 6 hours a day and Ipek was taken care of by Sevgi, a Turkish speaking nanny. Dad was in City B for work. During this period, Ipek was able to create Turkish sentences consisting of a few words such as 'Ben temizlik yapıyorum. [I'm cleaning.]' Ipek was able to understand basic instructions in English and started producing English utterances such as 'ball, book, Mummy.' Mum continued using children's books and songs to provide English input for Ipek.                                             |

|           |                                                                                |                                    |                                                                                    |                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------|--------------------------------------------------------------------------------|------------------------------------|------------------------------------------------------------------------------------|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1:9 – 2:0 | 60%<br>Source:<br>Mother,<br>Father,<br>Community<br>language,<br>Sevgi, Nehir | 40%<br>Source:<br>Mother,<br>Nehir | 70%<br>To:<br>Mother,<br>Father,<br>Sevgi the<br>nanny,<br>Grandpare<br>nts, Nehir | 30%<br>To: Mother | Ipek was with her Turkish-speaking nanny during the day and with Mum and Dad in the evenings, as her Dad came home for the summer holiday. This decreased Ipek's exposure to English, as Mum and Dad use Turkish to communicate. Children's books and songs were still being used by Mum to provide English input for Ipek.                                                                                                                                                                                                                                    |
| 2:0 – 2:6 | 40%<br>Source:<br>Mother,<br>Father,<br>Community<br>language,<br>Sevgi, Nehir | 60%<br>Source:<br>Mother,<br>Nehir | 70%<br>To:<br>Mother,<br>Father,<br>Sevgi the<br>nanny,<br>Grandpare<br>nts, Nehir | 30%<br>To: Mother | Ipek was taken care of by the Turkish speaking nanny. Mum worked 8 hours a day. Dad went back to City B for work. During this time, although Ipek did not speak much English, it was clear that her understanding of English was improving. She kept hearing English from Mum in the evenings, after work. Ipek's Turkish production was getting higher, too. She was able to pursue daily conversations in Turkish. Children's books and songs were still often used instruments by Mum to provide English input for Ipek.                                    |
| 2:6 – 2:9 | 20%<br>Source:<br>Mother,<br>Father,<br>Community<br>language                  | 80%<br>Source:<br>Mother           | 70%<br>To:<br>Mother,<br>Father,<br>Grandpare<br>nts                               | 30%<br>To: Mother | Ipek's brother was born. Mum went on maternal leave and the family moved to City B, where Dad lived. During this period, Ipek was spending most of her time hearing English from Mum. She started to watch cartoons with Mum for about 30-40 minutes daily. <i>Peppa Pig</i> , a British animated television series for pre-schooler was chosen by Mum. Ipek enjoyed it, too, and became a big fan. Only English audio was selected to let Ipek be more exposed to English. Besides children's books and songs were used by Mum to provide more English input. |

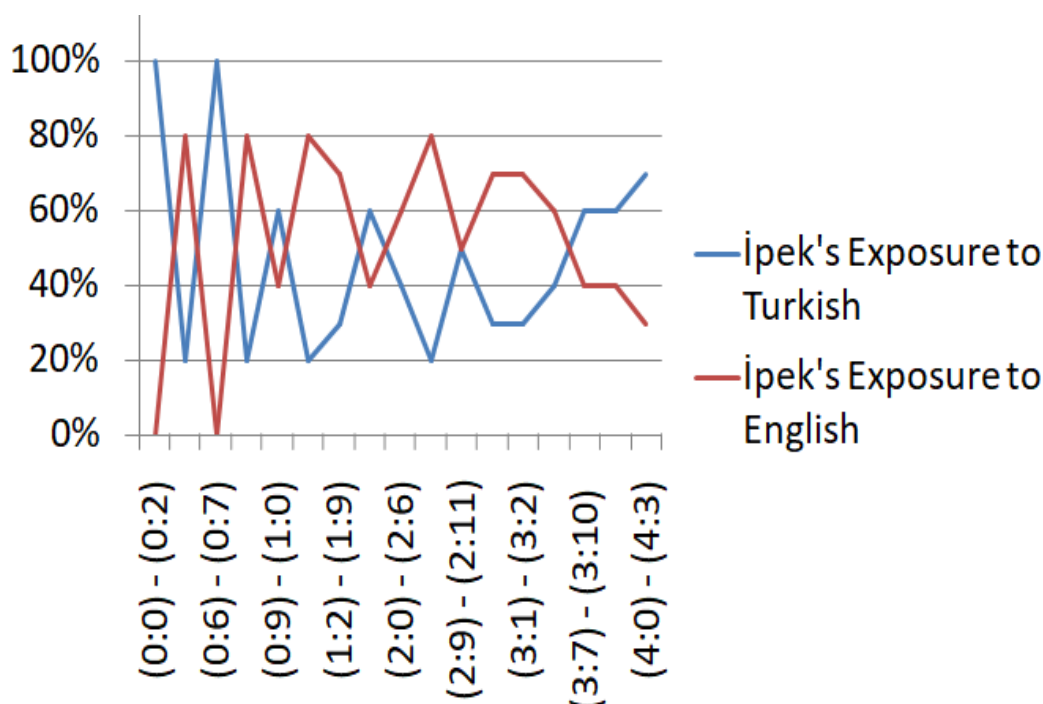
|            |                                                                                                    |                                                                                                        |                                                                                                        |                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2:9 – 2:11 | 50%<br><br>Source:<br><br>Mother,<br><br>Father,<br><br>Community<br>language                      | 50%<br><br>Source:<br><br>Mother,<br><br>Father,                                                       | 60%<br><br>To:<br><br>Mother,<br><br>Father,<br><br>Grandpare<br>nts                                   | 40%<br><br>To: Mother,                                                            | Ipek went back to City A with her parents for the summer holiday. Mum started to work half-day, which is 5-6 hours a day. Ipek and her brother were with Sevgi the Turkish speaking nanny during Mum's absence. Ipek was also exposed to some English from Nehir, the nanny's teenage daughter. In the afternoons and evenings, Ipek was at home with Mum and Dad. This period was the time when her production, as well as self-confidence/proud, in relation to English started to increase rapidly. Children's books and songs were still being used by Mum to provide English input for Ipek. |
| 2:11 – 3:1 | 30%<br><br>Source:<br><br>Mother,<br><br>Father,<br><br>Community<br>language,<br><br>Sevgi, Nehir | 70%<br><br>Source:<br><br>Mother,<br><br>Amaya<br>the<br>English<br>tutor,<br><br>Father,<br><br>Nehir | 55%<br><br>To:<br><br>Mother,<br><br>Father,<br><br>Sevgi the<br>nanny,<br><br>Grandpare<br>nts, Nehir | 45%<br><br>To: Mother,<br><br>Father,<br><br>Amaya the<br>English<br>tutor, Nehir | Ipek started to spend 40-50 minutes per session, three days a week with her private tutor, Amaya, who is a native English speaker. The two spoke only English. They played games and read books together. Ipek became more eager to pursue English dialogues and initiate conversations in English. She started to address Dad in English as well. Additionally, children's books and songs were still being used by Mum to provide English input for Ipek.                                                                                                                                       |
| 3:1 – 3:2  | 30%<br><br>Source:<br><br>Mother,<br><br>Father,<br><br>Community<br>language                      | 70%<br><br>Source:<br><br>Mother,<br><br>Father                                                        | 60%<br><br>To:<br><br>Mother,<br><br>Father,<br><br>Grandpare<br>nts                                   | 40%<br><br>To: Mother,<br><br>Father                                              | Ipek moved back to City B with her family. Mum was on maternal leave. Dad was working during the day. Ipek spent most of her time hearing English from Mum. She was able to pursue a daily conversation in English longer than she used to. Before this period, Ipek would say one or two sentences when she joined a dialogue, then switching to Turkish. However, now she was able to utter more than a few sentences.                                                                                                                                                                          |

|            |                                                                                                                              |                                                  |                                                                                                                            |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3:2 – 3:7  | 40%<br><br>Source:<br><br>Mother,<br><br>Father,<br><br>Community<br>language                                                | 60%<br><br>Source:<br><br>Mother,<br><br>Father  | 60%<br><br>To:<br><br>Mother,<br><br>Father,<br><br>Grandpare<br>nts                                                       | 40%<br><br>To: Mother,<br><br>Father  | Ipek started kindergarten half-day in City B. She was exposed to Turkish at school for 4 hours a day. She did not have English classes at kindergarten at that time. Therefore, her English exposure decreased a little. However, at home Mum communicated with Ipek in English as much as possible, also using children's songs and books to provide more input for Ipek.                                                                                                       |
| 3:7 – 3:10 | 60%<br><br>Source:<br><br>Mother,<br><br>Father,<br><br>Community<br>language,<br><br>Kindergarten<br>teacher and<br>friends | 40%<br><br>Source:<br><br>Mother,<br><br>Father, | 65%<br><br>To:<br><br>Mother,<br><br>Father,<br><br>Grandpare<br>nts,<br><br>Kindergar<br>ten<br>teacher<br>and<br>friends | 35%<br><br>To: Mother,<br><br>Father, | Ipek moved back to City A, where her Mum works. She started kindergarten 8 hours a day since Mum was working full-day. Ipek had English classes three hours a week at the kindergarten. Mum was also using English children's songs and books to provide more input for Ipek.                                                                                                                                                                                                    |
| 3:10 – 4:0 | 60%<br><br>Source:<br><br>Mother,<br><br>Father,<br><br>Yasemin the<br>nanny,<br><br>Community<br>language                   | 40%<br><br>Source:<br><br>Mother,<br><br>Father  | 70%<br><br>To:<br><br>Mother,<br><br>Father,<br><br>Grandpare<br>nts,<br><br>Yasemin                                       | 30%<br><br>To: Mother,<br><br>Father  | Ipek stopped going to kindergarten as it was the summer holiday, so family hired a new stay in nanny, Yasemin for the summer period. Ipek spent the summer at home with her nanny and parents.<br><br>The parents communicated in Turkish. Dad was at home too. Mum was working 8 hours a day. All these factors made Turkish the dominant language at home although Mum kept communicating with Ipek in English when they were alone and reading and singing to her in English. |

|           |                                                                                                                               |                                                                               |                                                                                                                     |                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4:0 – 4:3 | 70%<br><br>Source:<br><br>Mother,<br><br>Father,<br><br>Community<br>language,<br><br>Ipek's school<br>teacher and<br>friends | 30%<br><br>Source:<br><br>Mother,<br><br>Kindergarten<br>teacher,<br><br>Ebru | 90%<br><br>To:<br><br>Mother,<br><br>Father,<br><br>Grandparents,<br><br>Ipek's school<br>teacher<br>and<br>friends | 10%<br><br>To: Mother,<br><br>Father,<br><br>Kindergarten<br>teacher,<br><br>Ebru | Ipek started a new kindergarten, where she had English classes six hours a week. Her new school offered her lots of new activities such as mind games, horse riding, all of which were conducted in Turkish. Ipek communicated with her teacher and friends in Turkish. As a probable result of these new Turkish activities and her interaction in Turkish with her friends, Ipek started to prefer Turkish more often. Therefore, her English production reduced. |
|-----------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Figure 1 presents Ipek's exposure to English and Turkish between her birth and age 4:3.

Figure 1. Ipek's Exposure to the Two Languages



### 3.3.1.1. Language Exposure through Oral Interaction

Instead of setting special activities to 'teach' English to Ipek, Mum preferred to use English during their already occurring daily routines. When she was cooking in the kitchen, or cleaning, or during the bedtime and bath time Ipek was accompanying her. Mum was trying to explain what she was doing in English. During Mum-child alone time interactions, in the cases where Ipek initiated in Turkish, Mum usually responded to her in English to provide exposure and encourage her to speak in English. In addition, Mum did her best to engage Ipek in the activity she was doing. She aimed to encourage Ipek to be as interactive as possible. For instance, picking and folding the laundry was a fruitful chore for Ipek between age 1:0 and 2:0. Mum used various English structures and basic words meanwhile. A sample dialogue has been provided below:

Mum: Whose t-shirt is it? [She takes a t-shirt from the pile.]

Ipek: Dad.

Mum: Yes, it belongs to Daddy. Do you know what colour it is?

Ipek: Green

Mum: No, it's blue. Do you know what else is blue?

Ipek: Sea

Besides, Mum and Ipek played lots of games during the day. Fortune states that "Play is the language of children. It's how they communicate," (Fortune, 2020, p. 62) and she goes on to say that children use games to explore their social physical power compared to both the world around them and the other children in it. Children make experiments on testing limits, rehearsing on how to be a grown-up. Ipek's Mum tried to play games as much as she could. During the first year, they mainly played games that do not require toys or other objects such as peek-a-boo where Mum covered her face with her hands or a piece of cloth and suddenly revealed herself announcing "peek-a-boo". There were also times when they played "aeroplane" game where Ipek was pretending to be an aeroplane on Mum's legs when Mum was lying on the floor. The older Ipek got, the more verbal the games became. For example, when Ipek was 1;6 their favourite game was "Where are you?" Mum scattered plush toys such as teddy, bunny, and giraffe etc. on the floor and covered each of them with small pieces of cloth. Then she would start looking for a specific one by loudly saying "Teddy, teddy! Where are you teddy? I can't see you anywhere." Then she would uncover one of the plush toys and say "Oh, you're not teddy. You are the giraffe. Do you know where Teddy is? We can't find him anywhere. Have you seen teddy? No? Okay, then. We'll keep looking." Ipek was only watching her at the beginning, then laughing at Mum's exaggerated actions and voice, and finally she would uncover the toys, too.

### 3.3.1.2. Language Exposure through Books

As mentioned above Ipek has always liked activities like handcrafts or drawing, colouring, playing with dough and cooking. However, she loved reading books by far the best. She has always been with books as both parents are at teaching business. She has seen them both with books oftentimes. She has been read aloud since she was a new-born. First at three months, Ipek heard Mum and Dad reading their books aloud for her to hear. From month four on, she has had children's books collected, read, and told. At the age of four, the number of children's books in her bookcase was above 200. A list of books is given in Appendix A to illustrate what kind of books she has enjoyed being read to give the audience a general idea. Appendix A presents the materials in two categories, namely "Storytime materials Ipek was read in English only" and "Storytime materials Ipek was read in both languages." Some of the reading materials she had were written in English. Mum also used Turkish storybooks to talk about the pictures in English. She also read the spontaneously translated versions of the stories. With some of the Turkish books, she translated, typed and glued the English text next to the Turkish, to create bilingual books. Ipek had no materials for storytime that she was read only in Turkish. As can be seen, there are no materials Ipek was read in only Turkish as Mum wanted to use every single material/opportunity to expose her to English. In other words, no stories were read to Ipek only in Turkish. The Turkish stories were also read to her in English as well

### 3.3.1.3. Language Exposure through Songs

In her book, Suskind (2015) uses many examples to illustrate how important parent talk is in the early years of human life. It is considered to be the most helpful resource in the world to help a child's linguistic development. Regardless of the language, the culture, the nuances of vocabulary, or the socioeconomic status, language is the aspect that helps develop the brain to

its greatest potential. On the contrary, the inadequacy of language is the enemy of brain development. There might be times for parents that they find it challenging to talk to their child when they do not receive a response. For such times, Mum in this research benefited from children's songs, sang with gestures. Mum had a wide repertoire of English children's songs as a former teacher of 6-7 year-olds. She also played some children's songs on YouTube during the day, but she kept the device out of Ipek's reach so that she could only listen without watching the screen. Ipek continued to listen to the nursery rhymes and children songs especially from the YouTube channel "Super Simple Songs" until age 2:9, where she started to be allowed to see the video clips.

Mum used nursery rhymes and children songs to her during our daily routine to get Ipek familiar with the target language. Mum sang relevant songs to each situation such as waking up, taking a bath, washing hands, etc. To illustrate, Mum sang the song "Brush your teeth" while Ipek was brushing her teeth.

Brush your teeth up and down  
Brush your teeth round and round  
Brush your teeth from left to right  
Brush your teeth in the morning and night  
Brush your teeth you sleepy head  
Brush your teeth with me

Whenever Mum was preparing Ipek to go out, she was singing the following song:

Put on your shoes, your shoes, your shoes.  
Put on your shoes, your shoes, your shoes.  
Put on your shoes.  
Let's go outside.  
Hurry up. Hurry up. Hurry, hurry up.

Beside the English songs, Ipek learnt some Turkish songs from her school teacher and nanny. A list of songs is provided in Appendix B.

#### 3.3.1.4. Language Exposure through Cartoons

In this paper, the term “screen time” is used to describe the time when the child watches a cartoon, movie, clip etc. on a screen such as computer, television, smart phone, tablet etc. Ipek’s screen time started when she was 2:5 just after her baby brother was born. Ipek watched the cartoons Mum picked for her. Ipek started her screen time with the video clips of the songs she was used to listening during the day already. Then, Mum and daughter watched some videos with animals and some cartoons. The following table provides a list of media she watched.

Table 4. Cartoons Ipek Watched in English and Turkish

| Age<br>(year:month) | Duration of<br>exposure | English                             | Turkish               |
|---------------------|-------------------------|-------------------------------------|-----------------------|
| 2:6 - 2:10          | 20-30 min               | Peppa Pig                           | Pepe                  |
| 2:11-3:0            | 30-40 min               | Daniel the Tiger’s<br>Neighbourhood | Akıllı Tavşan<br>Momo |
| 3:0 - 4:3           | 20-30 min               | PjMasks                             |                       |

#### 3.3.2. Community Support

Parents who practise intentional bilingualism have been reported to feel discouraged by negative comments of others about the way their interaction with their children in a language other than /beside their mother tongue. Ipek’s mother was lucky to have never met such people. She was always encouraged by people, especially by her parents and parents-in-law about raising Ipek bilingually. They always praised Mum’s choice to raise their grandchild bilingual.

Furthermore, just before Ipek turned two, Ipek's Mum joined "Bilingual Children Turkey" group on Facebook. It was motivating to meet other Turkish parents, most of whom are English language teachers, raising Turkish-English bilingual children. Seeing other children being able to speak English fluently was encouraging. Last but not least, supporting each other as parents of bilingual children in a monolingual society and asking for recommendations to each other for specific situations were so valuable.

### 3.4. Data Collection

The data were predominantly recorded during the times Ipek was spending time with her Mum in English. It should be noted that this paper mainly focuses on Ipek's linguistic development in English as part of her Turkish-English bilingual development. Hence, audio, video and, written recordings were done in the English contexts Ipek was sharing with her Mum.

The study is based on the data collected over a period of four years from Ipek, a Turkish-English bilingual child. Data collected within the thesis covers ages 1;4 and 4;3. Data were collected through multiple means in various settings; namely video and audio recordings of interactions, field notes, and interviews, all of which will be described below.

#### 3.4.1. Video Recordings of Naturalistic Data

Ipek was video-recorded mostly by her Mum during their daily activities between ages 1;4 and 4;3. A total of 40 video recordings, the duration of which range from 35 seconds to five minutes 30 seconds, were transcribed and analysed for this research. In some of the videos Ipek was eager to talk whereas in others Mum tried to elicit answers as she was unwilling to speak in front of a camera.

#### 3.4.2. Audio Recordings of Naturalistic Data

Ipek was audio-recorded by her mum during their daily activities between ages 1:4 and 4:3. Six audio-recordings, the duration of which range from 48 seconds to 9 minutes 8 seconds were compiled for this research. Each of the audio recordings was also transcribed.

#### 3.4.3. Field notes

Mum noted down her observations about Ipek's linguistic development using a pen and a paper between ages 1:3 and 4:3. She also wrote down some of Ipek's utterances and dialogues.

#### 3.4.4. Interviews

Ipek's father, Burak was interviewed twice. As Mum and Dad communicate in Turkish, the interviews were in Turkish. The first interview took place when Ipek was 3:6, the follow-up interview was conducted a year later. He was asked open ended questions such as what he thought about Ipek's bilingual development.

Besides, Amaya, Ipek's English tutor was interviewed on Ipek's English development. As the tutor moved overseas, the interview was conducted online. When the interview took place after Ipek's sessions with Amaya ended and Amaya moved back to her home country. The family were still in contact with Amaya. Ipek and Amaya had a video chat once and sent each other audio recorded messages. Mum sent Amaya messages, sometimes videos of Ipek to update her. She was simply asked open ended questions such as what he thought about Ipek's bilingual development, how she evaluates her level of English.

In addition, Ipek's kindergarten teacher was interviewed about Ipek's language development until age 4:3. It was a face to face interview at school that took about half an hour. The

teacher was asked how Ipek's behaviour during English classes was, and how she was interacting with her friends in the class.

### 3.5. Data Analysis

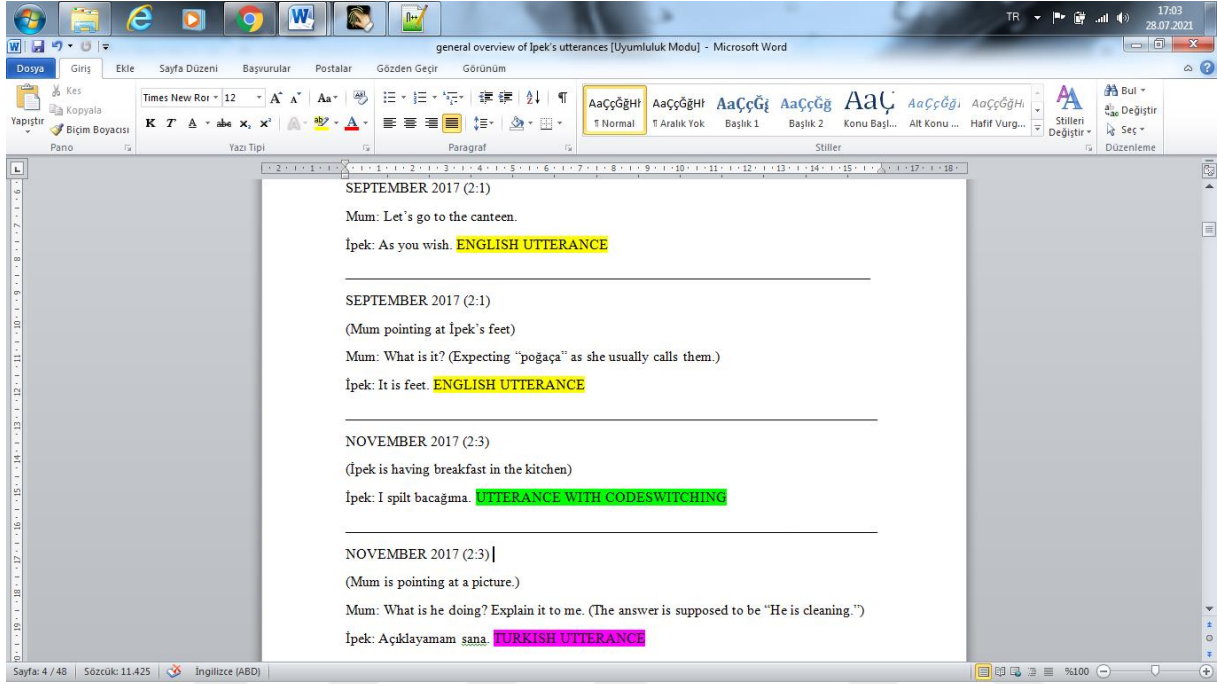
In total 113 instances of data were collected. 66 of the data instances were in the form of field notes. Six of the instances were audio recorded data. In addition, 41 of the data instances were video recorded data. All of the data were transcribed that made up more than 50 pages of transcripts.

To code the data, first, the transcripts were read line by line by the researcher herself. Detailed notes were taken to describe the context and each instance was sorted out into categories based on literature and the context. To improve trustworthiness of the study, the researcher and an interrater, who is a specialist on language acquisition, cooperated. First, they marked each of data extracts with a code. At this point, they worked separately. Then, the researcher and the interrater got together regularly face to face or met online to discuss each data instance. Sometimes, settling on a category for a particular data instance took a remarkable amount of time of brainstorming, literature reviewing, and lot of give-and-take. This way, they aimed to establish research credibility and the procedure of peer debriefing, which is also called investigator triangulation (Denzin & Lincoln, 2011).

After marking each of Ipek's utterances with a code, all the utterances with the same codes were counted using a computer programme named Notepad++, which made the counting process more reliable. To achieve this; first, the researcher generated four different Office Word documents using the same set of data. Each set was named after specific data category groups, namely, Ipek's comprehension, general overview of Ipek's utterances, initiations and responses, formulaic or self-generated phrases. Second step was to type the name of the

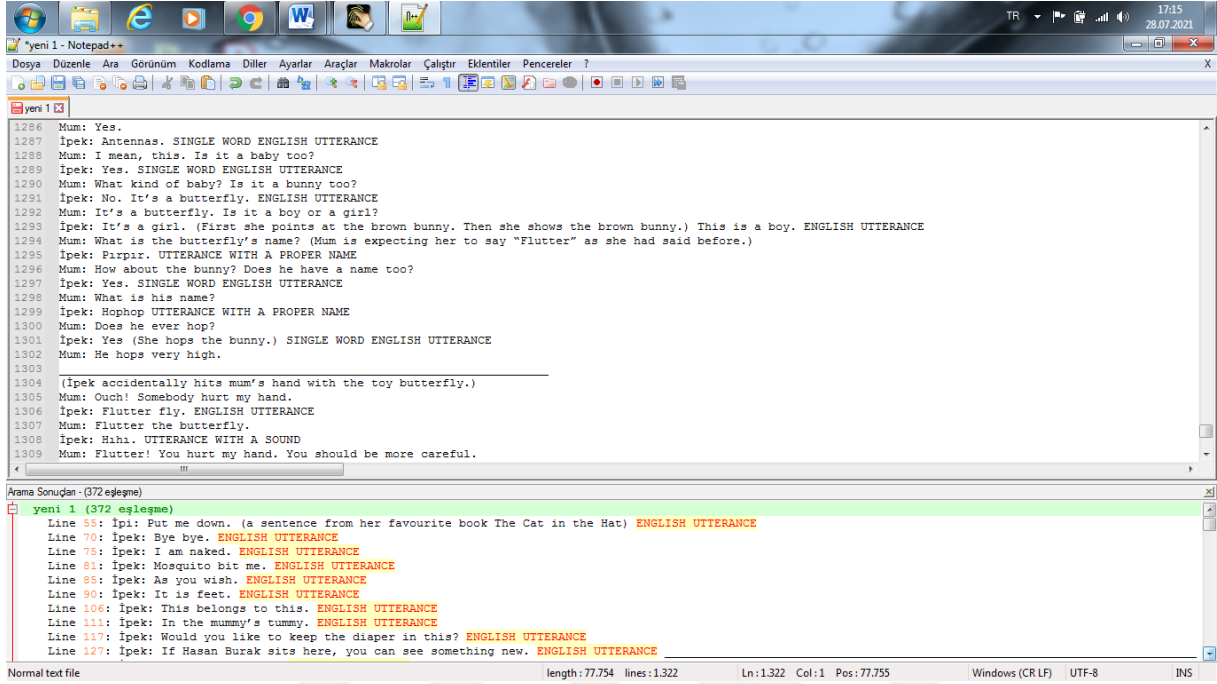
category next to the every single utterance of Ipek. To illustrate, the following figure provides a screenshot of the Word document named *general overview of Ipek's utterances*.

Figure 2. Screenshot of the Word Document Named *General Overview of Ipek's Utterances*



Step three was to transfer each Word document to Notepad++ and search for the specific name of the categories one by one. The programme creates a list of the utterances that belong to a specific code. Hence, the process became much more affordable compared to manual counting and listing. For example, the researcher searched for the keyword English utterance in the text and the Notepad++ programme provided the list of all the utterances, what line they took place, and how many lines were marked as *English utterance*. The following figure provides a screenshot of the Notepad++ document of the above shown Word document, named *general overview of Ipek's utterances*; but this time it illustrates "English utterances" in the whole data.

Figure 3. Screenshot of the Notepad++ Document while Searching *Ipek's English Utterances* in the File Named *General Overview of Ipek's Utterances*



```
1286 Mum: Yes.
1287 Ipek: Antennas. SINGLE WORD ENGLISH UTTERANCE
1288 Mum: I mean, this. Is it a baby too?
1289 Ipek: Yes. SINGLE WORD ENGLISH UTTERANCE
1290 Mum: What kind of baby? Is it a bunny too?
1291 Ipek: No. It's a butterfly. ENGLISH UTTERANCE
1292 Mum: It's a butterfly. Is it a boy or a girl?
1293 Ipek: It's a girl. (First she points at the brown bunny. Then she shows the brown bunny.) This is a boy. ENGLISH UTTERANCE
1294 Mum: What is the butterfly's name? (Mum is expecting her to say "Flutter" as she had said before.)
1295 Ipek: Pırpır. UTTERANCE WITH A PROPER NAME
1296 Mum: How about the bunny? Does he have a name too?
1297 Ipek: Yes. SINGLE WORD ENGLISH UTTERANCE
1298 Mum: What is his name?
1299 Ipek: HopHop UTTERANCE WITH A PROPER NAME
1300 Mum: Does he ever hop?
1301 Ipek: Yes (She hops the bunny.) SINGLE WORD ENGLISH UTTERANCE
1302 Mum: He hops very high.
1303
1304 (Ipek accidentally hits mum's hand with the toy butterfly.)
1305 Mum: Ouch! Somebody hurt my hand.
1306 Ipek: Flutter fly. ENGLISH UTTERANCE
1307 Mum: Flutter the butterfly.
1308 Ipek: Hih. UTTERANCE WITH A SOUND
1309 Mum: Flutter! You hurt my hand. You should be more careful.

Arama Sonuçları - (372 eşleşme)
yeni 1 (372 eşleşme)
Line 55: Ipi: Put me down. (a sentence from her favourite book The Cat in the Hat) ENGLISH UTTERANCE
Line 70: Ipek: Bye bye. ENGLISH UTTERANCE
Line 75: Ipek: I am naked. ENGLISH UTTERANCE
Line 81: Ipek: Mosquito bit me. ENGLISH UTTERANCE
Line 85: Ipek: As you wish. ENGLISH UTTERANCE
Line 90: Ipek: It is feet. ENGLISH UTTERANCE
Line 106: Ipek: This belongs to this. ENGLISH UTTERANCE
Line 111: Ipek: In the mummy's tummy. ENGLISH UTTERANCE
Line 117: Ipek: Would you like to keep the diaper in this? ENGLISH UTTERANCE
Line 127: Ipek: If Hasan Burak sits here, you can see something new. ENGLISH UTTERANCE
```

The upper part of the screen shows the whole data while the lower section gives the list of Ipek's English utterances. Then comes the step four where the ratio of each category to the total number of Ipek's utterances was calculated; and each of the categories was grouped under a more inclusive theme. Finally, the researcher made conclusions on Ipek's linguistic development in English by studying the ratios that were produced within the data.

## CHAPTER IV

### RESULTS

In this chapter, a general overview of Ipek's language development throughout the four years will be provided. Then her comprehension development will be discussed. It will be followed by the section that covers Ipek's English production.

The results were divided into two main groups, namely; Ipek's comprehension and Ipek's production.

A list of categories and sub-categories that emerged from the data was provided below.

#### 4.1.A General Overview of Ipek's Language Development

#### 4.2.Ipek's Comprehension of English

#### 4.3.Ipek's Production of English

##### 4.3.1.Ipek's Initiations and Responses

##### 4.3.2.Types of Ipek's English Utterances

##### 4.3.2.1.Self-generated English Utterances

##### 4.3.2.2. Formulaic Phrases

##### i. Mum Based Formulaic Phrases

##### ii. Cartoon Based Formulaic Phrases

##### iii. Story Book Based Formulaic Phrases

##### iv. Song Based Formulaic Phrases

##### 4.3.3.Translanguaging

##### 4.3.4. Use of Communication Strategies

##### 4.3.5. Language Play

##### 4.3.6. Metalinguistic Awareness

#### 4.1. A General Overview of Ipek's Language Development

Ipek's language production started with Turkish first. As can be seen on Table 3, she was able to say a few words such as "anne, meme, baba, kedi" [mum, boob, dad, cat] in Turkish before between ages 0:9 and 1:0. Just after her first birthday, she was able to make two-word sentences in Turkish such as "Kedi gel. Kapı aç. [Come cat. Open door.]" Around age 1, Ipek said her first English word "ball". She preferred to use ball for about a year, rather than the Turkish word "top". The reason was probably she heard only the English word from Mum as she spent most of the time with Mum at the beginning of her life.

As mentioned in the methodology section, Ipek's favourite activity was book reading throughout the day. Ipek's English development was initially shaped by book-reading sessions with Mum. The input she got from Mum as well as books, cartoons, songs helped the development of her comprehension and production. Day by day, she was able to produce more sophisticated output as proven by the data collected for this thesis. Especially after age 3, she was capable of pursuing longer dialogues with Mum.

Although she has always been more comfortable speaking Turkish and started producing Turkish a few months earlier than the English ones her Turkish development followed a similar path. She never fell beyond her monolingual Turkish peers at speaking Turkish. Her Turkish has always been as well as them if not better.

Between ages 0:4-1:0, Ipek listened to Mum while she was describing what she saw on her quiet books or baby books made out of different materials like plastic bags, shag, or fabric. Her only reaction to reading was that she was touching the books randomly at first. After month nine, she started to point at the objects that Mum told her. Mum tried to use different sentence structures for the same meaning to make her familiar, such as "Ipek, can you show me the teddy bear, please?" "Let me see the teddy?" "Could you point at the teddy please?"

Between ages 1:0-1:3, Ipek and Mum were enjoying books by doing mainly the same exercises. Mum was asking her to point at an object by using different sentences and she was pointing at it mostly correctly. Mum was also asking her questions that require one-word answers. She answered the question or listened to my answer. A sample dialogue has been provided below:

[While Ipek and Mum were reading Busy School, Mum pointed at the ball.]

Mum: Ipek what is it?

Ipek: Ball

Mum: What colour is the ball?

Ipek:... [Silence]

Mum: Blue.

Ipek: Blue.

Between ages 1:3-2:0, Ipek enjoyed listening to new additions to her library, especially the ones written by Dr Seuss. Those books captured her attention for a long time with repetitive sounds and engaging stories despite Ipek's limited vocabulary. Mum was not sure how much of the story she understood but she was definitely spending good time with her new books. Mum was reading the books aloud and pausing at the end of the line and Ipek was completing it without even looking at the illustrations. For example:

[While Mum and Ipek were reading Green Eggs and Ham by Dr Seuss at age 2:0.]

Mum: Would you eat them with a fox? Would you eat them in a ...?

Ipek: Box.

Mum: Would you eat them with a mouse? Would you eat them in a ...?

Ipek: House.

Besides, she also liked classical stories with repetitive patterns like Goldilocks and Three Bears, The Little Red Hen, and Three Little Pigs. She even memorized some rhyming lines from those stories and started to use them in daily life. A sample dialogue has been provided:

[Mum wanted Ipek to come to the table for dinner at age 1:8. She gave the following response she heard from the story The Three Pigs.]

Mum: Ipek, come to the table!

Ipek: No, not by the hair of my chinny chin chin.

After her second birthday, Ipek started to produce full sentences. Between 2:0-3:6, at first they were the exact copy of the phrases she heard from her books, but she successfully inserted them into real-life contexts. For example:

One day her Dad lifted her up in the air while playing at age 2:0. The two normally communicated in Turkish but Ipek said “Put me down.” That was sentence she heard from *Cat in the Hat* by Dr Seuss. During this period, when Mum was reading the whole text, Ipek was usually listening to it carefully. Then when Mum stopped she was completing the sentence.

Ages between 2:9 and 3:1 were the times when Ipek’s English production rocketed. Ipek started to make meaningful communicative phrases at two years old, but she was 2:9 when she was first able to converse in English. It was the time when the family dynamics were changing with the arrival of a baby brother. When the family got into a new place the baby was taking a lot of attention from other people. As her mother, I think Ipek was encouraged to do “*something*” that picked attention of people who were showing interest to her baby brother. It did not take long for her to discover that she was getting appreciation from others

when she speaks English. Based on Mum's observations, that is how she increased the amount of English she produced.

Additionally, Ipek's being able to communicate in two languages whereas she was surrounded by many monolingual people might have given her a positive perspective towards languages. Ipek started display her positivity starting from early ages on. At first around age 3:0, she came across Delphine Donkey, the French-speaking character on Peppa Pig. She claimed she could speak like Delphine Donkey by repeating "Bonjour, bonjour!" Again at age 3, she saw Mum watching an ice skating clip with Italian dubbing. She looked a bit panicked not to understand and started to shake Mum's arm asking "What does it say?" When Mum explained she did not know what the narrator said as it is in a language that Mum did not understand either, Ipek looked surprised. Based on Mum's observations, the surprised look on her face might be the realisation of existence of other languages that Mum and Ipek did not speak or understand. During the following days, Ipek heard Mum speaking Arabic for the first time (Mum is not fluent in Arabic. She can handle a conversation around A2-B1 level.). Besides, age 3 was the time when she met Amaya, the English tutor. Her sessions also helped Ipek become more eager and competent at production of English.

Between ages 3:6 and 4:3, Ipek's interest in books grew bigger. She asked Mum to read to her up to 7-8 books a day. Mum tried her best to be interactive while reading by using the pictures of the materials. As the questions got more complicated and sophisticated, Ipek's answers took the same direction as well. Now she was able to build sentences to describe the pictures in the books. The following extract belongs to age 4:

[Ipek and Mum are reading *One Fish, Two Fish* by Dr Seuss.]

Mum: Look, what is that thing? [She points at an imaginary animal that looks like a dog.]

Ipek: Dog.

Mum: It looks like a dog, right? What is it doing?

Ipek: It's peeling [a] banana.

Mum: Yeah, he's peeling the banana and what's he doing with the skin?

Ipek: He [is] throw[ing it].

Mum: Yes, he's throwing it away.

As mentioned in the methodology section, the data were recorded during the times Ipek was spending time with her Mum in English. It should be noted that this paper mainly focuses on

#### 4.2. Ipek's Comprehension of English

Despite having Turkish as community language, Ipek was exposed to English, mainly by her Mum since when she was a two month-old baby. She demonstrated she was able to understand English long before she started to talk by pointing or making sounds. For example, in December 2016 when she was 1;4 she was able to point at the right object when Mum asked "Which one is the fork?" followed by another instruction "Let me see the spoon," Similarly, at age 1;4, she was able to imitate the sound of a hair drier when she heard the phrase "Let me get the hair drier," from Mum again.

As the time went by, she kept responding to English sentences. The following extract is from, (1:8) where she was able to point at her body parts with the instructions from Mum.

Mum: Ipek, where are your eyes? [Ipek points at her eyes.]

Mum: How about your ears? [Ipek points at her ears]

Mum: Where is your hair? [Ipek points at her hair]

Mum: Where is your mouth? [Ipek points at her mouth]

Mum: Where are your teeth? [Ipek points at her teeth]

Mum: Where are your fingers? [Ipek points at her fingers]

Mum: Your hands? [Ipek points at her hands] Okay.

Mum: Where is your tummy? [Ipek pats on her tummy]

Mum: Where are your feet? [Ipek points at her feet]

Mum: Honey, can I see your toes? [Ipek points at her toes]

Mum: Your legs, where are your legs? [Ipek points at her legs]

Mum: Thank you so much. Let's wave hands. [Mum thanks Ipek because she let Mum take a video of hers.]

Ipek: Bye bye.

As can be seen in the following instance, Ipek could comprehend vocabulary on body parts such as *eyes, ears, hair etc.* and also different structures used by Mum such as "*Where is/are your ...?*", "*How about your...?*", or "*Can I see your...?*" Mum intentionally varied the structure for each question instead of repeating the same sentence each time.

Ipek sometimes showed she comprehended by translating a word or a phrase that she heard. For example, when Mum pointed at a picture and asked "What is he doing? Can you explain it to me?" when Ipek was 2:3, Ipek said "*Açıklayamam sana.*" (I can't explain to you.) This was an indication that she comprehended the word "explain." She showed that she understood what she was told by translating what she heard in English into Turkish.

Video recorded data at age 2:7 shows that Ipek was able to comprehend longer and more complex sentences and used actions to display she comprehended what she was told. While Ipek and Mum were reading books Mum pointed at the picture of Mama Bear in the book.

Mum: Why is Mummy's tummy so big?

Ipek: Because baby in it. [She means "There is a baby in it."]

Mum: Because there is a baby in it? How many babies in mummy's tummy?

[Ipek shows two with her fingers.]

Mum: Two?

Ipek: Two babies.

As can be seen in the above mentioned extract, Ipek used different ways to show she comprehended Mum. When she was asked “Why is Mummy’s tummy so big?” she tried to reply in English and said “Because baby in it.” She meant “Because there is a baby in it.” Similarly, when Mum asked her “How many?” this time she preferred a non-verbal response and showed two with her fingers.

The following extract shows that when Ipek reached the age 3:7, the English language level she was able to comprehend was getting more complicated and sophisticated. Her level of comprehension was easily inferred even in the environments where community language (Turkish) was spoken. In the following extract, Ipek proves that she comprehended what she was told by translating a long, complex English sentence into Turkish.

[Mum was working in the kitchen in grandpa’s house. Grandpa speaks Turkish only and he was sitting in the living room at the time. Mum pointed at old newspapers.]

Mum: Ipek, can you ask your grandpa if I could use this newspaper. I need to wrap the jars so that they won’t get broken.

Ipek: [goes to the living room to find Grandpa.] Dede, annem o gazeteyi kullanabilir mi? Kavanozları saracakmış kırılmasın diye. [Grandpa, can Mum use that newspaper? She will wrap the jars so that they won’t get broken.]

Grandpa: Kullansın kızım. [She can use them.]

Ipek: [comes back to the kitchen.] Tamam anne kullanabilirsin. [Okay Mum, you can use it.]

The following table illustrates how Ipek demonstrated her comprehension of her English. The total number of 400 reactions includes her verbal or non-verbal responses to her Mum’s utterances.

Table 5. Ipek's Demonstration of English Comprehension

|                                          | N   | F     |
|------------------------------------------|-----|-------|
| Response with a full English sentence    | 133 | 34.1% |
| Response with a single English word      | 122 | 31.3% |
| Response with an English phrase          | 55  | 14.1% |
| Non-verbal response*                     | 41  | 10.2% |
| Response in Turkish                      | 21  | 5.3%  |
| Response with code switching             | 10  | 2.5%  |
| Response with direct Turkish translation | 5   | 1.2%  |
| Responding by repeating the interlocutor | 2   | 0.5%  |
| Total                                    | 389 | 100%  |

\*Non-verbal responses consist of gestures or sounds. They are not considered to be utterances.

As illustrated in Table 5, responding in full English sentences, which makes up 34.1%, is the way Ipek used the most often when she was talked to in English. 133 out of a total of number, 389 reactions were full English sentences. It is followed by 122 single word English responses that make up 31.3% of the total number. Ipek responded with an English phrase 55 times, which makes up 14.1%. Ipek's non-verbal responses constitute 10.2% of the total. She responded to Mum's English utterances with Turkish 21 times (5.3%). Ipek replied with a code-switched sentence 10 times, which constitutes 2.5%. Ipek translated Mum's English utterances 5 times to Turkish that makes up 1.2%. Ipek repeated twice what she heard from Mum, which constitutes only 0.5%.

#### 4.3. Ipek's Production of English

The following table gives information on nature of Ipek's utterances during English communication.

Table 6. Nature of Ipek's Utterances during English Communication

| Nature of Ipek's utterances during English communication | N   | F     |
|----------------------------------------------------------|-----|-------|
| English utterances                                       | 372 | 76.3% |
| Turkish utterances                                       | 63  | 12.9% |
| English- Turkish mixed utterances                        | 22  | 4.5%  |
| Sounds                                                   | 19  | 3.9%  |
| Proper names                                             | 11  | 2.2%  |
| Total number of utterances                               | 487 | 100%  |

As Table 6 illustrates, English utterances take the lead with a number of 372 out of a total of 487, which makes 76.3%. Her Turkish utterances take the second place with a ratio of 12.9% (63 times). The reason of this listing is not the fact that she used English more often than Turkish, but the researcher aims to scrutinize her linguistic development in English. So the data were collected in English contexts. Ipek preferred producing 22 utterances that include a code switched structure (4.5%). 19 utterances out of a total of 487 consist of sounds (3.9%). Finally, she used 11 utterances with a proper name (2.2%).

#### 4.3.1. Ipek's Initiations and Responses during Conversation

Analyses of data showed that Ipek responded in 389 times (81.2 %) out of a total number of 479 when the interlocutor started to speak to her. Ipek was the one who made an attempt to start the conversation 90 times (18.7%). The following table shows Ipek's communication dynamics within her total number of utterances.

Table 7. Purpose of Ipek's English Production

|                          | N   | F     |
|--------------------------|-----|-------|
| To respond               | 389 | 81.2% |
| To initiate              | 90  | 18.7% |
| Total English production | 479 | 100%  |

The following table provides more details on Ipek's language production during English communication settings.

Table 8. Ipek's Communication Dynamics during English Situations

|                      |                                          | N   | F     |
|----------------------|------------------------------------------|-----|-------|
| Response to English* | in English                               | 307 | 85.9% |
|                      | in Turkish                               | 27  | 7.5%  |
|                      | with an English-Turkish mixed utterance  | 13  | 3.6%  |
|                      | with a proper name                       | 10  | 2.8%  |
|                      | Total                                    | 357 | 100%  |
| Initiation           | in English                               | 68  | 75.5% |
|                      | in Turkish                               | 13  | 14.4% |
|                      | with an English- Turkish mixed utterance | 9   | 10%   |
|                      | Total                                    | 90  | 100%  |

\*Ipek's non-verbal responses to English are not included.

As the table illustrates Ipek responded to interlocutor's English utterances in English 307 times (85.9%) out of her total number of responses. She responded to English in Turkish 27 times, which makes 7.5%. 13 times out of a total of 357 responses to English, Ipek preferred to respond with an English-Turkish mixed utterance, which makes up 3.6%.

As for Ipek's initiations, in 68 out of 90 of her total number of initiations, Ipek was the one who made an attempt to start the conversation in English, which makes up 75.5%. She initiated only 13 times in Turkish (%14.4). The number may look small or insignificant but once more it should be considered that the paper scrutinizes Ipek's linguistic development in English contexts. Last but not least, Ipek initiated a conversation with an English-Turkish mixed utterance nine times, which constitutes 10%.

Based on the analyses of recordings as well as the field notes, it can be said that Ipek preferred to initiate in English for various reasons. Ipek's Turkish competence and skills has

always been stronger and more dominant compared to her English competence and skills. She therefore used more Turkish than English in her daily interactions.

She sometimes switched to English and sometimes continued responding to Mum in Turkish. The following example is at age 4:0 again when she preferred Turkish more often probably because she finds it easier to express herself in Turkish.

[Ipek and Mum left home with a bag of tomatoes to take them to their neighbour.]

Ipek: Ne yapacağız o domatesleri? [What are we going to do with those tomatoes?]

Mum: We are taking them to Sevgi.

Ipek: Bitmiş mi domatesleri? [Did they run out of tomatoes?]

Mum: Yes, she ran out of tomatoes and called Daddy to ask for some. Daddy bought them from the market place. Now we are taking them to Sevgi.

Ipek: Okay Mum.

Ipek consistently heard both Turkish and English from Mum and she responded to them in Turkish or English alternately for different reasons.

Ipek changed her preference of language to respond from time to time for different reasons. She even switched between languages in the same dialogue as in the following example that belongs to age 3:4.

[Ipek is playing with a finger puppet.]

Mum: Ipek, why are your hands green?

Ipek: Because I washed them and paint [painted] them.

Mum: You painted them?

Ipek: Yes.

Mum: Where did you paint them?

Ipek: In the school.

Mum: Did you have a good time at school?

Ipek: Yes.

Mum: What did you do today? Did you do something special?

Ipek: Yes.

Mum: Were you nice to your teacher?

Ipek: Yes.

Mum: How about your friends?

Ipek: Anne Amir ve Oğuzay uyudu. [Mum, Amir and Oğuzay slept.]

Mum: Amir and Oğuzay slept?

Ipek: Hıhı [Turkish confirming sound]

As can be seen in the dialogue Ipek was able to handle the conversation in English with one word answers and short phrases here. When she was asked “How about your friends?” she probably found it hard to build the sentence “My friends slept,” She probably could not decide which one to use: sleep, slept, or sleeping. She did not want to miss the flow of the conversation so she picked the simple, practical way and just said “Amir ve Oğuzay uyudu,” in Turkish.

Sometimes she wanted to show off her English to other people as she recognized that speaking good English at a young age is usually praised in Turkey. At age 3:0, the following dialogue took place while Ipek was sitting in a café with Mum and her little brother. The brother was only a seven-month old baby then he drew a lady’s attention who had been sitting at the next table. As the lady started to talk to the baby, Ipek initiated talk in English despite being in a Turkish-speaking environment in order to gain the lady’s attention and appreciation.

Ipek: Mummy, can I have some water please?

Mum: Sure darling. Here you are.

Ipek: Thanks mum.

[The lady looked at her in amazement and Ipek looked pleased.]

Similarly, it was noted that Ipek sometimes started talking in English to get her Mum's attention and appreciation through English. The following example was recorded at age 4:0. Ipek came into the kitchen as soon as she heard the alarm of the boiler and asked Mum "What's that sound?" Mum replied "It's the boiler darling, it failed to heat up the water." This instance especially amazed Mum as Ipek initiated in English, since at the time Ipek's Turkish was much more dominant than her English as she was spending more than 6 hours at school with Turkish instructions.

As shown in Table 6, the number of Ipek's English utterances is 372 (76.3%), which is by far greater than her Turkish utterances, 63 (12.9%). However, making the conclusion that her English is more dominant at the time would be misleading. The reason underlying is that data for the study have been collected mainly during English time that Ipek shares with her Mum. This data supports the findings of previous studies where children were found to adhere to the language of different contexts with which each language is associated. (Deuchar & Quay, 2001; Genesee, 1989; Genesee, 2000; Lanza, 1997; Paradis, Nicholas) Besides, she has 22 English - Turkish code switching utterances, which constitutes 4.5%. She used sounds to communicate 19 times (3.9%). Finally, 11 (2.2%) of her utterances consist of a proper name.

#### 4.3.2. Types of Ipek's English Utterances

During the data analysis, in terms of the source, two major categories emerged for Ipek's English utterances to be divided into two groups based on the source of the utterances, namely, self-generated phrases and formulaic phrases. A third category, named single word utterances, was also added to include her one word utterances. The items included in the single word category were the ones consisting of one word only utterances. As a result, classifying them into self-generated or formulaic phrases would not be possible.

Data confirms that most of Ipek's utterances were her very own sentences or phrases. 159 (42.7%) English utterances were self-generated phrases by her. Ipek uttered 123 single words, which could not be categorised as self-generated or formulaic (33% of her total English production). Finally, it was found that one-fourth of Ipek's English speech included a formulaic phrase (24.1%).

The following table shows the different categories of Ipek's English production.

Table 9: Types of Ipek's English Utterances

|                                           | N   | F     |
|-------------------------------------------|-----|-------|
| Self-generated phrases                    | 159 | 42.7% |
| Single words                              | 123 | 33%   |
| Formulaic phrases                         | 90  | 24.1% |
| Total number of Ipek's English utterances | 372 | 100%  |

#### 4.3.2.1. Self-generated English Utterances

Data illustrates that Ipek predominantly constructed her own sentences while communicating in English with her Mum. 159 out of her total 372 English utterances were self-constructed. That number makes up 42.7%, which is higher than the single words (33%) and the formulaic phrases (24.1%) that she used.

The following data extract belongs to age 3:4 where Ipek is pointing at her little brother's socks.

Ipek: I was little and I used to wear this socks.

Mum: Yes darling. You were little and you used to wear these socks.

Above mentioned extract was quite surprising for Mum at the time as the sentence might be considered quite sophisticated for Ipek's age. However, at the time, Ipek enjoyed anecdotes

that Mum told about Ipek's baby times, during which Mum used the structure "used to" often. Consequently, when Ipek saw the socks that she outgrew on her brother's feet, she was able to construct that sentence with the help of the formulaic expression.

Moreover, Ipek's self-generated English utterances are examined to illustrate how she uses certain grammar structures, namely Past Simple Tense, Future Tense, articles, prepositions. The following table shows the number of these structures she uses in her self-generated English utterances.

Table 10. The Most Common Grammatical Structures in Ipek's Self-generated English Utterances

|                   |           | Used correctly | Addition error | Substitution error | Omission error | Age        |
|-------------------|-----------|----------------|----------------|--------------------|----------------|------------|
| Articles          | a         | 32             | 5              | -                  | 1              | 3:1 - 4:4  |
|                   | an        | -              | -              | -                  | -              | -          |
|                   | the       | 35             | 1              | -                  | 1              | 2:4 - 4:1  |
| Future            | going to  | 12             | -              | -                  | -              | 3:3 - 4:0  |
|                   | will      | -              | -              | -                  | -              | -          |
| Continuous Tenses | Present   | 16             | 1              | -                  | -              | 3:3        |
|                   | Past      | 1              | -              | -                  | -              | 3:2 - 4:0  |
| Past Simple       | regular   | 4              | -              | -                  | 1              | 3:4 - 4:0  |
|                   | irregular | 6              | -              | -                  | 6              | 2:9 - 4:0  |
| Prepositions      | in        | 15             | -              | -                  | -              | 2:4 - 4:0  |
|                   | on        | 2              | -              | 1                  | 1              | 2:9 - 3:11 |
|                   | at        | -              | -              | 1                  | 1              | 3:11 - 4:0 |
|                   | to        | 4              | -              | -                  | -              | 3:3 - 4:1  |
|                   | from      | 1              | -              | 1                  | -              | 3:4 - 3:6  |
|                   | with      | 5              | -              | -                  | -              | 3:5 - 4:0  |
|                   | of        | -              | -              | 1                  | -              | 4:0        |

As can be seen in the table, Ipek used article *a* 32 times in the right place, she added five unnecessary *a* articles and she skipped one article *a* when she needed to use it between ages 3:1 to 4:1. She used *the* between ages 2:4 and 4:1 35 times in the right place, once she did not use it when she was supposed to by saying "A toilet in tree" while describing a picture from Dr Seuss's Wacky Wednesday book. Indeed, she meant "There is a tree in the toilet," at age 4:0. Besides, she used *be going to* with future meaning 12 times, all of which were in the

correct form, between 3:3 and 4:0 whereas she was not observed to use *will* during data collection between 1:4 and 4:3.

Furthermore, she used Present Continuous Tense in the correct form 16 times between ages 3:2 and 4:0. In a data instance when she was 3:6, at the supermarket when Mum told Ipek and her brother to follow Mum, Ipek said “I’m following you mum, but George is not.” In one instance in the data, she said “It was going to drop,” when she almost dropped the cracker in the car at age 3:3.

In addition, she used regular form of Past simple 4 times correctly and for once she used a bare verb to mean Past Simple between ages 3:4 and 4:0. She even did this in the same conversation with the same verb, “to paint” at age 3:6.

Mum: Why are they green?

Ipek: I painted them.

...

Mum: Ipek, why are your hands green?

Ipek: Because I washed them and paint [painted] them.

Within the data, Ipek used irregular form of Past Simple correctly 6 times and she used a present form of the verb instead of the past one 6 times as well between ages 2:9 and 4:0. When Mum asked Ipek why her t-shirt was in the bathroom. She answered “Because I spilt jammy on it,” at age 2:9. She used the irregular form of “spilt” correctly, which surprised Mum at the time. At age 3:0, Ipek was telling a story and said “Then mummy bear said “No, oh no! Who eat your porridge? And mama bear said “Oh you mustn’t bear porridge. George eat [ate] my porridge.” She used “eat” instead of “ate” for past meaning.

Among her self-generated utterances, Ipek used preposition *in* 15 times between ages 2:4 and 4:0. She used preposition *on* twice correctly. She skipped it while saying “I’m putting [on] my dress,” at age 3:6. Additionally, she once used it instead of *from* as in the in the video recorded example:

Mum: Where did she buy them?

Ipek: On [From] the ice-cream seller.

Mum: From the ice-cream seller? Did she buy pjs from the ice cream seller?

Ipek: Yes.

When Ipek needed to use preposition at twice in the data she skipped the first one as in the video recorded example at age 3:11:

Mum: Do they like it?

Ipek: Yes. She laugh[s] [at] us.

Mum: She laughs at you?

Ipek: Hihi. [sound used commonly in Turkish to confirm]

The second time she needed to use preposition at to say “at three o’clock” at age 4:0, she said “in three”. She also used preposition to four times correctly between ages 3:3 and 4:1. Ipek used preposition *from* once correctly, and she used preposition *on* instead mistakenly as in the video recorded example mentioned above at age 3:6. In addition, she used preposition *with* five times correctly between ages 3:5 and 4:0. However, the following example shows what she did once when needed preposition of in one case at age 4:0.

Ipek is playing with her toys in the living room. She is pretending to be in the bathroom and giving bath to her toys.

Ipek: I’m going to take off [get out of] the bath.

Mum: You are going to get out of the bath.

Ipek: There is a towel. I’m going to go. I’m going to dress, too.

#### 4.3.2.2. Use of Formulaic Phrases

During both first language and second language acquisition, children memorise phrases or sentences that they hear and use them in their oral communication/language production. At a further phase, they use it by substituting various words. This is mainly how they practise language (Wray, 2005). Ipek's data instances show that she also made use of this strategy of using formulaic phrases before uttering her own sentences.

In her daily conversations, Ipek often used formulaic phrases to communicate. Within the data collected for this thesis, Ipek was found to produce 90 formulaic phrase out of total number of English utterances, 372. In this paper, a formulaic phrase is termed as a frequently employed expression. The formulaic phrases used by Ipek are mainly derived from four sources; namely, her mother, cartoons, books, and songs. Ipek repeatedly heard them from these specific sources in a fixed form and she started to use them in related communicative-pragmatic context. The following table illustrates the potential origin of formulaic phrases used by Ipek.

Table 11. Potential Origin of Ipek's Formulaic Utterances

| Origin                             | N  | F     |
|------------------------------------|----|-------|
| Mum based formulaic phrases        | 51 | 56.6% |
| Cartoon based formulaic phrases    | 18 | 20%   |
| Story book based formulaic phrases | 14 | 15.5% |
| Song based formulaic phrases       | 7  | 7.7%  |
| Total                              | 90 | 100%  |

In Ipek's speech, Mum based formulaic phrases take the lead among all the formulaic phrases. They have been recorded 51 times and make up 56.6% of total number of Ipek's formulaic utterances. Recorded 18 times, cartoon based formulaic phrases take the second place and constitute 20%. They are followed by story book based formulaic, recorded 14 times, 15.5%. Finally, song based formulaic phrases is the last sub-category recorded 7 times which makes up 7.7% of total number of Ipek's formulaic utterances.

#### i. Mum Based Formulaic Phrases

As can be seen in Table 11, greatest amount of Ipek's formulaic phrases came from interactions with her Mum, most probably because she spent time mainly with her Mum, until age 3:7 when she attended kindergarten from 8 to 5 o'clock during the day. 51 out of her 90 English formulaic utterances include a Mum based formulaic chunk, which means that 56.6% of Ipek's formulaic phrases derived from Mum.

The following extract shows Ipek using a whole sentence with a subject, object, and a Past simple irregular verb in the correct form at a very early age 2:1. However, hearing the same sentence again and again from Mum probably made her memorize it quickly. She was able to say the whole sentence in the correct context at age 2:1. She said "Mosquito bit me," while pointing at her rash.

Similarly, at age 3:5, a video record shows how Ipek imitates what Mum is doing. Mum often showed Ipek flashcards and talked about them while encouraging her to say words about them. Ipek did the same to her little brother, who was one year old at the time.

Ipek: [holds a flashcard and shows it to her brother the same way her mother usually does] George, this is a piano.

Mum: Which one? Can we see the card please?

Ipek: Piano.

...

Ipek: [points at another card] George, this is a stroller. [takes a new card] This is a horse, George.

Mum: Where is it Ipek? What does a horse say?

Ipek: Neigh neigh.

Likewise, at age 3:9, Ipek is seen impersonating her Mum at a video record. She picks a supermarket flier to start a conversation. She asks questions about the products to her Mum just like Mum always does.

Ipek: Can you find pasta? [She points at the flier.]

Mum: Pasta? I think this one.

Ipek: This one, too. [She points at another packet of pasta.]

## ii. Cartoon Based Formulaic Phrases

As mentioned in the methodology section, Ipek's screen time started just after her brother was born which was age 2:5. Initially, the plan was not to show her any screen before the age of three. However new changes in the parents' life led her introduction to cartoons earlier than planned. Data shows that Ipek's use of formulaic phrases was also influenced by the cartoons that she watched. 18 of Ipek's English utterances include a cartoon based formulaic phrase out of her 90 English Formulaic utterances, which makes 20%. Almost all of these utterances (17 out of 18) were inspired by *Peppa Pig*. Naturally, Ipek's favourite cartoon show had a great impact on her language development. Ipek liked the cartoon *Peppa Pig* so much that not only did she adopt Peppa's pronunciation and intonation but also she internalised Peppa. She expressed that she is Peppa and pretended to be Peppa more than once. She even calls her little brother George, who is Peppa Pig's brother. She watched Peppa Pig between ages of 2:6 and 2:11, mostly at least 30 minutes a day. As a result, Ipek used the phrases that she heard from Peppa. Besides after age 3:8 Ipek became a fan of *PjMasks*. She also used some phrases from *PjMasks*, however not as often as phrases in *Peppa Pig*.

The following video-recorded dialogue is an example of how she identifies with Peppa and her frequent imitation of Peppa's utterances:

[Ipek plays in a puddle after the rain.]  
Mum: Ipek, what is it?  
Ipek: A big muddy puddle.  
Mum: What are you doing over there?  
Ipek: Jumping up and down in muddy puddle. [Ipek starts jumping.]  
Mum: Do you like muddy puddles?  
Ipek: Yes, I'm a pig.  
Mum: You're a pig?  
Ipek: Yes.  
Mum: How about your brother? Is he also a pig?  
[No answer from Ipek. She is too busy with the puddle.]  
Mum: What's your name?  
Ipek: Peppa.  
Mum: What's your brother's name?  
Ipek: George.  
Mum: Does he also like jumping in muddy puddles?  
Ipek: Yes.

### iii. Story Book Based Formulaic Phrases

Ipek has always been a great book-lover, often asking her Mum or Dad to read to her. This continued until she was nearly three years old, which is when her brother was born and grew up enough to actively participate in her life. As can be seen on Appendix A, most of her library consists of authentic materials published in English speaking countries. As a result of frequent reading sessions, she often used formulaic phrases she heard from the books. Within the data for this thesis, 14 (15.5%) out of Ipek's formulaic utterances include a story book origin.

The following video recorded data extract confirms that Ipek used phrases or sentences she heard from books previously. At age 3:4 Ipek is playing in the playground while talking to herself. At the time, *Poppy Cat's Birthday* was one of her favourite books.

Ipek: I eat my birthday cake. [She utters this sentence inspired by the mentioned book. Then she switches to Turkish and imitates her school teacher.] Herkes etkinlik yapacak. [Everybody is going to do activities.]

#### iv. Song-based Formulaic Phrases

After her recurrent exposure to many children's songs and nursery rhymes, hearing Ipek singing was naturally expected. Within the data<sup>7</sup> (7.7%) of Ipek's formulaic phrases were the ones she heard in the songs.

The following extract shows how Ipek was singing a children's song from Super Simple Songs YouTube channel at age 3:6. She was playing in the living room with her brother. She was holding a pretend soap in her hand and pretending to be washing her brother.

Ipek: Can you wash your hair? I can wash my hair.

Mum: This is the way we take a bath.

Ipek: I can wash my hair, I can wash my toes.

Mum: Can you wash your ...?

Ipek: Can you wash your nose? I can wash my nose. Can you wash your neck? I can wash my neck. Wiggly wriggle. [Little brother laughs.]

#### 4.3.3. Translanguaging

The term *translanguaging* has been referred as integrated and dynamic use of two languages by bilinguals (Garcia & Levia, 2014). Garcia goes on to say that translanguaging also includes “the normal discourse practices of bilingual individuals and families,” where they employ all their linguistic resources in order to communicate as communication strategies (Garcia, 2014; p. 1). Knowing this theoretical knowledge for many years and being able to remember her 11-year old self quite enjoying her own code-switching deliberately when she first started to learn English, the researcher nevertheless was surprised to see in the data that she sometimes mistakenly tried to “correct” Ipek whenever she practised code-switching. Yet, Ipek did not stop code-switching. Although Ipek corrected her father when he code switched the same way her mother did to her, she continued code-switching in her own

speech. As a bilingual child, Ipek also showed examples of code-switching 22 times out of 487 total utterances, which makes up 4.5 %. The first recorded code-switching was at age 2:3 and has a different nature than the following ones. Here, she used English sentence structure, and inserted A Turkish prepositional phrase. While Ipek was having breakfast in the kitchen she spilt some jam on herself and she said “I spilt bacağıma.” [I spilt on my leg.]

As mentioned above, Turkish has always been Ipek’s dominant language but the gap between her two languages was not that big until she started her Turkish-medium school. At age 2:3 when the above utterance was produced, Ipek had not started school yet. This might be the reason the core of the sentence was in English. In all the other recorded code switching samples Ipek used a Turkish sentence structure and inserted the English word or phrases into it. The following two examples both belong to age 3:5. Ipek wondered where her father was and asked her Mum. “Babam in mi gitti, out mu?” [*Did Daddy go out or is he inside?*] She used Turkish sentence structure while inserting two English words in between. Similarly, Ipek pointed at her t-shirt and asked her Mum for help to get dressed. She said “Inside out olmuş bu. Düzeltsene.” [*This became inside out. Fix it.*] The following table provides details on Ipek’s translanguaging instances.

Table 12. Nature of Ipek’s Translanguaging

|                                |                                                       |    |      |
|--------------------------------|-------------------------------------------------------|----|------|
| Intrasentential code-switching | Turkish sentence structure with English word inserted | 11 | 50%  |
|                                | English sentence structure with Turkish word inserted | 5  | 23%  |
| Intersentential code-switching | Turkish sentence followed by English sentence         | 4  | 18%  |
|                                | English sentence followed by Turkish sentence         | 2  | 9%   |
| Total Code-switching           |                                                       | 22 | 100% |

Within the data Ipek used intrasentential code switching 16 times, which makes 73% out of a number of 22 of all her codeswitching utterances. 11 of her intrasentential code switching examples had Turkish structure with English word inserted. The following two extracts belong to age 4:0. Both of the extracts include a code switching example with Turkish sentence structure with an English word inserted. She also added a Turkish suffix to the English word.

In the first extract, Ipek called out Mum to let her know her little brother is trying to put on their guest's slippers. She said to Mum "Anne George Nilgün'ün slipperlarını giymeye çalışıyor." [*Mum, George is trying to put on Nilgün's slippers.*] She inserted an English word into a Turkish structured sentence. She even added the Turkish plural suffix, *-lar* to the English word, *slipper*.

In the second extract, she wanted let Mum know about the pain in her knee. Although she has the pain in only one knee, she used the plural form of *knee* in English and added a Turkish possessive suffix to the English word. Her utterance was "Kneesim acıyor. [*My knee(s) is hurting.*]

Ipek also used English structure with a Turkish word inserted in five of her utterances. The following video recorded data extract belongs to age 3:11. Ipek was playing with her Mum. When Mum asked Ipek what Ipek's dolls eat, she responds with an English structured sentence, Turkish words inserted. The words are food names. The reason underlying might be Ipek had heard the names of these foods in Turkish more often than in English.

Ipek: Hıhı, but it's a baby girl.

Mum: Baby girl. What do they eat?

Ipek: Ummm. They eat pilav, makarna and he drinks water, and she drinks water, too.  
[They eat rice and pasta and he drinks water, and she drinks water, too.]

Within the data, Ipek used six intersentential code switching examples, which constitutes 27% of all her codeswitching utterances (22). Four of these code switching utterances include a Turkish sentence followed by English sentence. The following video recorded data extract belongs to age 3:4, where Ipek was holding her top mobile and pretending to be talking to Dad on the phone. When she finished her pretend phone conversation with Dad, which took place in English, she turned to Mum to let her know Dad was coming at 1. She said this sentence in Turkish. When she finished the phone conversation in English, she might have wanted to initiate in Turkish to let Mum and herself know about the ending.

Mum: Tell him what Kemal is doing?

Ipek: Kemal is a sleeping. Goodbye baba. [*Goodbye Dad.*] [Then Ipek turns to Mum.]  
Aradım, geliyormuş 1'de. [*I called him. He is coming at 1.*]

There are also two intersentential code switching examples where an English sentence was followed by a Turkish one. The following audio recorded data extract belongs to age 4:0, where Ipek was playing with her Mum. In this example, Ipek made an attempt to respond in English to Mum's question in English, but the sentence was probably too complicated for her, so she continued in Turkish.

Ipek: I'm playing doctors and the bunny and the giraffe is sick.

Mum: Oh poor them. Do they need anything?

Ipek: Bunny, ummm, bunny. [She hesitates for a few seconds.] Anne tavşan yatmadan önce süt içmemiş. [*Mum, the bunny did not drink milk before going to bed.*]

Language transfer is the tendency to transfer the phonology, syntax, and semantics of the native language into the learning of the second language or vice versa (from the second language into the first language). As a bilingual child, Ipek also showed examples of language transfer 6 times out of 487 total utterances, which makes up 1.2 %. This number and ratio

might look low and insignificant at first. However it is still essential as it confirms Ipek's two way language acquisition.

The following two examples belong to age 4:3. Ipek sees a photo of a black man on the telephone screen. She asked "Neden kabuğu siyah bu adamın?" translated as "Why does he have black shell?" She means "Why does he have black skin?" The word "*kabuk*" refers to "skin of fruit and vegetables" in Turkish. Another word, *deri* is used for "skin of people". However she preferred to use *kabuk*, the one related to fruit and vegetables probably because she spends a lot of time with Mum in the kitchen and hears the word skin in a context related to fruit and vegetables much more often.

Mum put candles on the cake. Ipek wondered if Mum had a lighter to light the candles. She asked Mum "Yakar getirdin mi?" which is translated as "Did you bring a lighter?" She used the non-existent word "yakar" instead of "çakmak" in Turkish to mean "lighter". The interesting thing is she is familiar with the word "çakmak" although she makes up a new word combining the root "yakmak (to light)" and suffix "-ar" and imitated "lighter" successfully.

#### 4.3.4. Use of Communication Strategies

During daily conversations, speakers sometimes do not know or remember a word and they use other descriptive words for the unknown/missing word, to maintain communication. There exist numerous taxonomies and categorisations within the literature for these communication strategies. However, this thesis is not based on any framework or taxonomy, rather provides an inventory of the communication strategies that have emerged within the data.

Ipek was observed to have employed such communication strategies, that she used 12 times (3.2%) out of her total 372 English utterances. For instance, while Ipek was playing a game

with Mum at age 3:7, Mum showed a card to Ipek with three pictures on. Ipek named those three objects and then she tried to guess what category the three objects belong. When she saw the pictures of cow, pig, and horse, she simply said the name of the three animals and they are all “animals”. However the following card had pictures of football, baseball, and basketball. Ipek listed these words with some help from Mum, but she could not say “They are all sports.” To Mum’s surprise, she responds “throwing things” instead.

Ipek: A cow, a pig, and a horse.

Mum: They are all?

Ipek: Animals.

Mum: This one? I’m not sure you know this one.

Ipek: Football, baseball, and ...?

Mum: Football, baseball, and basketball are?

Ipek: Throwing things.

Mum: They are all sports, right?

Correspondingly, at age 4:0, the following dialogue took place between Mum and Ipek. They were reading *Wacky Wednesday* by Dr Seuss and talking about the picture in the book. When Ipek was describing the picture, she wanted to say “There is a fish in the shampoo bottle,” but at the time she was very tired and she probably did not remember the word “bottle.” So she said “bubble box” instead.

Mum: “In the bathroom more, in the bathroom four.” What is wacky in the bathroom?

Ipek: A tap is upside down.

Mum: Yeah, what else?

Ipek: A toilet in tree.

Mum: A tree in the toilet, a tall tree. What else is wacky?

Ipek: A fish in the bubble box.

Mum: Yeah, a fish in the bubble bottle. There is one more wacky thing.

#### 4.3.5. Language Play

Crystal (1996) describes language play as the core of early parent-child interaction. Parents usually employ it while singing nursery rhymes, saying tongue twisters. They also use gestures like finger walking, tickling, peeping etc. He goes on to say that language play can be seen just as people manoeuvre the forms and functions of the language to have fun. Ipek was observed to employ language play. Based on the data, starting from age 2:5, she showed 10 examples on language play out of her total number of English utterances, 372 (3.2%). For example at age 2:6, she initiated by saying the following sentence “If Hasan Burak sits here, you can do something new.” At the time, the two were sitting in the kitchen. They were not talking about a specific topic. Therefore, Ipek’s initiation with this long, grammatically complex sentence out of the context quite surprised her Mum.

At age 2:8, in a video recorded data extract she was seen talking to her little brother. She even made up the word, *blat* to play and practise. She initiated to talk to her brother by saying “Baby is happy and blat. Baby what are you doing?”

In another extract recorded at age 3:4 Ipek is singing with her Mum. The original lyrics of the song consist of rhyming words such as:

“Did you see a shark playing in the park?”

“Did you see a bear combing his hair?”

While singing Mum pauses for a moment to let Ipek complete the lyrics. Ipek probably cannot remember the words and she goes on to say:

Mum: Did you ever see a bear...?

Ipek: walking a zear

“Zear” was a word invented by Ipek to practise the language and play with it. She probably got the inspiration from Dr Seuss’s *Hop on Pop* book and also the previous lyrics of the song she had been singing.

In addition, in the following video recorded data extract that belongs to age 3:5, Ipek was observed to be using the same sentence with different Subject Pronouns.

At the time she was having lunch with her brother.

Mum: Kemal, what are you doing? Are you eating chicken? [Kemal makes baby sounds.]

Mum: [Turns to Ipek] Are you teaching him how to eat?

Ipek: Yeah. I’m very dirty. You’re very dirty, too. George is really dirty.

#### 4.3.6. Metalinguistic Awareness

Metalinguistic awareness is the ability to consciously reflect on the nature of language. The notion of metalinguistic awareness is important in terms of analysing the execution and transfer of linguistic knowledge across languages. Starting from age 2:5, Ipek showed examples where her metalinguistic awareness was improving. She was first observed to be sorting her story books; the ones Mummy reads to her and the ones Dad, grandma and nanny read to her. The ones Mummy reads to her were the English ones and the Turkish ones were read to her by other family members. She even used to say the book, *Mr Brown can moo! Can you?*, written by Dr Seuss was different. The book contained so many examples of onomatopoeia in the book. It was also designed with colourful pictures to make it comprehensible. Her grandma used to tell her about the pictures in the book and she was trying to vocalise the sounds. Therefore, for Ipek, the book was an exception. She knew that it was English and grandma could not read in English, but she could read that book.

In another example, Ipek had been warned against code switching until age 3:6. However, she kept doing code switching. At age 3:9, the following conversation, where Ipek warned Dad against code switching just like her Mum did to her, took place.

Ipek was getting ready to wash her hands in the kitchen.

Mum: Why don't you go get your stool?

Dad: Hani stool'umuz nerede bizim? [Where is our stool?]

Ipek: "Stool'umuz nerede?" demiyoruz baba. [We don't say, where is our "stool?"]

Correspondingly, during the two interviews between Ipek and Mum at ages 4:0 and 4:2, Ipek made it clear that she knew that in England, where Peppa Pig lives, everyone speaks English. Ipek expressed that wanted to visit England with her family in the future. Besides, she worded that she liked being able to speak and play in both languages and it is surprising to see her friends do these only in Turkish.

## CHAPTER V

### DISCUSSION

#### 5.1. Discussion of the Findings and Implications

The major objective of this research is to present a detailed illustration of the language atmosphere provided by her parents for Ipek, the focal child, and describe the outcomes that appear in her bilingual development. The research question posed was “What are the characteristics of Ipek's bilingual development as a result of the language atmosphere provided for her by her parents?”

Ipek lives in Turkey with her Turkish parents. As it was detailed in the previous sections, her mother/the researcher is an English teacher and she prefers to address her daughter both in Turkish and English interchangeably. Ipek’s English linguistic development was observed closely by the researcher/Mum, data were gathered from several sources and analysed for the purpose of this thesis, when Ipek was between ages 1:4 and 4:3. The data were collected in the form of field notes, audio and video recordings of daily interactions; and interviews conducted with Ipek, dad, her English tutor, and school teacher. The major part of data body is composed of dialogues during the English contexts Mum and Ipek were sharing.

Mum adopted a method where she let Ipek get exposed to English via already occurring routine home activities for a minimum of few hours a day, instead of designing special activities for Ipek to teach the target language. Mum’s aim has always been to make their English time amusing and captivating. Ipek’s conversations during these daily activities were audio and video recorded or noted down. After transcribing the data, they were analysed by the researcher and an expert interrater concurrently but independently, to improve trustworthiness. Different themes and categories emerged, which were used to describe and assess Ipek’s linguistic development in English.

Ipek was provided with a home atmosphere where she was exposed to both English and Turkish regularly and consistently via her parents' daily talks, cartoons, story books, and songs. During the time of data collection, Mum used every single opportunity to speak English to her especially when the two were alone; whereas they preferred Turkish as family language when Burak, Dad was at home. As shown in Table 3, Ipek was addressed both in Turkish and English, interchangeably, by family members, and caregivers in different contexts.

Defining Ipek as a bilingual child, the researcher confirms that Ipek's situation coincides with recent definitions of "the simultaneous bilingual" in the literature, since she was exposed to both languages by the same people since her infancy (David, 2013) and she was systematically exposed to both languages and required to communicate with other people both in English and Turkish (Bermudez, 2019). Besides, Ipek was immersed in both English and Turkish from birth as in Pettit's definition of simultaneous bilingualism (2015). Correspondingly, Ascough claims that simultaneous bilinguals, such as Ipek, have benevolent conditions to be exposed to two languages since their early childhood (2010).

Although this thesis focuses on Ipek's linguistic development in English, it can be said that her development in the two languages followed a parallel path. Her Turkish has always been stronger and more dominant; however, based on the results of the study, Ipek was identified to be able to comprehend sophisticated sentences produced by Mum and to handle a conversation in English successfully. Besides, confirmed by many data instances, Ipek proved that she was a fluent English speaker for her age. Although the number of studies on intentional bilingualism is not many in the literature, available studies seem to be consistent with the findings of the present study (Demirci & Güven, 2020; Güven, 2021; Hurajová, 2020; Saunders, 1990; Szramek-Karcz, 2016; Turhal, 2020).

Within the data, there were many extracts that showed Ipek was eager to speak English with her Mum. In many cases, she preferred responding to Mum in English when she was addressed. Her first words and phrases were in Turkish. She started with the ones she heard the most often such as *baba*, *meme*, *ked*i [Dad, boob, cat] around the times of her first birthday. They were followed by a few English words such as *ball* and onomatopoeia derived from animal sounds. Around her second birthday, she was using some formulaic phrases that she heard from story books. She was observed to be altering some words in the formulaic phrase on purpose to change the meaning according to the context or independent from the context which has been confirmed by other studies (Çamlıbel, 2005; Yumoto, 1991). In time her formulaic phrases got longer and more sophisticated and she started showing signs of early competence in the use of self-generated phrases. In this manner, more studies are needed to enhance current results deriving from the already conducted comprehensive studies to demonstrate results regarding the regression, correlation and the overall use of formulaic versus self generated phrases in Turkish-English bilingual children.

In terms of the main findings of the study, the results of this thesis are consistent of those in the literature. For example, Ipek's overall linguistic development looks like it followed the expected milestones for her age as a simultaneous bilingual child. The way she showed examples of translanguaging, language play, and metalinguistic awareness is also consistent with the examples in the literature.

Ipek showed many examples of translanguaging, which means she used words of her two languages integrated in the same conversation or even in the same sentence. This phenomenon is considered to be a sign of interaction of two languages. There might be many reasons of translanguaging related with interlocutors, environment where the conversation takes place, the topic discussed, and nature of the topic. Sometimes, the reason might be that the person does not know the word or phrase due to their limited competence in the target

language. It is generally observed in early childhood bilinguals (Garcia & Godina, 2017; Haznedar, 2021; Lee & Garcia, 2020).

Parents or teachers are suggested not to take any action in cases when they witness their children/pupils switching languages. All efforts of interference to “correct” the children while they are performing translanguageing will be a waste. It should be remembered that it is a natural phase of growing up bilingual and it does not mean confusion. More studies on translanguageing of Turkish-English bilingual children are needed to be able to characterize its types and purposes.

Language play is described as repeating language, creating nonsense words and sentences by language learners to practise the language. Ipek was observed to perform language play as well (Long, 1998). Parents and English language teachers are suggested to employ nursery rhymes, songs, tongue twisters to encourage language play. Research should be conducted to search on Turkish- English bilingual children's use of language play.

Correspondingly, Ipek showed examples where she is aware of the fact that she is using two different languages from early age on. This is the proof that her metalinguistic awareness is developing (Haznedar, 2021, p. 37). More studies should be conducted on development of metalinguistic awareness of bilingual children. These studies should focus on less common language pairs such as Turkish-English.

Szramek-Karcz (2016) reports that up to few years before the publication of her article, parents in Poland were heavily criticised for practising intentional bilingualism with their children. The researcher emphasizes that it is the parents’ choice and while evaluating intentional bilingualism they should be treated with respect for their decision. Intentional bilingualism seems to have received different propositions through its display of research on bilingualism: from heavy criticism to acceptance (Szramek-Karcz, 2016).

Within Ipek's case reported in this thesis both the extended family members and society have been supportive of Mum's decision on Ipek's bilingual upbringing. In fact, thanks to the aforementioned support and her systematic exposure to both languages, Ipek became a Turkish-English bilingual child and displayed a fast and steady development in both languages.

Therefore, non-native parents who are thinking about implementing intentional bilingualism may find adopting similar techniques given in the methodology section of this thesis useful. Similarly, English language teachers of young learners are recommended to design activities to capture kids' attention while exposing them to the target language. Krashen (1983) describes "pleasure" as one of the key factors while learning a new language in the introduction of his *Natural Approach Theory*. The pupils should be provided with materials and activities that will engage them to learn (1983).

The literature review section of this thesis presents many studies on bilingual children, conveying positive results on bilingual upbringing. Nevertheless, there also exist studies that suggest a negative impact on language development. They correlate bilingualism with delays in lexical acquisition (Pearson et al., 1993) beside a smaller vocabulary compared to monolingual children (Verhallen & Shoonen, 1993; Vermeer, 1992). The present study did not display any negative effects of bilingual upbringing. This thesis was conducted as a case study and investigated one focal child, so did not have a control group consisting of monolingual peers. Based on the findings, Ipek did not show any language delays and her verbal ability was observed to be at a similar level as her Turkish monolingual peers. Furthermore, she was found to have an equally positive attitude towards both of her languages.

Specifically in the literature on bilingual children raised by non-native parents, some negative aspects are reported by Szramek-Karcz (2014). She suggests that raising a bilingual child successfully depends on many factors such as language fluency, personality, motivation, education, attitude towards non-native bilingualism. Grosjean (2008; as cited in Szramek-Karcz, 2014) does not disagree with the concept of talking to a child in a foreign language but he emphasized that the child might have the feeling of deception once they discover that the parent/caregiver also speaks the community language. Szramek-Karcz (2014) also mentions the risk of non-native bilingualism. There is the possibility of experiencing emotional bonding problems between the parent and the child. Szramek-Karcz (2016) goes on to say in another study that there are even some parents who regret raising Polish-English bilingual children by speaking to them in a foreign language; in this case, English. So, the negative sides might have originated from completely eliminating the native language, in this case Polish. Ipek's case is different and special as the mother/researcher also communicated with Ipek in Turkish. Moreover, it has been observed that children frequently demonstrate reluctance to use or maintain the home language in cases of heritage language-community language combinations (Ascough, 2010). The disadvantages and challenges described in the above-mentioned studies were not encountered in Ipek's bilingual development.

The number of the parents implementing intentional bilingualism is getting higher all over the world, in Turkey as well. More Turkish-English intentional bilingual family cases are needed for further studies in order to find out to what extent same or similar conclusions may be reached.

## 5.2. Limitations

As the core of individual bilingualism studies is the individual; aspects such as personality, environment, parental care, family dynamics, etc. All play a role and should be separately

analysed but holistically evaluated. Because of such individual and contextual differences, every single “focal child” who is the core of the study, has unique characteristics.

A major limitation of the study is that the researcher who collected and analysed the data is also the mother of the focal child. She spent most of her time with her daughter for the first four years. On the one hand, this is a great advantage which helps interpretation of the data. However, being that close to Ipek, might have led Mum to hold certain biases while collecting and analysing of the data.

The main purpose of this study was to determine and document the influence of the bilingual atmosphere provided for Ipek during the first four years of her life. In Ipek’s case, she was given ample and special intervention by her family and as a result, eventually, she turned into a Turkish-English bilingual child, living with her Turkish parents in Turkey. Although it is thought that similar linguistically rich environments will yield similar successful results, as mentioned above, this case is unique and multifaceted. Therefore, it cannot be guaranteed that the same results will be attained, so the study is not generalisable. Hence, more future research with families who practise intentional bilingualism and their children will provide valuable information on their bilingual development.

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## Appendix A. Ipek's Storytime Materials

| Months:Years | Storytime materials Ipek was read in English only                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Storytime materials Ipek was read in both languages                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0:4-1:0      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Quiet books<br>Baby Touch Words (by Pearson)<br>Big pictured books                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 1:0-1:3      | Flashcards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Who Says Moo? (by J. Wolfe)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 1:3-2:0      | Busy Airport (R. Finn)<br>Busy School (A. Rozelaar)<br>Busy Toys (J. Gosney)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | TimaşYayınları Mini Masallar Serisi<br>Uçuş Böceğim Masal Serisi (ZambakYayınları)<br>Little Quack (L. Thompson)<br>Little Quack New Friend (L. Thompson)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 2:0-3:6      | Dear Santa (by R. Campbell)<br>The Foot Book (Dr Seuss)<br>Mr Brown can moo! Can you? (Dr Seuss)<br>There is a Wocket in my Pocket (Dr Seuss)<br>Cat in the Hat (Dr Seuss)<br>Put Me in the Zoo (Dr Seuss)<br>Ten Apples up on Top (Dr Seuss)<br>Cat in the Hat Comes Back (Dr Seuss)<br>Are You my Mother? (Dr Seuss)<br>Fox in Socks (Dr Seuss)<br>One Fish Two Fish Red Fish Blue Fish (Dr Seuss)<br>I can Read with my Eyes Shut (Dr Seuss)<br>Hop on Pop (Dr Seuss)<br>Because a Little Bug Went Kachoo! (Dr Seuss)<br>I wish that I Had Duck Feet (Dr Seuss)<br>Happy Birthday to You (Dr Seuss)<br>Yertle the Turtle (Dr Seuss)<br>Would You Rather Be a Bullfrog? (Dr Seuss)<br>Great Day for Up (Dr Seuss)<br>Dr Seuss's Alphabet Book (Dr Seuss)<br>Giraffes Can't Dance (by G. Andrea & G. Parker-Rees)<br>Itsy Bitsy Spider (by K. Toms)<br>Strangers- The Berenstain Brothers<br>Animal Jamborise (by G. Andreae) | The Emperor's New Clothes (by H. C. Andersen)<br>Thumbelina (by H. C. Andersen)<br>The Nightingale (by H. C. Andersen)<br>Gakgak'ın Uykusu Kaçınca (S. Işıkseli)<br>Poppy Cat Birthday Treasure (by L. Jones)<br>Zog (by J. Donaldson)<br>Zog Flying Doctors (by J. Donaldson)<br>Supertato (by S. Hendra)<br>Dinozor Hikayeleri (1001 ÇiçekYayınları)<br>Mustafa Kemal Atatürk books (by Y.Özdil)<br>Berry and Dolly (15 books out of 25) by Erika Bartos<br>Levent Books (By M. Orakçı)<br>Meraklı Minik monthly magazine by Tubitak<br>Elif books (by L. Schneider)<br>Cemile books (by A.de Petingy)<br>It's Great to be Involved (by Christina Falcon Maldonado)<br>Köstek Kuki (by Betül Sayın)<br>Arkadaşım Veteriner Hekim (R. Butschkow)<br>In the Pond- Gölde (by Anna Milbourne)<br>Butterfly- Kelebek (by Anna Milbourne)<br>Under the Ground (by Anna Milbourne)<br>The Windy Day (by Anna Milbourne)<br>The Little Pony (by Anna Milbourne)<br>Ipek in the Forest (by Annemarie van der Heijden) |

|         |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                 |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p>Thanks to the Animals /by A. Sockabasin)</p> <p>The Magic School Bus (by Scholastic)</p> <p>Just a Mess (by Mercer Meyer)</p> <p>I was so Mad (by Mercer Meyer)</p> <p>I Just Forgot (by Mercer Meyer)</p> <p>Jamie's Three Bears and Other Stories</p> <p>I am a Big Sister (by C.J. Church)</p>                                                 | <p>Ejderhalar Baba ve Oğul (by A. Lacroix&amp;R. Badel)</p> <p>Peep Inside Animal Homes (by Anna Milbourne)</p> <p>Peep Inside Space (by Anna Milbourne)</p>                                                                                                                                                                                                    |
| 3:6-4:3 | <p>All the books mentioned above</p> <p>The Very Hungry Caterpillar (by Eric Carl)</p> <p>The Wizard of Oz (by Penguin Kids)</p> <p>Time for the Ball (by Disney)</p> <p>Could a Penguin Ride a Bike? (by A. Bitskoff)</p> <p>Tyrannosaurus Drip (by J. Donaldson &amp; D. Roberts)</p> <p>Charlie Cook and His Favourite Book (by J. Donaldson)</p> | <p>All the books mentioned above</p> <p>1001 Things to Find – Dinosaurs (by Pearson)</p> <p>Bil Bakalım Bu Nedir? (by Elizabeth Marrou)</p> <p>The Book of Why (by J. Connor)</p> <p>The Book of Animals (by J. Connor)</p> <p>Who Stole the Moon (by H. Stratton-Would)</p> <p>Robotlar Hapşırabilir mi? (İşKültürYayınları)</p> <p>Fificus (by H. Wilson)</p> |

Appendix B. Turkish and English Nursery Rhymes and Children's Songs Ipek Listened to

| Age              | Turkish Children's Songs Ipek listened                                                                                                                                                                                                                     | English Children's Songs Ipek listened                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (0:4) –<br>(1:0) | Tel sarar<br>Fış fış kayıkçı<br>Kırmızı balık<br>Gezenler<br>Leylek leylek havada                                                                                                                                                                          | Good night to you<br>Hush Little Baby<br>Twinkle little star<br>Snowflake<br>Baby Shark<br>Peekaboo, thank you<br>Hickory dickory dock<br>Rain rain go away                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| (1:0) –<br>(4:3) | Sar makara<br>Annesi onu çok severmiş<br>Yağmur yağıyor<br>Baltalar elimizde<br>Arı vız vız<br>Ali Baba'nın Çiftliği<br>Arkadaşım Eşek<br>Yaz dostum<br>Köpeğim hav hav der<br>Ceviz adam<br>Pinokyo<br>Aslancık<br>Beş küçük şişe<br>Yedi Cüceler<br>Saat | Hop Little Bunny<br>Wheels on the bus<br>Five Little Monkeys<br>Open Shut them<br>Knock knock, Trick or treat<br>Down by the bay<br>Muffin man<br>I have a pet<br>Jingle bells<br>Head, shoulders, knees, and toes<br>Hello, hello<br>Skidamarink<br>If you are happy<br>Do you like broccoli ice cream?<br>Old McDonald had a farm<br>Listen! What do you hear?<br>Sitting on the potty<br>There were ten in the bed<br>The ants go marching<br>This is the way<br>Who took the cookie?<br>The farmer in the dell<br>Pat a cake<br>Peanut butter and jelly<br>Brush your teeth<br>Apples and bananas<br>The ice cream<br>Rock scissors paper<br>Yes, I can<br>My teddy bear<br>I'm a little snowman<br>Put on your shoes<br>Go away spooky goblin<br>Mary had a kangaroo<br>I see something pink<br>One little finger<br>One potato, two potatoes |

|  |  |                                                                                 |
|--|--|---------------------------------------------------------------------------------|
|  |  | How is the weather<br>The animals in the farm<br>Walking in the jungle<br>Bingo |
|--|--|---------------------------------------------------------------------------------|

