BAŞKENT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES
MASTER IN ENGLISH LANGUAGE TEACHING

A CASE STUDY: BILINGUAL CHILDREN'S CODE-SWITCHING MECHANISMS

PREPARED BY

HIND FAWZI ABAIS

MASTER THESIS

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THESIS ADVISOR

ASST. PROF. AHMET REMZİ ULUŞAN

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BAŞKENT ÜNİVERSİTESİ
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Yukarıda başlığı belirtilen Yüksek Lisans tez çalışmamın; Giriş, Ana Bölümler ve Sonuç Bölümünden oluşan, toplam 81 sayfalık kısmına ilişkin, 12/11/2021 tarihinde tez danışmanım tarafından Turnitin adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanarak alınmış olan orijinallik raporuna göre, tezimin benzerlik oranı % 12'dir. Uygulanan filtrelemeler:
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Dedication

Dedicated to my high school teacher, Mr. Asaad …, for his unforgettable encouraging attitude.

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Hind F. ABAIS

Bir Vaka Çalışması: İki Dilli Çocukların Kod Değiştirme Mekanizmaları

Başkent Üniversitesi
Eğitim Bilimleri Enstitüsü
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Bu çalışma, dört Libyalı iki dilli çocuğun kod değiştirme mekanizmalarını inceleyen bir vaka çalışmasıdır. Çalışmada çocukların kod değiştirme sırasında uyguladıkları teknikleri ve mekanizmaları vurgulamanın yanı sıra, bu dilsel davranışın altında yatan nedenler ortaya konmaya çalışılmıştır. Araştırmacı, her iki dile maruz kalma evrelerine bağlı olarak eşzamanlı ve ardışık olarak iki gruba ayırdığı dört çocuğun günlük konuşmalarını iki yıl süre ile incelemiş, çocukların kod değiştirmelerini analiz etmek için söylem analizinden ve Hymes'in kod değiştirme işlevlerinden faydalanmıştır. Sonuçlar, iki dilli çocukların her iki dile de uzun bir süre maruz kaldıktan sonra, iki dille kendiliğinden bağ kurduklarını ve başkalarıyla günlük iletişimlerinde iki dilden en iyi şekilde yararlanmak için belirli teknikleri izleyerek çeşitli nedenlerle dil değiştirdiklerini göstermiştir.

Anahtar Kelimeler: Kod değiştirme, iki dilli çocuklar, eş zamanlı iki dilliler, ardışık iki dilliler

ABSTRACT

Hind F. ABAIS

A Case Study: Bilingual Children's Code-Switching Mechanisms

Başkent University
Institute of Educational Sciences
Department of Foreign Languages
English Language Teaching Master Program

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The present study is a case study that discussed the code-switching mechanisms of four Libyan bilingual children. It attempted to figure out the reasons that lie behind this linguistic behavior, in addition to highlighting the techniques and mechanisms that the children applied during code-switching. It is a case study that lasted for two years through which the researcher observed the daily conversations of the four children under study. The children were divided into two groups: simultaneous and successive, depending on the stage of their exposure to both languages. Discourse analysis and Hymes' functions of code-switching were used to analyze the children's switched utterances. The results showed that the bilingual children after a considerable time of exposure to both languages, form spontaneous bond with the two languages and they switch languages for various reasons following certain techniques to make the utmost utilization of the two languages in their daily communication with others.

Keywords: Code-switching, bilingual children, simultaneous, successive

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LIST OF ABBREVIATIONS

CS Code-Switching

CM Code-Mixing

L1 First Language

L2 Second Language

CHAPTER 1

INTRODUCTION

1.1. Overview

Bilinguals are individuals who have the ability to speak more than one language, and therefore, they tend to switch and mix the codes during their conversations. Code-switching, in fact, is the process of switching back and forth between two or more languages that the individuals speak during a single conversation, and sometimes, within a single sentence. It is very common among bilinguals, and considered to be a normal step in bilingual development. As stated by Gardner-Chloros (2009, p. 4.), "such varied combinations of two or more linguistic varieties occur in countless bilingual societies and communities", and are known as code-switching (CS). "It refers to the use of several languages or dialects in the same conversation or sentence by bilingual people" and "it affects practically everyone who is in contact with more than one language or dialect, to a greater or lesser extent" (ibid).

Hereof, the present research is shedding light on bilingual children as the main focus of this study. It would be essential to highlight their linguistic skills and behavior which control the process of acquiring languages, and consequently, the application of these languages in their everyday life. And, code-switching is said to be one of the most appearing behaviors in bilingual children's speech. In line with this, children acquiring two or more languages at the same time tend to frequently switch between these languages when they speak.

Thus, this research is basically a case study aiming to clarify the situations in which the code-switching occurs, and more importantly, for what reasons. In addition to that, this study also attempts to discuss the linguistic techniques that the children apply during their alternations of the two languages, and finally, figuring out the time the children under study started to code-switch.

This chapter will provide an introduction to the study by first discussing the statement of the problem, followed by purpose of the study with the research questions, the significance and finally the structure of the study.

1.2. Statement of the Problem

Bilingual families in some parts of the world, are by no means a rarity. Bilingualism is indeed a far more common phenomenon than the predominantly monolingual native speakers of a world language such as English might realize. Actually, bilinguals outnumber monolinguals. According to the prolific writer on bilingual matters, Joshua Fishman (1967), more than half of the world's population today speaks more than one language and tend to switch the languages while engaging in conversations related to the basic activities of human needs. In societies such as New Guinea, South America, India and Southeast Asia, bilingualism has always been considered the norm rather than the exception. However, in the Arab world the case is different, as bilingualism is not so common. And yet, recently there is a remarkable increasing orientation to raise bilingual generations.

According to Benson (2001), 'code-switching' has been pointed to as code-mixing, code-shifting, alternation of languages, language mixture and language conversion. Some have distinguished between these terms (Pfaff, 1979), however, the one-word term "code-switching" is frequently used to refer to the use of two languages within one conversation or text (Benson, 2001). Nonetheless, the first application of the term code-switching is assigned to Hans Vogt in an article written in 1954 (Auer, 1998).

Benson (2001) adds that not many studies on code-switching appeared before the 1970's. Exceptions include Barker (1947) and Weinrich (1953). However, Blom and Gumperz's (1972) seminal work on social events that are related to situational/metaphorical switching unleashed a series of publications on language and social interaction and its impact on bilingual behavior. Gumperz (1982) then, continued the work by focus on code choice and identity in linguistic interaction, while the markedness model proposed by Myers-Scotton (1997) attempts to describe the psycho-social factors engaged with motivating a bilingual's choice of one language over the other.

In the past, studies were concerned with children whose languages were relatively closely related (exceptions include Gawlitzek-Maiwald, 2001; and Vihman, 1985). This fact limited the opportunity to observe what happens in cases of structural conflict between the languages. Ideally, the current study is attempting to discuss distantly related languages (Arabic and English) in order to gain insights on how children behave with these two languages at hand.

The bilingual individuals and their linguistic behavior have been moderately studied compared to studies on monolinguals. And to be specific, the research on the bilingual children behavior is very limited according to the literature provided, as most research is on phonological and grammatical aspects. The sociolinguistic elements are not broadly discussed; thus, the current study is mainly focusing on the topic of code-switching as a sociolinguistic behavior of the bilingual children, and how they apply their knowledge of the languages they have mastered, Arabic and English, in their daily communication.

1.3. Purpose of the Study

Given the lack of research related to the code-switching behavior of Arabic/English bilingual children, this study mainly aims to spot the code-switching behavior of four bilingual children and discuss the various reasons that affect the children's behavior of language alternations during speech, highlighting the functions this behavior is serving, to clarify the mechanisms that the bilingual children under observation applied while code-switching, and lastly, to determine the stages at which those bilingual children started to code-switch.

1.3.1. Research questions

The current study is a case study of four Arabic/English bilingual children. They were under observation for almost two years to identify their code-switching behavior. The study is attempting to answer the following 3 basic research questions:

1. What are the main reasons for bilingual children to code-switch during their routine conversations?

2. What strategies and techniques do they use when they code-switch?

3. When exactly do bilingual children start code-switching, i.e., at what stage of their language(s) acquisition do they show the signs for that?

1.4. Significance of the Study

The present study is a prolonged case study that lasted for approximately two years. During this period, the researcher who is the mother of the 4 children under study, aimed at collecting data on the code-switching behavior of the children. Their utterances were carefully observed and interpreted to understand how children were able to communicate efficiently by means of the two languages they had mastered.

The children speak Arabic and English with slight difference in proficiency in each language. The children are divided into two groups: the simultaneous group which consists of the younger children who were exposed to both languages since birth, and the successive group which includes the older children who were exposed to the Arabic language first, then the English language as a second language in a later stage, upon entering school.

By observing the bilingual children's code-switching behavior and by identifying what triggers such a behavior in children, it is expected to contribute to the body of knowledge on bilingualism and code-switching behavior of children. Moreover, this will help address the current shortage of research in this area and provide knowledge on how children attempt to deliver clear messages through the behaviors of code-switching.

1.5. Structure of the study

In chapter one, the context of the study has been introduced. The research objectives and questions have been identified, and the value of such research argued.

In chapter two, the existing literature is reviewed to identify key information related to the fields of children language acquisition and bilingualism, important terminologies related to the current topic of research, and finally, the research related to children's code-switching.

In chapter three, the theoretical framework is presented. The adaption of a qualitative research approach will be justified, and the broader research design will be discussed.

In chapter four, the findings and discussion of the data collected are presented in details with examples of each mentioned case.

In chapter five, the conclusion is given to summarize the key findings, including the contribution of the current study to the existing body of knowledge, and finally, the recommendation for future research is provided.

CHAPTER 2

REVIEW OF LITERATURE

2.1. Overview

Before presenting the literature related to the main topic of the current study, the researcher here, is shedding light on the broader topic under which the bilingual children code-switching behavior is involved, which is children's language/languages acquisition. It is known to all that the differences between the human and animal communication systems have always been an issue of debate by scholars. They have been, for years, arguing about how to characterize each system. There is no doubt that both are complex, but still the majority of researchers concur that human language is more sophisticated, more complex, and powerful than any other communication system (Rowland, 2014; Fromkin et al, 2014). However, children seem to acquire this system without any much effort to be mentioned. Uluşan and others say that children do not need any instruction while acquiring their mother tongues, just like they don't need any instruction to learn how to walk. What they need is just the input, some people talking nearby him/her. Almost all the findings of many studies agree upon the fact that this is surprisingly left to the nature to say its word in regard to human children's language acquisition, and that "before the age they know how to tie their shoelaces, they acquire the most complex communication system known to man, on their own" (Rowland, 2014, p.1).

Based on the previous knowledge, it is logical to think and question how children do this, i.e., what are the special abilities they have that allow them to undergo the stages of acquiring this complex system without any visible efforts on the surface. Fromkin and Rowland (2014) clarify that despite all the research done on this issue during the past decades, still there are no absolute answers to these inquiries; it remains a process that no one could tell for sure the particular steps that all children from all around the world follow to finally acquire a language.

Considering Chomsky's theory of language acquisition that children come to the world with the ability to learn any language, and that all babies are born with a special device that

allows them to acquire languages. This device is called (LAD), located in the brain and composed of the basic language and grammar principles, as Chomsky claims.

In discussing the previous assumption, we would say that this is the most logic close answer to the question above, however, it is not providing us with basic fixed steps of the process. Furthermore, the theory of 'nativism' claims that humans are born with language, and that it is something innate we come to the world with, however, it is not saying that children born ready to acquire one prticular language and not the other ("The Ling Space", 2014).

It should be clarified here that the reason this issue brought up, is because it applies to the case of the current study. The bilingual children observed are basically acquiring two languages, and this again makes many researchers, including me wonder about it.

Not far from the topic at hand, the theory of parameters given by Hyams (1986), offers an explicit interpretation of specific developmental factors that children undergo. However, he did not figure out how children exactly triggered to develop from an initial stage which basically contains lexically driven phrases, to the adult stage, which is more advanced. In considering the example of bilingual language acquisition, Gawlitzek-Maiwald and Tracy (2005) propose to consider that bilingual children behave like monolingual children when forming multiple grammatical systems in the early stages of language acquisition.

Generally speaking, language has many aspects, thus when considering acquiring more than one language, we are basically engaging with learning a complete set of various skills and getting many different kinds of knowledge. So, in order to perceive the meaning of language acquisition, the logical issue we must think of here is the skills and knowledge that the children have to learn thoroughly, in the first place, to be able to acquire language/languages (Rowland, 2014).

In order to acquire languages, we definitely need a human brain; a complex organ that can handle such a complex process. Interestingly, there are many scientific evidence to suggest that the brain processes all the languages similarly to a great extent. Nowadays, we have verification of this fact through considerable amount of studies on European and Asian languages, including English, French, Mandarin Chinese and Japanese. In actual practice of these languages, the brain uses the same 'language areas' and responds in similar mechanisms to language functions (Cabeza & Nyberg, 2000; Indefrey, Hagoort, Herzog, Seitz & Brown, 2001; Laine, Rinne, Krause, Tereas & Sipilea, 1999).

2.2. What is Bilingualism and who are the Bilinguals?

In relation to what has been mentioned above, and as our main focus in this study is on bilingual children, here, we will discuss what is bilingualism and who are the bilinguals as presented in previous studies by many scholars interested in the domain. De Toni and Cristiano (2020) state that:

> Although of an old interest, it has been only for the last two decades that the subject bilingualism has been focus of major research in order to understand its relation to cognition. The great challenge is still in its definition and how that experience impacts the daily lives of individuals (p. 31)

Countries like Canada and Switzerland are bilinguals because of certain cultural conditions that led to the languages to be incorporated into the community, and as result, linguistic diversity was a normal aspect among the population (Bialystok et al., 2009; Nobre & Hodges, 2010). Other countries and communities contain bilinguals due to personal decisions, the professional demand at their environments, or even because of their parents being bilinguals or perhaps multilinguals, and pass this on to their children from early age (de Toni & Cristiano 2020, p. 31).

To begin with, the definitions that determine when an individual is called as bilingual are conflicting. Few scholars state that bilinguals are not only the ones who were born and grew up in an environment with two languages, referred to as early bilinguals, but those who developed a second language in a later stage, perhaps in adolescence or adulthood as well. Bilinguals also can be those individuals who have the two languages in inequal proficiencies; one is well developed and the other is in the initial stage, referred to as incipient bilinguals, or those who only can read in L2 and understands it, but is unable to speak or write in the second language, referred to as productive bilinguals (Rodrigues & Zimmer, 2015; Rottava, 2002).

Bilinguals are individuals who are exposed to both languages from an early stage of their life, perhaps before the age of 3; they acquire their two languages in early childhood (McLaughlin, 1984). On the other hand, those acquiring the second language (L2) in a later stage, are known as L2 learners. A lack of agreement on the definitions of bilingualism is clearly present. This is perhaps due to the fact that the topic fits under many headings in a taxonomy of linguistic fields (Spolsky, 1988). Therefore, we would expect to find the term dealt with differently by linguists interested in several subfields of language sciences, such

as neurolinguistics, sociolinguistics, psycholinguistics, EFL and discourse analysis, among other realms (Baker, 2001).

In the attempt to find a suitable definition for the term bilingual, Fishman, in 1965, made clear that we have to specify whether we are addressing an individual's ability of utilizing more than one language, or about an ability that is related to the period of acquisition (Genesee, 1989; Meisel, 1986; de Houwer, 1990). Additionally, we need to differentiate between bilingual communities, where it is the norm that citizens have mastery of two languages, and individual bilingualism, specifically, when a single person who lives in a monolingual community grows up bilingual. Relatively, Hamers and Blanc (2000) state that simultaneous bilinguals are the people who acquire two languages as their mother tongues since early childhood. Most of them grow up in a mixed-lingual family and this leads to learning those two languages simultaneously.

The majority of scholars who are interested in monolinguals and bilinguals would certainly agree that dealing with bilinguals is an enterprise that is more challenging and complex. However, some studies in the field of bilingual language development (Volterra and Taeschner, 1978; Redlinger and Park, 1980) have provided evidence that children who acquire two languages simultaneously undergo a fusion stage, while others (Meisel, 1986; Paradis and Genesee, 1996) have questioned this stage. However, in the field of neurolinguistics, such questions as hemispheric lateralization and localization of language in bilinguals have been argued. This list, by no means, is not complete and there are other controversial findings on such issues as variability in code-switching patterns in different communities, perceptual skills in bilinguals, the availability or not of an input or output switch in the surroundings, the lexical choices taken when bilinguals are translating from their less dominant language to their dominant one, and so forth.

2.2.1. Simultaneous vs. Successive Bilinguals

Linguists like Einar Haugen (1956) mentioned the term 'infant bilingualism' to describe the case resulting from an individual being exposed simultaneously to a couple of languages since birth. As Saunders notes (1988, pp. 33-34), there exist other terms used to characterize the above-mentioned case as 'bilingualism as a first language' by Merrill Swain (1972), 'first language bilingualism' by Henning Wode (1978), 'native acquisition of two languages' by Ana Huerta (1977), and 'simultaneous acquisition of two first languages' by Meisel (1986).

The fact that children acquire two or more languages simultaneously from birth does not imply that they will have similar command of both languages. As Saunders (1988) states:

> Circumstances rarely ensure that a child will have even approximately equal contact with both languages in all situations. Consequently, it is highly likely that one language will predominate and be spoken more fluently, more accurately, or with a greater range of vocabulary. If circumstances change, for example when the child begins school, a shift in language dominance may occur (p. 34)

Perfect balance between the two languages is an ideal that is hardly ever realized by children or adults. However, this does not mean that a very high standard cannot be attained in both languages. As a matter of fact, bilingualism provides an overview of language/languages acquisition; the amount of the exposure to the second language can vary considering the various environments where bilinguals are growing up. Nevertheless, despite the growing interest in child bilingualism, there has been relatively minor concentration on the influence of simultaneous and successive exposure to a second language during the early years of children's life. De Toni and Cristiano (2020) point out that "it is a fact that different stimulations reflect on the functioning of life for future adults, which contribute to their personal and professional success and, in the aspect of bilingualism, researches point to the same direction" (p. 17).

According to Tabors (1997), the quantity of timing and degree of bilingual children's exposure/input vary widely from one place to another around the world. In the home environment, some children have the chance to be equally exposed from birth to both native languages, whom are referred to as simultaneous bilinguals - this is mainly the case of the first group of the children under study. On the other side, other children receive exposure to only one language as their first language (L1) at home, and are exposed to the other language later on as a second language (L2), specifically, upon entering school. They are referred to as successive bilinguals, and this applies to the second group of children under study. According to many studies as (de Houwer, 2009; Bohman et al., 2010; 2009; Hoff et al., 2012) it is believed that the extent of language exposure is an essential factor in the language development of bilinguals.

Respectively, previous studies have determined non-scientific age limits for differentiating these two categories of bilingualism to examine the potential differences

between simultaneous and successive bilinguals. For example, McLaughlin (1978, 1985) set the age of three as the cutoff period for bilinguals to be called simultaneous. For further clarification, children who have the chance of exposure to their second language before the age of 3 are regarded as simultaneous bilinguals, while those who are introduced to their second language after three years old are considered as successive bilinguals. His classification is formed on the postulate that children who are introduced to a language before the age of 3 years has a major running start in the language. Nevertheless, as McLaughlin (ibid) acknowledges, this age limit between simultaneous and successive bilinguals is without doubt an arbitrary one.

In line with that, a much-restricted interpretation of simultaneous bilinguals, i.e. those individuals who were exposed to both languages from birth, was presented by Padilla and Lindholm (1984). In the same context, Paradis, Genesee, and Crago (2004) determined the age range of simultaneous bilinguals from birth to 12 months in their study. Thus, in trying to adopting precise labels for analysis purposes, the current study specified simultaneous bilingual children as those children who were introduced to both languages from the age of 2 and successive bilinguals as those who were exposed to the second language (English) at a later age, that is to say from 3 and above, all within the first ten years of life.

2.2.2. Research on simultaneous vs. successive bilinguals

Various earlier research has assessed the acquisition of L2 in regard to simultaneous or successive bilingualism experience with mixed results. Few studies such as Sebasitian-Galles, Echeverria, and Bosch (2005), Goodman (2007) and Cuza, Pérez-Leroux, and Sánchez (2013) claim that simultaneous bilinguals have more advanced language abilities in comparison with successive bilinguals. Sebasitian-Galles, Echeverria, and Bosch (2005) performed great deal of research on the topic of simultaneous vs. early successive. One of their studies investigated Catalan–Spanish bilinguals who were exposed to Catalan as their second language probably at the age of four. Their findings came to reveal that university pupils who had acquired the two languages differently, i.e., simultaneously or successively, had diverse abilities of perceiving words, besides the cases of mispronunciation and correctly pronounced Catalan words. In this task, the simultaneous bilinguals performed better than the successive bilinguals. In another study, Cuza, Pérez Leroux, and Sánchez (2013) examined the grammatical competence of simultaneous and successive Chinese-Spanish bilingual university students in Peru, who were introduced to Spanish as young as the age of

4 as well. They concluded that the simultaneous individuals were not different from monolinguals in their grammatical ability in the task of object drop in Spanish. Moreover, the simultaneous bilinguals outperformed the successive bilinguals in grammar topics.

Moreover, in a study conducted by MacLeod and Stoel-Gammon (2010), French–English bilingual adults living in Canada who acquired English as their L2 between the age of 8 and 12 were investigated. They were also classified as either simultaneous or as successive bilinguals. The test was on their ability to produce vowels and consonants in both languages. The findings showed that the two groups did not show any specified main differences on how they utter vowel and consonant sounds. The findings further suggest that the individuals were able to maintain a balanced proficiency in both English and French. Additionally, in research conducted on bilingual children at the preschool age in the United States, Hammer, Miccio, and Wagstaff (2003) examined Spanish–English simultaneous and successive bilingual children attending preschool. The result of their study clarified that the simultaneous and successive bilingual children are alike in regard to their early literacy skills in English and Spanish.

Results from the literature of this domain apparently vary due to numerous factors. Initially, the focus of each study was on different language aspect, such as phonology, grammar or literacy as stated above. Studies on monolingual first language acquisition, as in Lust (2006), have clearly demonstrated the fact that these linguistic components develop independently, albeit in parallel, causing performance variability. Such variability in bilingualism is proportionate with what some scholars have given the terminology ‘bilingual profile effects’ (Oller, 2005; Oller, Pearson, and Cobo-Lewis, 2007), as it has been noticed that bilinguals can score relatively higher marks in one language aspect more than the others. For more clarification, Cobo-Lewis et al. (2002) and Verhoeven (1994) stated that bilingual children’s performance may be classified as good on regular reading tasks if compared to monolingual individuals, but they may perform poorly on oral vocabulary, and so forth. Furthermore, as cited in Bialystok et al. (2010), according to Oller and Pearson (2002), the bilinguals’ amount of vocabulary knowledge, in particular, is thought to be divided equally between the two languages that the bilinguals speak and between the types of vocabulary. The bilinguals’ vocabulary knowledge in each language may be less than that of monolinguals, but the total vocabulary amount when combined may far exceed that of monolinguals (Pearson et al., 1997).

Generally speaking, previous studies compared simultaneous and successive bilinguals' subsequent language performance focusing on one language separately. However, few (MacLeod and Stoel-Gammon (2010); Lust et al (2014)) have provided equal evaluation for both L1 and L2. According to Abudarham (1997) and Oller, Pearson, and Cobo-Lewis (2007), it is not possible to assess bilinguals' skills without examining their linguistic knowledge in the two languages. To clarify, the noticed bilingual profile effects in lexics may not be understood unless both the first and second languages are evaluated comparatively (Oller, Pearson, and Cobo-Lewis, 2007).

Basically, earlier studies, according to MacLeod and Stoel-Gammon (2010) and Cuza, Pérez-Leroux, and Sánchez (2013), have targeted different age groups, mostly dealing with simultaneous and successive adult bilinguals, who by this stage, have mainly developed their languages. As a matter of fact, in adulthood many factors contribute and have a direct effect on the adults' language competence and proficiency (Kim, Park, and Lust, 2018).

From the literature review made on the topic, it was noticed that the studies that have shed light on the issue of simultaneous and successive bilingualism among young children are considerably few (Gathercole, 2007). However, among the few, the greater number have investigated successive bilinguals who acquired their second language after the age of 3. According to Lust (2006), age 3 is basically the stage at which basic language development is generally established, considering the monolingual language exposure from birth. Additionally, as stated in Gathercole (2007), during the initial stages of language development, multi simultaneous or successive experiences may be efficient in a way that is not possible at later stages, and these experiences may influence both L1 and L2.

2.3. What is Code-Switching?

"Code-switching is a subfield of bilingualism research which itself can be further divided into various branches, depending on the core questions of the investigation. One of the oldest branches has developed within the field of sociolinguistics" (Keller, 2020, p. 11). Obviously, code-switching is widely popular in bilingual speech, so there is no doubt that there are many studies on code-switching in the work of researchers interested in the topic. As a matter of fact, various definitions for code-switching have been given by scholars. To begin with, Li (2008) describes code-switching as a feature that would definitely appear in the speech of bilinguals and that is not a sign of deficiency, i.e., we should not regard code-switching as an indicator of the lack of language skills in their speech. Heller (1988, p. 1)

states that code switching is "the use of more than one language in the course of a single communication episode." Myers-Scotton (2006) gave a broader definition of the topic by assuming that code-switching is the use of two language varieties in one single conversation. Nonetheless, Weinreich (1953) presented the earliest definition of code-switching. He notes that bilingual individuals switch “from one language to the other according to appropriate changes in speech situation” (p. 73).

Additionally, it is well known that code-switching is one of the various practices that people perform during the process of acquiring their first two languages. More precisely, code switching is a popular form of speech act that bilinguals regularly engage in. In this speech act, bilinguals insert words from two languages into their sentences in a single conversation, and they may also switch the two languages in full sentences within a single conversation. This issue has been referred to by scholars in the domain as code-switching and code-mixing, although studies have distinguished the two terms. Brice & Anderson (1999), Meisel (1986), Muysken (2000) and Nicoladis & Genesee (1997) describe code-mixing as the practice of mixing languages in a single sentence, whereas, code-switching occurs either within or across sentence boundaries within a single discourse. In other studies, such as Bokamba (1989), Clyne (1987), Genesee (1989), Genesee, Paradis & Crago (2004) and Poplack (2001), code-switching and code-mixing are used as synonyms and are dealt with as the alternation of two languages in one single speech practice. Below, this topic is discussed extensively, covering possible related details.

2.3.1. Code-switching or code-mixing?

Although the term ‘code-switching’ is by far the most commonly used term to refer to this issue, there are a number of terms that have been used to refer to this sociolingual phenomena in bilingual speech. Some scholars tend to reserve the term code-switching (CS) for ‘inter-sentential CS’, namely, switches at clause boundaries, and use the term code-mixing (CM) to assign switches which occur within a clause, namely, ‘intra-sentential CS’. Muysken (2000), for instance, uses ‘code-mixing’ in his book-length account of “bilingual speech”, as the book deals mainly with intra- rather than inter-sentential CS. Other scholars as (Clyne, 2003; Myers-Scotton, 2002) opt to use CS as a generic term to refer to both inter- and intra-sentential CS, but they normally make it clear which type of switch is more prevalent in the data being analyzed.

It is important to discuss the terminologies because there is a common tendency to use the terms code-switching and code-mixing interchangeably. “Code-switching”, as claimed by Meisel (2001), “is a specific skill in the bilingual’s pragmatic competence” (p. 344). This means that when the bilinguals show this linguistic practice in their speech, this is due to their ability in analyzing the sociolinguistic context of the current interaction. To specify, they code-switch in order to fulfill certain sociolinguistic requirements such as the interlocutors. On the other hand, “code mixing is the fusion of two grammatical systems, that is to say, a possible characteristic of a bilingual’s grammatical competence” (ibid).

As far as the appropriate terminology of the behavior of alternation or switching between languages done by bilinguals (children in the current study) is debatable, here, we may need to further provide insights given by different scholars. According to Poplack (1980), there are two major kinds of alternation. The first one is inter-sentential alternations which occur when the switch is made across sentence boundaries, whereas the intrasentential alternation occurs when the switch is made within a sentence. Grosjean (1982) and Torres (1989) state that language alternation within a sentence is known as code mixing; embedded words, phrases, and sentences from two languages are found within a sentence. Thus, to avoid this problematic issue, in the present study, both code-switching and code-mixing will be used interchangeably to refer to all the behaviors of language alternations that occur in children’s speech at all levels.

However, code-switching and code-mixing are common behaviors of bilinguals in general and children in particular. Meisel (2004) argued that code-switching and language mixing are natural practices during the communication among bilinguals. There are high possibilities of mixing those languages while interacting with other, i.e. it is a natural act of bilingual children who are acquiring more than one language at the time.

2.3.2. Forms and functions of children’s code-switching

Considering the fact that research on code-switching at preschool age is not abundant, however, certain studies have been conducted and provided reasonable and good understanding of what triggers code-switching, in what forms it occurs, and what communicative functions it serves at this age.

With respect to the communicative functions that code-switching may serve, Hymes (1962) stated that there are seven basic functions of code-switching one of which would definitely appear in each actual code-switching practices by bilinguals, weather adults or

children. These functions are: expressive (emotive), directive, poetic, contact, metalinguistic, referential, and contextual (situational). In this study, we will discuss three of these functions in detail later in the findings and discussion section.

Generally speaking, almost all studies seem to agree that, initially, the interlocutor is the most crucial factor effecting the language choice of bilinguals (Grosjean, 1982, p. 204). This means that a person could influence the child's language choice only by his/her presence in the same place at the time of interaction. The interlocutor may be an animal or a toy as well, according to Saunders (1988, p. 70). Studies like Wei's (2008) also mentioned another factor related to what triggers this sociolinguistic language behavior in children; they use it as a kind of secure strategy when an expression in one language is not easily given, or in the case of culturally bound expressions, when a true equivalent is not existing in the other language. Saunders (1988) assumes that the topic of the conversation has a great influence on the children's linguistic behavior.

In the discussion of when all this began to appear in children's speech, two age ranges repeatedly appear in the literature: 2-3 and 5-6. According to the findings of Saunders (1988), children are able to code-switch as early as age 2 and 2.6 (2 years and 6 months), however, it is well known that they acquire the important sociolinguistic abilities in a later stage, perhaps as late as 5 years old or after.

In the same context, de Houwer (1990) and Meisel (1990) suggest that age may have a role in the way bilingual children code-switch, and that starting from a very early age, bilingual children are able to distinguish between their two languages. Almost all children go through a stage in which they mix their two languages frequently (Köppe, 1996; Deuchar & Quay, 2000). Lanza (1992) adds that children use languages in accordance with pragmatic and sociolinguistic principles.

In early stages, children's code-switching mainly consists of inserting elements from the dominant into the weaker language (Deuchar & Quay, 2000; Nicoladis & Secco, 2000; Bernardini & Schlyter, 2004; Ribot & Hoff, 2014). When reaching the ages of 2 and 3, it is supposed that children have the knowledge of more lexical and grammatical elements, and as a result, frequency of mixing decreases due to more linguistic resources at their disposal. In addition, Meisel (1994) states that after the age of 3, the frequencies of mixing increase, and as this mixing is grammatically and pragmatically constrained, it is argued that the young

individuals' mixing in this stage is already very similar to code-switching in bilingual adults (Paradis, Nicoladis, & Genesee, 2000; Cantone, 2007).

In line with what Meisel (1994) claims, recent research by Yow, Tan, & Flynn (2017) suggests that by the time bilingual children are 5 or 6 years old, their code-switching behavior seems very much like the code-switching practices in bilingual adults, and it can be seen as a sign of bilingual competence. If so, we would expect the psycholinguistic aspects of children's code-switching to be adult-like as well.

Gross and Kaushanskaya (2015) suggest that the factor of cognitive control also plays a role in code-switching in bilingual children. Having examined an object-naming task in which English–Spanish bilingual children were allowed to choose the language of switching they found that the group of 5 to 7 year-old of the children took some time longer in alternating. This explains that when children were allowed to name pictures in one of the languages, naming latencies were longer in time when children switched to the other language than when they name them in the same language.

According to Gollan and Ferreira (2009), the above results show that the cognitive control processes control the voluntary language switching in bilingual children, which may also slow down lexical access and that children's attempt to restrain their dominant language to make the needed alternation into the non-dominant language. Considering the fact that children's linguistic and cognitive skills are still under the process of developing, we can think that code switching in bilingual children involves the same cognitive control mechanisms as in bilingual adults.

The issue of code-switching has been well studied in bilingual adults, with special focus on the grammatical and communicative functions of the behavior as in the studies of Gumperz (1971), McClure (1977), Cantone (2007), MacSwan & McAlister (2010), and MacSwan (2014). The complexity of bilingual adults' code-switching behavior certainly reveals an advanced knowledge of the grammars of both languages and reflects their competency in applying them appropriately. Nonetheless, there has been much discussions related to what children's code-switching behavior implies about their linguistic competency.

2.4. Code-Switching in Bilingual Children

It is generally believed that code-switching is a phenomenon that bilinguals engage in commonly, and bilingual children cannot be an exception. Based on the early studies on the alternation behaviors of bilingual children, Yow, Tan & Flynn (2017) suggest that children practice this linguistic behavior due to two main reasons; whether they are confused or they are linguistically incompetent. Genesee (1989) supports the view that bilingual children mix the codes due to a sort of confusion that causes the inability to distinguish the two languages' vocabulary and grammar at a young stage. He further explains that bilingual children initially start with a single system, and then reach the two separate linguistic systems by a gradual development known as the process of language distinction. Following this assumption, studies such as Redlinger & Park (1980) and Köppe & Meisel (1995) also assume that the use of two language elements within a single utterance done by young bilingual children, could be regarded as evidence on the above-mentioned pre-separation stage, besides being seen as a clear reflection of the children's inability to differentiate the two language systems.

In line with that, scientists have offered other explanations for why bilingual children tend to change codes. For instance, Yow, Tan and Flynn (2017) claimed that bilingual children practice the alternation behavior due to the lack of their lexical, grammatical and pragmatic competence in one or both of the two languages they master. Relatively, much research as in Lindholm & Padilla (1978) and Deuchar & Quay (2000) agreed on the fact that young bilinguals, ranging between 2 to 6 years-old, alternate in order to approach the lexical gaps, i.e., they tend to insert words from one language into the other in cases of their inability to find the appropriate terminology needed at the time of interaction.

Additionally, in a nine-month study by Redlinger and Park (1980) on four two-year-old bilingual children, findings claimed that the children undergo many stages of differentiation during the process of acquiring languages. They explained that the young individuals apparently start the process with high levels of language alternations. The study adds that by time a shift in the system happens as these children shift from the one language system to two different language systems, high language code switching rates will drop as a result. Redlinger and Park (1980) further discuss that the first phase is a consequence that occur due to the bilingual children's inability to set distinguished limits between their two language systems, and the second phase, therefore, is positively related to language development.

Furthermore, studies assume that children practice code-switching because they are not at the stage when they are competent in structuring grammatical sentences in their weaker language (Bernardini & Schlyter, 2004). Vihman (1985) also suggest that young bilingual children, aged 3 years old or younger, certainly do not give the situational context all the attention it requires while developing a dual lexicon, and as a consequence, they may code-switch inappropriately during the mentioned stage, which reflects the lack of pragmatic competence.

However, Genesee (1989) argued that young bilingual children are able to use their developing language systems differentially in contextually sensitive ways. This is in line with what various other studies suggest, where the findings say that a young bilingual child can distinguish between two language systems from an early age, and that their alternated utterances are mostly systematic and consistent with the grammatical constraints of each known language (Meisel, 1994; MacSwan, 1999; Paradis, Nicoladis & Genesee, 2000; van Gelderen & MacSwan, 2008).

In a case study conducted by Paradis et al (2000), they provided evidences that children's code-switching behavior clarifies a good understanding of the grammatical systems of both languages. For illustration, children aging between 2 to 6 displayed code-switching patterns that were, to a great extent, similar to that of their adult peers. The grammatical constraints related to sentential negation and pronominal subjects were not confused in the children's mixed patterns.

Nonetheless, the findings of studies like Lanza (1992), Deuchar & Quay (1998), and Cantone (2007) claim that bilingual children's code-switching behavior does not indicate an inability to differentiate their two language systems or a lack of linguistic competency. On the contrary, they clearly suggest that children's code-switching behavior illustrates that the children possess adequate grammatical knowledge of both languages.

Furthermore, Genesee, Boivin & Nicoladis (1996), Chung, (2006), and Vu, Bailey & Howes, (2010) have also clarified that bilingual children are able to alternate the two languages in accordance with the situation and interlocutor, which could be regarded as an indicator of their pragmatic competency. These studies generally demonstrate that bilingual children have the pragmatic competence to adjust their code-switching performance appropriately regarding the situational contexts. Additionally, research concerned with the sociolinguistic elements (Reyes, 2004; Comeau, Genesee, & Lapaquette, 2003) suggests

that, children by the age of 2 are able to adjust their linguistic choices based on their conversation partner, although they sometimes do produce utterances in the inappropriate language for a specific person.

In another study by Comeau, Genesee and Lapaquette (2003), 2-year-old bilingual children showed high control over their rates of code-switching depending on the interlocutors, which provides clear evidence of their ability to determine the language choices of their interlocutors. The children's code-switched words were also in accordance with their families' language socialization behaviors. The children's switched utterances have more single-noun insertions, and these kinds of utterances are a proof of their awareness of social norms (De Houwer, 2005). However, in spite of earlier efforts to recognize the connection between children's code-switching and linguistic competency, the issue is yet not fully revealed, or at best, still debatable (Ong & Zhang, 2010).

Generally speaking, in the domain of children and language development, there are very few studies which have examined children's code-switching behavior in bilingual preschool settings, i.e., at the stage when the children's language skills develop and become more complex. These kinds of surroundings are crucial because children spend a considerable amount of their day at these schools and daycares, and that is why those contexts need to be investigated to see how they interrelate to the children's alternation practices. The children linguistic behavior is, no doubt, greatly influenced by their communications in those larger and more complex environments (Nicoladis & Genesee, 1997; Comeau et al., 2003; Chung, 2006). However, most studies on children's code-switching behavior depends on case studies of interactions between parents and children or is based on children's narrative samples in a laboratory setting. Thus, data taken from groups of children's code-switching behavior in natural language atmosphere would be more relevant and essential to recognize the impacts of code-switching on bilingual children's language development.

In connection with what has been given above, in the upcoming lines we will discuss more information related specifically to bilingual children's language switching. Studies such as Jisa (2000), Meisel (2004), and Muller (2009) have discussed whether children follow the same structural limits attributed to adult code-switching behavior, and the findings have emerged with different views. Nonetheless, other studies have tested language switching in children in an experimental style, such as Kohnert (2002) and Jia et al (2006),

and they all followed a switching paradigm in an attempt to examine alternation dominance patterns over development rather than discovering the mechanisms of language control. Jia and others reached significant switching cases, which were different on the levels of age group and dominance profile. These findings are in line with those found in many adult studies, except that the patterns appeared in the accuracy elements and not in the reaction time.

Considering the bilingual children's alternation behavior, the option of language switching is of certain importance due to the fact that the children's skills in each of their languages are still under the process of developing. Besides, the tendency of showing distributed linguistic knowledge by bilingual children has been well-recognized. According to Gawlitzek-Maiwald & Tracy (1996) and Oller, Pearson, & Cobo-Lewis (2007), there are some concepts and structures they know only in Language A and others they know only in Language B. Thus, the children's ability to switch voluntarily between languages in accordance with the situational context may enhance the range of messages they can convey. The choice of one language over the other to deliver a particular concept may largely be determined by the amount of lexical accessibility in children, which is more than it is the case with adults, due to the fact that children have greater tendency for lexical knowledge distribution across languages (Sheng, Peña, Bedore, & Fiestas, 2012; Quick, Lieven, & Tomasello, 2014).

Contrary to what is claimed by the current study, previous research such as Huizinga et al. (2006) scientifically suggested that the child's prefrontal cortex is not yet fully developed and that the cognitive abilities and skills at this stage are premature to be compared with those of adults.

2.4.1. Code-switching at pre-school age

Below are some studies that discuss code-switching in the preschool age. According to the studies provided, early switching cannot be compared to the functions noted in adult alternation behaviors. Apparently, code-switching before the ages of 2 and 3 does not only differ in function, but also differ in form from the code-switching behavior of adults. Therefore, it is still unclear if language alternation at these stages could even be compared to adult code-switching, or whether we should consider these mixes as cases of lexical transfer or as switches that are applied unsuccessfully.

According to Bergman (1976), Lindholm & Padilla (1978), Redlinger & Park (1980), Taeschner (1983) Vihman (1985), Petersen (1988), de Houwer (1990), and Veh (1990), when discussing this issue, we need to have sufficient knowledge of the structural features of switched utterances and the skills that children need to have in order to actually apply their basic knowledge. Quite strikingly, most of the studies started around age 3 or later, and only a few dealt with grammar aspects and development.

Respectively, the available literature in this regard shows that the mechanism of the bilinguals before the age of 3 is inserting single lexical items, mostly nouns, from one language into the other (McClure, 1977; Kielhofer & Jonekeit, 1983). Nevertheless, this is in no contradiction with the information we know about the adult code-switching's mechanisms. As an example of the previous point, let us consider the findings of Poplack (1980) which were revealed in her paper that the adults use nouns and noun phrases frequently in intrasentential switching. More findings reported by Berk- Seligson (1986) provided similar results in which she states that almost half of the intrasentential mixing include basically nominal elements. Both studies agree on two main points concerning that nouns and noun phrases are of certain importance, as nouns mostly contain the meaningful elements in a sentence. Additionally, they also claim that verbs are much less likely to be mixed into the other language. The latter claim, particularly, is not in accordance with what is noted from the current children under study.

Redlinger and Park (1980) presented percentage of mixes under the grammatical category, by 3 children show that nouns appear on frequent basis in this context, at an average of 40.3%, while the percentage of verbs was approximately 6% of mixing (p. 345). It should also be noted here that they found nearly no phrasal alternations, and the elements occurred were mostly subject noun phrases. In another study by Lindholm and Padilla (1978), the findings were in agreement with the observations given above; the utterances of five Spanish-English children were as follow: nouns (71/12), verbs (3/3), conjunctions (5/3), adjectives (2/0), and phrasal mixes (4/8). Here we can clearly notice that phrasal switching occurs very rarely.

However, Vihman's findings (1985) seem to be remarkably different from those of the other studies introduced earlier. She observed that in total of 151 mixed utterances of an Estonian-English boy, there were 23 nouns, 24 verbs, 1 adjective, and 24 function words. Thus, as a result, we can notice that the function words appear in 88 of the switched

utterances, which forms nearly 58% of the total switched utterances. It should be noted here that the class of function words is negatively described as it includes all elements but nouns, verbs and adjectives. She deduced, basing on the four mentioned grammatical categories, that bilingual children frequently mix the function words, and not the nouns. In fact, this classification was regarded by Meisel (1994) as debatable on both linguistic and psycholinguistic basis.

Generally speaking, code-switching in such sociolinguistic contexts has not yet been investigated in a thoroughly way. The present study, therefore, attempts to approach these gaps by a case study method that aims at examining the children's code-switching mechanisms/ behavior, and by stating this, it is meant to highlight the very specific reasons and cases that lead the children under observation to opt for code-switching. In addition, an attempt exists to highlight if a relationship occurs between children's code-switching and linguistic competency in early school years settings, besides adopting a qualitative approach for the analysis of children's discourses.

Data from 4 Libyan bilingual children's spontaneous speech was obtained through open observation sessions in two educational institutions, and through a continued observation at home. Moreover, other bilingual children's parent's assessments of their own children's language performance in English and Arabic were collected approximately during the two years of the observation sessions, in order to ascertain whether any predictive relationship exists between code-switching and the children developing linguistic competency, mainly in relation to their languages acquisition.

Lastly, the study also attempts to examine the frequencies of code-switching and its progress through the time mentioned, for the children examined, as previously noted, are currently at the stage of acquiring their two languages; Arabic and English. This, in particular, as noticed from the literature provided was not given much attention by the researchers, so here, it is going to be clarified how the children show special differences in their code-switching behaviors as they progress.

CHAPTER 3

METHODOLOGY

3.1. Overview

This chapter involves the research design, sampling and participants, data collection instrument, procedure, data analysis, and finally limitations of the study.

3.2. The Research Design

The present research is a case study based on a qualitative approach. The decision on a case study model is dependent on the nature of the topic being studied. It is well-known that case study research is a comprehensive investigation that deals with empirical data gathered during a certain a period of time from a well distinguishable case to provide comprehensive analysis of the situation and processes related with the issue being investigated. To be precise, the case is not isolated from its context, but more specifically, it is given importance mainly because it cannot be studied apart from the context. The main objective of a case study is often to conduct detailed research on a particular case, including individuals, groups, institutes, or communities, and this is exactly the case with the current study, as it investigates the code-switching behavior of four individuals over a two-year period of time.

In case studies, the research questions are usually seeking answers to '*how do?'* questions instead of *'how should?'* (Punch, 2013). These particular formats of case studies allow the chance for the researcher to highlight the individual's behaviors, their attributes, their actions, besides their interactions (Brewer & Hunter, 1989). Here, as mentioned above, the researcher is following qualitative case study, as this research methodology helps in the exploration of the topic under focus within the given settings through different sources of data. In other words, what is presented in this study by the researcher is describing, interpreting, and analyzing the children's code-switching behaviors in action and in their natural settings.

With respect to the strengths of a qualitative research design, the researcher was able to explore the nature of the phenomena being observed, making sense of its complexity, answering why questions, broadening the readers' understanding by conducting a longitudinal examination of the dynamic phenomena under focus, and as a result, this all led to the rich materials for the research report that will be presented in a later stage.

3.3. Sampling and Participants

3.3.1. The sampling

The sampling in the present study was done by purposive sampling, which it is the sampling depending on the degree of suitability, which also can be called subjective selection. It is not a kind of random sampling, but researchers rely on their own decisions in deciding the participants who will be examined in their studies being the most convenient population. The children chosen, in fact, were basically the cause of initiating and highlighting the topic of the study, i.e., they, as observed by the researcher, showed certain behaviors in regard to code-switching, the thing that made them a rich source of data. As the researcher, and the mother of the four bilingual children being studied, I had a good chance to observe the children's mixing of the two languages continuously for more than two years now, and as a result, the decision of selecting them as the most convenient participants for the present study was taken.

3.3.2. The participants

The individuals under study are 4 Libyan Arabic/English bilingual children, all of them are the researcher's own children. They have been under observation for more than two years now, and their ages range between 4 and 10. Here, it should be made clear that the children under study are divided into two groups according to their ages, the time each of them was exposed to both languages, and due to the fact that they are enrolled into two different educational institutions. The first group consists of 2 children; and will be referred to as *the simultaneous bilinguals* for they were exposed to both the Arabic and English language at the same time and since birth. They are enrolled into *The International Preschool and Kindergarten* located in Ankara/Turkey. The second group that will be referred to as *the successive bilinguals*, are students at *The American School of Afak Academy,* which is located in Ankara/Turkey as well. They were exposed to the Arabic language since birth, and exposed to the English language when they were about 6 years old; upon entering school.

It should also be noted that the two groups of children speak both Arabic and English with noticeable varying degrees of proficiency; some of them are more fluent in one language than the other. The children live with their parents in Ankara, and the dominant language at their home is the Arabic language, whereas the language of instruction and interaction at their schools is the English language.

3.4. Data Collection

In case studies, usually the researchers follow certain methods of data collection. Observations of individuals or groups, textual or visual content analysis, interviews, and taking field notes are all examples of data collection methods. However, the two main methods used in the current study are observation (natural and organized), and interviews. By the organized session, it is meant that the researcher visited the children's schools occasionally more than once in order to collect data from the school settings, and this had to be organized in advance with the schools' administration.

In both natural and organized observation sessions, the researcher was able to observe and take notes of the children's code-switching behaviors. Here, it should be made clear that the researcher got the chance to fully observe her children naturally and continually for long times, due to the fact that they are family members living in the same house and their interactions are continuous. And, this is exactly what is meant by natural observation.

It was necessary to set up certain organized sessions of interaction so that the researcher would get the appropriate atmosphere to be able to collect the needed data. The organized sessions took two forms; the first form was done by the researcher attending the children's schools and monitor them in classrooms, during playtime in the school playgrounds, and while having lunch at the school restaurant. Additionally, other children were invited occasionally to special gatherings with the researcher's own children for playtime at home and in playgrounds outside. Moreover, the researcher also organized a couple of sessions conducted via *Zoom Meetings* for watching a cartoon movie, and a drawing activity.

As for the second method of collection, which is the interviews, they were done by a series of carefully designed steps according to the need of validity the researcher wanted to accomplish by comparing similar cases of other bilingual children. The interviews targeted selected parents of families of Libyan bilingual children who attend the same schools as those of the researcher own children.

3.5. Procedure

The process of data collection took more than one form from the beginning of the study throughout the end of the process of data collection. To begin with, the researcher had the chance to observe mostly all the children's daily interactions, being their mother, for a period of more than two years. She was able to monitor and take notes of their code-switching behaviors in different times and at various situations. Additionally, the researcher was able to occasionally accompany the participants to their schools and was able to monitor and take field notes directly from the children's daily conversations with their friends and teachers. Nonetheless, after certain time, and due to the precautions against COVID-19 made by the government, the children of the second group (successive group) were kept at homes and they were receiving their education via online sessions, while the first group (simultaneous group) continued to attend school regularly. Thus, the researcher dealt with the situation according to the updates that had taken place.

Relatively, the researcher organized *Zoom* sessions in their free time for the children of the second group to have particular activities. For instance, the first activity was watching a cartoon movie together, then they had the chance to discuss it generally in a friendly atmosphere. And, the second online session was a drawing activity. The children watched a video and followed the instructions presented on drawing different types of pet animals, then they had a discussion over the pets they like the most and what they think of pet's adaptation at homes.

Generally, the children's conversations revolved around topics such as their school studies and activities, electronic games, animation shows, and daily routine life at home. The researcher made sure not to participate in their conversations, instruct them or even ask them to talk about a certain topic. On the contrary, they were free to chat over any topic they wanted, and the researcher was only observing and taking notes.

The procedure of collecting the data by interviewing some of the bilingual children's parents took the regular form of interviews. They were structured interviews that required a set of pre-designed questions, and the interviewer had the chance of asking follow-up questions to explore more. The interviews were done by meeting the parents face to face, and directing to them a set of six prepared questions, after stating few ice-breaking questions to initiate the interview. Some of the interviews were conducted over the telephone for the

same reason stated earlier regarding the global pandemic. The questions asked were as follow:

1. What are the most frequent situations that lead the child to alternate between the languages?
2. Do you think that the child opts for code-switching intentionally? Or it happens naturally?
3. When the child code-switches, do you feel that he/she pays special attention to his/her language choices?
4. Could you explain the most noticeable mechanism that your child applies during code-switching? Does he/she codeswitch verbs or nouns more?
5. Does he/she codeswitch single words or he/she uses phrases and full sentences within a conversation?
6. Does your bilingual child show preference of one language over the other? Arabic over English? English over Arabic?

The above questions were directed to the parents in an attempt to get the most relevant information considering the continuous state of interaction and monitoring with one or both of the parents. During the interview, the interviewer was keeping the interviewee on track through various techniques like carry-on feedback, reinforcement feedback, and encouraging further elaboration whenever needed. It should also be highlighted here that the above questions interrelate with the main research questions, as they further reinforce the general purpose of the current study.

3.6. Data Analysis

As it has been stated above, this study is a case study that follows the qualitative approach. The qualitative analysis methods include content, discourse and narrative analysis. Here, the analysis method is typically discourse analysis depending on the nature of the topic being discussed and depending on the kind of data collected.

Discourse analysis is a method for coding and interpreting written (text) or spoken (uttered) language in relation to its social settings (context), and by following this model it is aimed to understand how the children under study create their own special use of their two languages in real life through code-switching (Amy Luo, 2020). It is also used for figuring out the functions of language and how the sense of words is formed in various social contexts. It contains all instances of written or oral language behavior.

Consequently, discourse qualitative method is the method used to analyze the data. The analysis was conducted following several steps. Initially, the theory proposed by Poplack (1980) was used to classify the types of code switching produced by the children under study.

Furthermore, Hymes (1962) framework acts as one of the main references in coding the functions of code-switching in this study. Since this study takes a perspective of code-switching in speaking, this framework seems to be the most relevant as it focuses on verbal communication. Hymes' framework outlines 7 basic functions as follow: Expressive (Emotive), Directive, Poetic, Contact, Metalinguistic, Referential, Contextual (Situational). Some of these functions, and not all of them, will be highlighted in more details at the findings and discussion part, for they apply to the children's code-switching practices.

The current data, which came from the conversations of the children and the interviews that were done, is among the materials that are suitable for discourse analysis. Thus, by analyzing the children's utterances, it is aimed at gaining a better understanding of certain social groups; namely the children, and how they communicate effectively.

However, discourse analysis pays special attention to the contextual meaning of language, and this kind of analysis is unlike the other methods, for instance, not similar to the linguistic approaches that focus only on the rules of language use. To be precise, discourse analysis focuses on the social aspects of communication and the ways individuals make use of language to fulfil defined effects in society. Thus, instead of focusing on smaller units of language, such as sounds, words or phrases, larger units of language, such as entire conversations, are examined, which is exactly the case of the present study.

Moreover, a proposed theory suggested by the researcher called 'the children's spontaneous attitude towards languages' is highlighted through the process of analyzing the data. To clarify, considering Chomsky's hypothesis that humans are born with a special device known as LAD 'Language Acquisition Device', which allows them acquire language, we, here would assume that children are born ready to acquire more than one language, as long as they have the quality exposure to them equally and frequently from birth on. This could be explained by the growing numbers of bilingual, trilingual, and even multilingual children around the world. The ability to pick up and use languages is biologically hardwired in the human brain, and this is explained by the inability of other creatures to communicate through similar language system as humans. The present study adds to this information more

insights that will be elaborated elsewhere in the analysis section. The insights were gained after observing the children's code-switching behaviors and noting related cognitive elements.

Finally, it should be noted that in the findings and discussion section, the data provided will include the following sections: cases collected form the first group (the simultaneous group), cases collected from the second group (the successive group), mixed cases of both groups, and finally, the data collected from the interviews that were conducted with other bilingual children's parents will be presented within the former sections to make further clarifications.

All the examples included in chapter 4 that contain Arabic utterances will be written following the Arabic lateralization system, which is also known as (Romanization of Arabic). This system is the standard norms for representing both written and spoken Arabic, single words or sentences, in the Latin script. A copy of the form is included in the appendix section.

3.7. Limitations of the study

Generally speaking, every single study has some limitations that the researchers encounter during conducting their studies. And as a matter of fact, the present study is not an exception. The first limitation could be said to be the sample size. The current sample are 4 bilingual children of different ages and different groups of bilinguals, and although that researcher conducted interviews with other bilingual children's parents, as an attempt to compare and interpret different cases, but still the access to a large sample was not possible because of the current global pandemic that caused an obstacle to reach as many people as I could.

The second limitation is the lack of recording equipment that is usually used in similar case studies. Such equipment would have allowed the researcher to get access to various data resources, apart from the data she got directly from observing the children. Such tools were not affordable because the researcher needed a large number of them to be installed in different places in homes and schools to be able to cover all areas where children usually present. This excluded the researcher from the opportunity to listen to the children's conversations among each other without the presence of their mother in the surroundings.

The third limitation can be said to be the bias in the discussion of the data that the researcher might had. It was made clear that the researcher of the current study is the mother of the four children being studied. As a matter of fact, without prior intention, the researcher may have a sort of bias that the readers may notice.

CHAPTER 4

FINDINGS AND DISCUSSION

4.1. Overview

Generally speaking, bilingual people tend to switch languages in a single situation, within a single conversation, and sometimes within a single sentence. Code-switching by bilingual children, however, occurs at different times and situations accordingly. The process of code-switching is not only a linguistic process, but also a psychological process, as people have reasons and motivations to switch from one language to another besides alternating two linguistic elements. In the next few pages, the researcher attempts to answer the research questions given in the introductory part by providing detailed discussion and examples of the different situations and behaviors that occurred during the observation of the children under study.

4.2. Findings

Before we start illustrating the findings, it is essential to mention the names and ages of the children under study precisely, and to note again that they are divided into two groups, as mentioned earlier in chapter 3 under the title *the participants*. This is for avoiding confusion in the forthcoming parts of the discussion.

The first group is the simultaneous children: Sulayman (4 years old) and Rouzan (5 years old). They were exposed to both the Arabic and English languages from birth. This means that they have developed two languages in an equal manner, or nearly equally, through direct and continuous exposure, besides the frequent opportunities to use each language, and as a result, they have managed to differentiate between the two language systems and two different language sound patterns.

The successive children are Edziri (9 years old) and Qamar (10 years old), and their main exposure to the English language occurred after they started school at the age of 6.

All of the children under study followed basically the same techniques and showed similar behavior. However, based on the researcher's data from the field of bilingualism and children's code-switching tendencies, and the constant observation of the children under study, there is something quite noticeable about how the simultaneous and the successive

bilingual children deal with the two languages. More specifically, the simultaneous bilinguals show much more natural attitude towards the two languages they speak, i.e., they mix the languages, most of the time, without being aware of the fact that they are practicing code-switching. They gave the listeners the impression that they were using one language, but they were not. Nevertheless, there were few situations when they mixed the two codes on purpose and for specific intentions. The successive children, on the other hand, switched the languages consciously and for defined reasons. All these situations are discussed with examples below through the discussion of three main research questions.

4.2.1. Research Question 1: What are the main reasons for bilingual children to code-switch during their routine conversations?

In considering the reasons, the researcher has noticed that they were diverse depending on various factors in relation to the children and the different situations and contexts.

The first mainly noted element was a situational one, i.e., bilingual children, depending on the situation they are in, opt for code-switching and speaking in one particular language from the two languages they have mastered. More precisely, the place where the child is located at the time of the conversation; whether he/she is at home or at school. And this can be said to be a part of the answer to the first research question that the researcher mentioned in the introductory chapter: What are the main reasons for bilingual children to code-switch during their routine conversations?

It was noticed that the children under study could set their minds up upon what language to speak in a certain place. They tend to use English language during school times, sometimes even before leaving for school, which can be interpreted as a sign of self-preparation and mind setting about which language should be used, at what time and in what place. This code-switching type is done at the level of whole sentences. The following conversation is an example of what have been just stated above. It took place in the morning, sometime before the children left to school:

EXAMPLE 1:

Sulayman: ĀUMĪ, LIMADHĀ NĀRTADĪ THĪĀBUNĀ? (Mummy, why we are getting dressed?)

Mother: LIĀNĀNĀ DHĀHIBŪNĀ ʾAlA AL-MADRASA. (Because we are going to school.)

Sulayman: Are you going to school too?

Mother: Yes, I am going to my university after you leave.

Sulayman: I will say *Good Morning* to my teacher and friends.

What can be understood from the above conversation is that children have the ability to pick the language to be used in a particular context. Such mental ability in children may occur consciously or unconsciously. Here, we can rely on their previous knowledge that school context is an English one, thus, they get themselves prepared for the school atmosphere beforehand. Both the simultaneous and successive group of children showed this behavior of switching similarly, depending mainly on the place and time where they are located at the time of the conversation.

Below, another example is given which provides extra evidence of the bilingual children's high cognitive awareness of different linguistic situations and their responsive reactions. The example is given from one of the other bilingual children's parents when the researcher interviewed them. The following conversation was between a successive child named Layal, and her mother.

EXAMPLE 2:

Layal: ĀUMĪ, KĪFA NAQŪL HAPPY NEW YEAR IN ARABIC, ʾURĪDŪ ʾAN AQŪLAHA LILDJĀMIʿ WHEN WE ARRIVE THERE. (Mum, how can we say happy new year in Arabic, I want to say it to my cousins when we arrive there.)

Mother: NAQŪL SANA SAʿĪDA ʿALAKUM. (We say happy new year.)

The above dialogue took place in the car when the family were heading to their relatives' house for a family gather to celebrate the New Year Eve. Layal wanted to make sure that she would greet everyone there with the right Arabic utterance related to the occasion being celebrated in Arabic. Her mother mentioned that Layal was asking for a few certain Arabic words and phrases the day before their planned visit to their relatives. The mother also added that, a few hours before they left home, Layal suggested a play time with her younger simultaneous brother at which she told him that they are not supposed to utter any English words, phrases or even sentences in their speech for the next two hours.

The family members they are visiting are monolinguals, they speak Arabic only, and that explains Layal's special attention to the situation, and that she is trying to get herself fully prepared for the context.

In accordance with what many studies have mentioned, the other most frequent noticeable element that has an impact on the process of code alternation by children is the interlocutor/person. It was remarkable that the children are directly affected by the interlocutors. They would switch to Arabic or English largely depending on the addressees. This was noticed at different contexts while exchanging speech with others. The researcher noticed that the children would initiate a dialogue in one certain language if they know that the addressed person knows that certain language. To clarify, they start speaking in Arabic once they got the knowledge that the addressee comprehends only Arabic, and the reverse is true as well. The following dialogue took place during a friend gathering at the children's house, and it is a clarification of the previously mentioned point.

EXAMPLE 3:

Rouzan: MARHABA! ʾĀNA ROUZAN. (Hello! I am Rouzan)

Areen: ʾĀNA Areen (I am Areen)

Rouzan: TAʿALY LIGHURFAT Al-ʾALʿAB LINALʿB. (Let us go to the toy's room to play.)

Areen: (No words were uttered), and she followed Rouzan to the toy's room.

Rouzan: ʾIKHTARI LUʿBA LITALʿABI BIHA. (Pick a toy to play with)

It should be noted here that Rouzan asked her mother about the languages (whether Arabic or English) their guests speak before they arrive. And, as the conversation continued between the two children, the researcher noticed that Rouzan was making her effort not to utter any English word while conversing with her new Arabic-speaking friend (Areen), and to keep the dialogue only in Arabic. This case of alternation can be referred as *complete-switching*, and can be explained in the light of linguistic competence, as the child showed high standards of awareness of the situation and acted accordingly. Moreover, this particular situation occurred much often with the simultaneous bilingual children, when the children were at school and addressing their teachers and fellows. They tend to communicate only in English to make sure that they are fully understood by their teachers and fellows. It was also noticed that they follow this technique to make sure that they are involved in the general atmosphere of the school and not isolated. The researcher noticed this complete-coding particularly at their school; the two children spoke only English and never uttered an Arabic word in addressing the individuals there and even among each other. Let us consider more examples that are related to the above-mentioned factor, which is the interlocutor.

It is a situation that took place at a Pallet Centre where the three girls under study were enrolled in. During the first few weeks, their coach was an English person who was instructing them only in English. And after that, there was a change and they had a bilingual coach who mastered both Arabic and English. And since then, the children have been alternating the codes depending on the language of instruction they get from their coach.

EXAMPLE 4:

The Coach: Edziri, show me extra stretch, please.

Edziri: I'm trying! but this is the extreme I can do.

The Coach: LĀ OURĪD AʿDHĀR, ʾANĀ AʿRIF ʾINK QĀDIRAH ʿALA AKTHAR MIN HĀDHA. (I don't want excuses; I know that you can do it.)

Edziri: WALĀKIN ʾANĀ TAʿIBTU DJIDAN MINA ALMUHAWALA. HAL BIʾMKANI ʾKHD ʾESTIRAHA. (But, I'm so tired of trying, can I take a break.)

The Coach: Show me another good try, then I'll let you take a break.

Edziri: Fine, if you say so.

The above speech exchange between Edziri and her pallet coach is in line with the general fact that the interlocutor is a main factor in determining the children's language choices while conversing. We noticed that Edziri was alternating Arabic and English with practicality in her responses in both languages according to her coach addressing language.

Let us see another example below showing the effect of the interlocutor on the children's code-switching behavior. It should be noted here that the examples given are extracted from long conversations, for it is impossible to include the whole conversation.

EXAMPLE 5:

The Father: KĪFA KĀN YŪMIK BIL-MADRASAH? (How was your day at school?)

Qamar: KĀN ʿADI MITHIL KUL YŪM, WA QĀLU LANA ʾNA AL-ʾIMTIHANĀT STABDAʾ AL-USBŪʿ AL-QADIM. (It was usual as every day, and they told us that final exams are starting next week.)

GRANDMOTHER: ʾINSHALLAH BIL-NADJAH YA HABIBTĪ. (I wish you the best of luck darling.)

QAMAR: SHUKRAN YA DJADATI, ʾENDAMA OKMIL ʾURĪDŪ AL-SAFAR MAʿAKI ʾELA LIBYA. (Thank you, grandma, when I finish my exams, I want to travel to Libya with you.)

The Father: Are you serious about that?

Qamar: NAʿAM YA BABA, ʾURĪD AL-SAFAR MAʿA DJADATI MIN FADLIK. (Yes, Daddy, I want to travel with my grandma please.)

It is a speech exchange between Qamar, her father and her grandmother. The researcher noticed that the mere presence of the grandmother in the room led to Qamar's all utterances to be only in Arabic. And although her father was sometimes switching in addressing Qamar, she did not address him back in English, but rather she was replying with Arabic utterances only. This manner implied that Qamar is trying to display a sort of kindness and understanding towards her grandmother, whom is an elder Arabic speaking person. I should note here that Qamar was the oldest child of the four children under study, and most often, she was showing high levels of awareness of the different linguistic acts.

4.2.1.1. The functions of code-switching

In addition to what has been discussed above concerning the two most noticeable factors that have a crucial impact on the children's code-switching behavior, the children also showed specific cases of alternation that are in line with the functions of code-switching of Hymes (1962)'s approach. He specified 7 particular functions of code-switching that are mentioned in the methodology chapter under the section of data analysis.

The findings of this thesis revealed that 3 of these functions were present in the children's code-switching behaviors; they are namely: the directive, expressive, and referential function, and the reason why they are highlighted and discussed in details is because they apply to various cases of code-switching behaviors by the children under study.

4.2.1.1.1. Directive function

This kind of code-switching occurred particularly when the children meant to include or exclude other people from the conversation (Hymes, 1962). The following speech exchange took place at Rouzan and Sulayman's school when their mother was participating in the Book Week Story Telling Day activity.

EXAMPLE 6:

Sulayman: UĀMI, ĀRGHAB BILDHAB MAʿAKI ʾILA AL-BAĪT ʾALʾAN. (Mummy, I want to go back home with you now.)

Mother: I cannot take you home now, you will be dropped off back home later by your school bus.

Sulayman: LA, LA TATRUKĪNI ʾARJŪKI, LA ʾURĪDŪ AL-BAQAʾ BIDŪNK. (No, do not leave me please, I do not want to stay here without you.)

Mother: You have to stay until the end of the school day. You still have a lot of other activities.

Sulayman: ʾAN OHĪBO AL-BAQAʾ MAʿAKI AKTHĀR MĪNA AL-MADRASA. (I like to stay with you more than school.)

The above conversation was held between Sulayman and his mother at school, with the presence of his teachers and other foreign guests. Although, the mother was replying in

English, Sulayman insisted on speaking in Arabic constantly. As a result, we can conclude that Sulayman was speaking in Arabic to his mother because he did not want other people in the same place to understand him or even get involved as he thought that if his speech was to be understood by anyone else rather than his mother, he would get a rejection answer by one of the teachers. Thus, he intended to exclude others from his conversation with his mother on purpose and for the mentioned intention.

In regard to the function discussed above, below we will consider another case of mixing that the researcher has from the data collected by the interviews conducted with other bilingual children's parents.

One of the parents that was interviewed mentioned that she (the mother) masters both English and Arabic, while the father speaks only Arabic. She clarified that they planned to raise their children as bilinguals since they had the first child, and to follow this plan, she is supposed to address her children in English all the time, while the father is supposed to address them in Arabic. And as result, she added that code-switching is a normal part of the children's everyday life.

The following conversation took place at a restaurant when the family were celebrating Malik's Birthday (the bilingual child, 10 years old). The mother made clear that during such family gather, everyone is expected to speak Arabic in order to avoid excluding their father from their speech.

EXAMPLE 7:

The mother: KŪL ʾAM WA ʾANTA BIKHAIR MALIK. AL-YŪM TASTATIʿ TALAB ʾAI SHIʾ MIN BABA. (Happy Birthday Malik. Today you can ask your dad whatever you want.)

Malik: But what I want as a present for my birthday is really expensive, and I do not think that Daddy can afford it.

The mother: ʾINTA DJARIB ʾIKHBARUH WA OTRUK AL-BAQI ʿALINA. (You can try telling him, and let us do the rest.)

As the mother stated, this was the only English sentence that Malik included in his speech during the family time on that day. She suggested that he did that in an intended attempt to exclude his father from the conversation for a main reason, which is avoiding

embarrassing his father, as Malik thought that he was encountering some financial problems at that time. However, as we see, the mother immediately controlled the situation by replying in Arabic with a promising utterance that gave Malik a positive push to ask his father the birthday present he was hoping for.

4.2.1.1.2. Expressive function

As the name suggests, the expressive function refers to the use of code-switching to express feelings and emotions into the speech. People also alternate in order to express some part of their identity and when they want to show connection to a certain country or culture. And in some cases, it might be an expression of status associated with the prestigious group. This was particularly noticeable when successive bilingual children under study at the American School spoke to their friends, and when they were present in public places as well, possibly to show off to get noticed, and they sometimes alternated the Arabic and English languages for similar reasons.

Below is an example for a speech between Qamar and her Bangladeshi friend. The conversation is about their mother tongues. It should be noted here that the example does not contain any code-switching elements, but rather it includes direct statements that further clarifies the above-mentioned function.

EXAMPLE 8:

Qamar: Tansina, do you know that my mother tongue is Arabic, and that Arabic is one of the hardest languages in the world!

Tansina: Yes, I do. I try to figure out what you say in Arabic sometimes, but I could never guess. Mine is Bengali.

Qamar: I never knew that Bengali language exists before I met you.

As we could see, Qamar was trying to deliver a sense of priority to her Bangladeshi friend by telling her that she speaks one of the hardest languages in the world, besides English. It was obvious that Qamar was expressing clearly her belonging to the Arabic culture.

4.2.1.1.3. Referential function

This type of code-switching takes place when someone is unable to express an idea easily in one language, switches to the other language in order to express it more easily. This kind of code-switching is done with full conscious of the situation, and it was noticed particularly in the conversations of the successive children. The child, in this case, realizes that he/she needs to switch to make himself/herself clearer, and these cases were basically related to more culture-oriented conversations; for example, when the children were exchanging speech on topics such as their National Public Holidays, or important Islamic events.

Let us consider the following example for further clarification of the situation: it is a dialogue between Edziri and her Sudani friend, Ala.

EXAMPLE 9:

Edziri: KŪL ʾAM WA ʾANTĪ BIKHAIR YA ALAʾ. (Happy Eid ALAʾ)

Alaʾ: WA ʾANTĪ BIKHAIR YA EDZIRI. (Happy Eid Edziri)

Edziri: Tell me how is ʾED AL-ADHA looks like in Sudan? Do you TADBAHŪNA AL-KHAWAREEF like we do in Libya? (Tell me how is ʾED AL-ADHA looks like in Sudan? Do you slaughter sheep like we do in Libya?)

As it is seen, the topic of the conversation is a special Islamic occasion, and in the first part, the two bilingual children were exchanging greetings in Arabic, for there are no accurate equivalents that exist in English to be used for the greetings on this special occasion. And in the second part, Edziri used Arabic utterances when she was referring to the much culture-oriented issues in her speech like slaughtering sheep on that day specially.

Apart from the above-mentioned functions related to Hymes' approach, an extra noticeable element in children's conversations can be mentioned here. There were a number of situations when the researcher noticed that the children code-switched precisely to emphasize a particular point in their speech while communicating with their family members. Although they already had the knowledge that all of the family members had good proficiency in both Arabic and English and could understand their messages directly, they intended to repeat certain points in both languages to emphasize and convey the importance

of these points, which were related to both concrete and abstract needs such as birthday presents, special types of food dishes, and feelings of happiness and sadness.

For further clarification to the above statements, let us consider the following instance:

EXAMPLE 10:

Mother: children, any suggestions on what to cook for lunch!

Edziri: Please Mummy, cook us stuffed bowels OSBAN.

The child apparently likes this dish very much, and she said the name in both English and Arabic to put the necessary emphasis on her desire. Stuffed Bowels and Osaban are different names for one popular dish in Libya.

This particular case was repeated, most of the time, when the children were expressing their desires which according to their perspectives were of special importance. Sometimes, they explain with repeated sentences and vocabularies in both languages when they need to deliver a precise notion to their parents.

4.2.1.2. A special case of code-switching by successive bilinguals

Not far from the points discussed above, yet it has a main different element in relation to the concept of bilingualism, and how the children under observation show certain behaviors accordingly. It should also be noted here that the case discussed in this section is different from the case discussed above in the Expressive Function part. More precisely, the expressive function is done among the bilingual children in a bilingual context, while the case highlighted here occurred all the time, when the bilinguals were addressing monolingual individuals.

The special case of code-switching behavior being referred to here, appeared in the speech of the older group of bilinguals, that is the successive children. It is not frequent; however, it did occur and worth mentioning in the current study. The children, sometimes code-switched in an act of bragging, i.e., they wanted to expose that they are capable of speaking more than one language, and that being bilinguals gives them an advantage over other individuals who are monolinguals. This could be explained with regard to the fact that the English language is not commonly spoken among Libyans as it is the case in other countries around the Arab world and world-wide, and that the presence of the international schools, which rely on the English language as the language of education in Libya, is limited

to a great extent. Thus, we can say that the children had an envisage of being more educated and consequently superior to their monolingual fellows, and wanted to show it in public.

In regard to the above case, below provided an instance for more clarification. The following dialogue was conducted via a video call in which the two successive children under study were exchanging speech about school subjects with their cousin who live in Libya, with the presence of other family members around them.

EXAMPLE 11:

Qamar: MĀHIYA MAWADUKUM AL-MADRASIYAH? (What are your School Subjects?)

Habiba: LUGHAH ʿARABĪYA, TARBĪYAH ʾISLAMĪYAH, RIYĀDIYĀT WA LUGHAH ʿENDJILĪZĪYAH. (Arabic language, Islamic, Mathematics and English language.)

Edziri: NAHNU NADRUS NAFS AL-MAWAD WALAKIN BIʿEDAFIT AL-ʿOLŪM WA DJAMĪʿHA BILLUGHAH AL- ʿENDJILĪZĪYAH. (We study the same subjects in addition to science and all in English language.)

Qamar: I can tell all the multiplications in English!

Habiba: MĀDHA TAQSUDI? LAM ʾAFHAM! (What do you mean? I did not understand!)

Qamar: ʾANĀ ʾASTATĪʿ QŪL KUL DJADĀWIL AL-DARB BILLUGHAH AL-ʿENDJILĪZĪYAH. (I can tell all the multiplications in English!)

Edziri: We can help you with your English lessons if you want to, ʾAQSUD NAHNU NASTATĪʿ MUSAʿDATUKI BIDURŪS AL-LUGHAH AL-ʿENDJILĪZĪYAH ʾEDHA TARGHABI BIDHALIK. (I mean, we can help you with your English language lessons if you want to.)

From the above conversation, and through the code-switching behavior that both successive children show in their speech, it is apparent that they were exposing their knowledge of English in purpose to their cousin regardless of the fact that they already knew that she was not able to comprehend what they were saying in English. This was obvious in

the first time, when the monolingual child clearly stated that she did not understand what Qamar has said in English. And in the second time, Edziri initiated her utterance in English, and followed it with the Arabic translation immediately. Edziri knew that her cousin was to ask her for translation, and she wanted to show that she was capable of making herself clear to her cousin in both languages.

A similar case to the above mentioned one was referred to by one of the other bilinguals' parents whom the researcher interviewed. He stated that this particular case repeatedly appeared in their children's speech, and more than once, during their visits to their friends and relatives whose children were monolinguals, for the exact reason mentioned at the beginning of this section.

4.2.2. Research Question 2: What strategies and techniques do the children use when they code-switch?

In discussing the second research question; What strategies and techniques do the children use when they code-switch? the answer would be initiated by stating that children show many forms of code-switching behaviors that are very similar to those of the adults, except for the elements that demand much advanced levels of linguistic competency, such as the extra-sentential or "tag-switching" form of code-switching. Moreover, the alternation techniques of the children and adults differ in the spontaneous manners that children show during their acts of conversing.

4.2.2.1. Intersentential code-switching

According to Genesee et al. (2004) bilingual children commonly mix the two languages by beginning a sentence in one language, then alternate to the another. This is known as intersentential code-switching.

4.2.2.1.1. The case of the successive bilinguals

It was observed during the research that the intersentential form of switching, i.e., language change for entire sentences or clauses, was one of the most common forms that the successive children applied while speaking. They tend to start a sentence in one language and end it in the other language as we will see in the following examples, and it should be noted that examples 12 and 13, are taken from the data collected by the interviews of other bilinguals' parents.

Example 12:

Qamar: ʾANA LASTO SAʿIDA AL-YŪM because my teacher gave us a lot of homework. (I am not happy today…)

Example 13:

Malik: I have a math test tomorrow, WALAKIN ʾANĀ LĀ ʾORĪID AL-DIRĀSAH. (… but I do not want to study.)

Example 14:

Yousef: MĀMĀ, ʾORĪID ALʾEʿTIRAF BISHAʾ WA ʾOʿIDINĪ LA TATAʿASABĪ, I lost my pencil case today at school! (Mummy, I want to say something to you, but promise that you are not going to be mad at me…)

In the above examples, all the children, as we noticed, used both languages in their utterances by cutting the sentence into two parts, each expressed in a different language. We can relate this mechanism to the fact that school context is an English one and that might be the reason why the child uses this technique. It has been observed to a large extent that the children under study tend to talk about school-related topics in English.

4.2.2.1.2. The case of the simultaneous bilinguals

Although this technique did appear in the successive children speech, the researcher found out that the simultaneous children did not follow this common strategy. Instead, the most frequent technique of the children under observation was to insert single words from one language into a sentence in the other language. The utterances in the following example are a clarification of this case:

EXAMPLE 15:

Rouzan: I want MĀʾ please, I'm thirsty. (I want water please, I am thirsty.)

Rouzan: ʾANA ʿTSHANA, ʾORĪD water. (I am thirsty, I want water.)

Rouzan: I want water, please.

Rouzan: ʾORĪD MĀʾ MIN FADLIK. (I want water, please.)

In analyzing the examples above, and as most scholars claim that particularly in this case of switching, we can rely on the fact that children at their age are in the stage of developing their linguistic competence and they lack the knowledge of a large number of vocabulary in each language of their two first languages, so they favor inserting single words from one language into the other at the time of conversing to accomplish the most efficient and fastest way of communication. Nevertheless, interestingly, it was noted that the children often utter exactly the same sentence in the Arabic language with the insertion of a single English word (mostly the noun), and even sometimes, they utter a complete sentence in one language with no code-switch of any kind. The explanation of this could be that the child, who is bilingual from birth, develops over time the flexibility of dealing with two languages, bearing in mind that the children show good awareness of the fact that the Arabic and English language systems are different to a great extent, and yet they manage to develop their own special way of communicating, which could be referred to as being a spontaneous method of communication that is unpredictable. And yet we cannot judge this type of code-switching behavior as a sign of their inability to use each language separately and effectively, nonetheless, it is expected that bilingual children, when trying to convey their messages fast and efficiently they, willingly or not, will mix the two codes which can be said to be a sign of normal linguistic competence development.

4.2.2.2. Intrasentential code-switching

The other frequent technique is the intrasentential switching which is when the speaker alters languages within a clause or a sentence boundary, as in:

EXAMPLE 16:

Edziri: I do not know KAĪFA ĀUSHAGHILU AL- LUʿBATA? (… how to start this game.)

Here, the successive child, Edziri, started the sentence by an imperative English phrase (I do not know), and finished it in Arabic language, and the question why she did so can be explained in the light of what previous research on bilinguals has revealed, i.e., almost in all bilingual cases one language is better than the other, to some extent. And when children, even adults, are too emotional (angry, happy, anxious,) they switch to the language that they know better. This might be the closest explanation of this case, as by the child utterance, it was clear that she was a bit angry about her inability to operate the game she just had.

4.2.2.3. Grammatical form of code-switching

Besides the commonly used techniques mentioned above, the children under study used some grammatical elements from both languages in their alternations in an exchangeable manner. The grammatical elements used were limited to the attribution of the English and Arabic articles namely (the / ال) to single noun words in both languages, attaching the English plural 's' to some Arabic words, and attaching Arabic pronouns to English nouns. The following examples are clarifying each point in order:

1. (The باب) and (الshoes) - (the door, and the shoes).
2. Rouzan directed a question to her mother in which she said: Do I have two عطلs then I will go back to school? (Do I have two days off then I will go back to school?)
3. (Dressها, means her dress), (carه, means his car) …

The third one was the most frequent kind that appeared in the children's speech.

4.2.3. Research Question 3: When exactly do bilingual children start code-switching?

The appropriate answer to this question could be given depending on our knowledge of the time the child got exposure to each language. More clearly, the successive group, as mentioned earlier, were exposed to the English language upon school entry age, and this means that after a reasonable period of time, which can be specified as six months, the two successive children had reasonable quality exposure to the English language, and since then the code-switching behaviors started to appear in their conversations. As for the simultaneous children, who were exposed to both languages since birth, their code-switching behaviors could be traced back to the time they started to speak at the age of 2.5.

In line with that, the below table (Table 1) provides approximate percentages that show the development of the children's frequencies of code-switching which were noticed

during a period of one year. These percentages are approximate ratios based on the data collected from the four children under study, besides the data collected from the interviews that the researcher conducted with other bilingual children's parents in an attempt to validate the reached results of the current study.

Table 4.1. Percentages of code-switching

Group Name	Ages	Arabic	English	Code-Switching
Simultaneous Bilinguals	2.5 To 5	20 %	35 %	45 %
Successive Bilinguals	6 To 10	35 %	35 %	30 %

The table provides a clarification of the percentages of utterances in each language separately, and the amount of code-switching in the children's speech. As it is shown in the table, the simultaneous bilinguals tend to code-switch more than the successive bilinguals. The best explanation for this difference in switching behavior of two groups of children is the fact that the simultaneous bilinguals have been exposed to both languages since birth, and thus they are not dealing with one language as their first language and the other as the second language. However, it should be noted here that the two simultaneous children under observation show preference of English over Arabic, and this is regarded as a common case in bilingual people, as it is generally expected that a bilingual child would show signs of preference of one language over the other. It should also be noted that this is not the case with the successive children, as they are not showing any signs of language preference.

4.3. Discussion

Considering what was previously discussed in the findings section, here a summary of the general findings will be provided in light of interpreting their meanings, besides highlighting a crucial point that was not profoundly discussed above in relation to the current residential country (Turkey) of the children under observation. Additionally, more insights are meant to be given regarding the approach of bilingual children's education and how they should be dealt with at the educational institutions and daily life.

Before moving on, it is important to recap the conditions and the context of the present study. Obviously, the researcher is a scholar who is interested in the field of English language studies, including children's English language acquisition, adults learning English as a second language, bilingualism and other related specialties. The researcher moved to live in Turkey for higher studies in English language with her 4 children whom by no time, and as a result of their settings have become bilinguals. The four children as stated earlier in this study, are enrolled into English schools, which was the desire of their mother to get their education in the English language only. The daily language spoken at home is mostly Arabic, and the language spoken at their schools is English. However, it should be noted here that the strategy followed with the two younger children (simultaneous bilinguals) was different from the one followed with the older children (successive bilinguals), i.e., there was a tendency of speaking both the English and the Arabic languages at home in nearly equal portions when addressing the two younger children. This was the strategy followed in order to get them simultaneous bilinguals, and consequently, the result was gained by time.

After the first year of attending their schools, the four children's code-switching behavior started to appear in their interactions, and that was the time when the researcher decided to explore this sociolinguistic behavior in details by conducting case study research. Nonetheless, readers may wonder about the Turkish language role in their communication, as residents in Turkey, and this is a logic inquiry from the researcher's own perspective. The most direct and simple answer could be that as children, their community is restricted to only house and school, and any other contacts apart from that is their parents' responsibility. Thus, in outdoors activities such as going to playgrounds, restaurants, and even at the shopping malls, the children are always in their parents' company.

"In many ways the quality of language acquired by children mainly or only from their parents in a foreign environment will obviously depend very much on the quality of language they hear from their parents" (Saunders, 1988, p. 256). The case being studied is similar to a great extent to what Saunders is pointing at, as the children are living in a foreign country where none of the languages they master are popular or even commonly spoken in the society. Children are often in direct and constant contact, first with their parents, then with their teachers, and often with other children in the same environments. However, indeed there were very rare cases when the children found themselves in a situation when they needed to use a Turkish word or an expression. In these cases, the children showed reasonable need for learning the Turkish language for a much free space to communicate in

the outer community on their own. And during such cases, as well, they already tried to switch Arabic and English in an attempt to be understood by the third-party listener, and when they felt that the attempt was not successful, then they clearly asked for an intervention by one of their parents making the context of interaction more comfortable for all participants.

In discussing the general and most important findings of the present study, the section would be initiated with stating that the children's code-switching behavior is largely affected by one main element, which is the context of the conversation, i.e., where and with whom. The children's ability to define the needed linguistic elements related to the current conversation is a clear clue on their ability to distinguish their two languages, and to make appropriate decisions (code-switching) on which language should be used while addressing certain people and when exactly. Furthermore, it has been demonstrated that children could act and respond to certain cases in accordance with the sociolinguistic context of the conversation.

In line with that, the functions this behavior serves are various, and each one provides more insights into the cognitive abilities of the bilingual children. For instance, in the findings section, we have seen Sulayman who aged 2.5 at start of data collection process, used the directive function of code-switching in a case at his school when he wanted to eliminate others from his conversation with his mother. This indicates that bilingual children, like adults, can make use of their linguistic knowledge to communicate efficiently with others. The other functions of code-switching, such as the expressive and the referential functions that appeared in the children's interactions contain connotations of the children's well-developed language skills that allow them to approach the main goal of communication.

About 150 empirical studies have been found in the field of bilingualism conducted over the last 30 years. All have reported a positive relation between bilingualism and the students' linguistic, cognitive, or academic growth. The results that were found repeatedly among these studies are that bilingual individuals have a well-developed knowledge of language, which also known as metalinguistic abilities. Additionally, they have good opportunities in learning more languages, and needless to say that the mechanisms they applied during CS provided additional evidence of the mentioned points above. According to Cummins (2000, p. 37), "the term 'additive bilingualism' refers to the form of bilingualism that results when students add a second language to their intellectual tool-kit

while continuing to develop conceptually and academically in their first language." This applies to the case of the successive bilinguals under observation. Compared to simultaneous bilinguals, it is seen that their switched utterances are more structured and mostly not random, and that they do not have the spontaneous attitude towards the two languages, unlike the simultaneous individuals, yet, their code-switching behavior involve consciousness most of the time. However, both the simultaneous and the successive bilingual children, in dealing with the two languages on daily basis, it can be assumed that their code-switching mechanisms are characterized with spontaneity, and that children succeeded to leave their habitual trait of being simple but complex, on the most sophisticated system known to human.

Generally speaking, in dealing with young bilinguals it could be suggested that the communities should accept the code-switching behavior of the bilingual children as a normal sign of their development, and are highly advised to consider the issue as an integral part of the bilingual children's daily life. It is impossible to convince a child to walk on one leg while he/she would think 'why would I use only one leg to walk on while I have two to use!'; it is highly possibly the same condition with their two languages. They are growing up speaking two languages, and it would be regarded as an act of prejudice not to deal with the situation appropriately by their society, including school teachers though, they have shown good instances of sociolinguistic interactions according to the given different situations.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1. Overview

This chapter will conclude the study by summarizing the key research findings in relation to the research aims and research questions, as well as the value and contribution thereof. It will also review the limitations of the study and propose opportunities for further research.

5.2. Summary of key findings

In the past, code-switching was thought to be a sign of lack of knowledge or weakness in certain language. In recent times, however, we know that code-switching is much more complex than that and it has some good aspects as well. The current study shed light on the issue of code-switching behavior of bilingual children. The study aimed to discuss and interpret the reasons and mechanisms of code-switching applied by 4 children under observation. It also attempted to recognize at which age of language acquisition the code-switching behavior started to appear in the children's speech. It should also be mentioned here that the data collected via the interviews of other bilingual children's parents supported the results gained from the continual observation of the main 4 children under study. As after the analysis of the information, the researcher could compare and interpret cases from other similar families and the findings were identical to great extent.

According to Meisel (1994), "code-switching is the ability to select the language according to the interlocutor, the situational context, the topic of conversation, and so forth, and to change languages within an interactional sequence in accordance with sociolinguistic rules and without violating specific grammatical constrains" (p. 415). This definition closely describes the situation of the children under study, and it highlights the most important factors included in the bilingual children's code-switching behavior. The results of the current case study that lasted for two years, indicate that code-switching is a natural linguistic response and it could be regarded as a consequence of the state of being bilingual, trilingual, or multilingual individual. In other words, the children with two languages installed in their

brains, they make use of both languages in a much natural way. Meisel (2004) states that code-switching is a natural and common phenomenon of communication among bilinguals, and that this is an expected behavior; as far as they acquire more than one language, there is a possibility to mix those languages in their daily interaction. This is in line with what is presented in the current study; the children show signs of considering both languages as one system of their means to communicate with others, unlike bilingual adults who behave with much conscious regarding which language to speak at a time. However, the cases mentioned in the findings and discussion chapter could be applied to adults as well, but the different element between children and adult's switching behaviors could be said to be, the rate of conscious involved in the practice of alternation.

The findings show that the bilingual children, simultaneous and successive, were code-switching in particular situations regarding specific factors, such as the place of the conversation and the interlocutors, the people whom they are addressing. According to Grosjean (1982), "almost all studies actually agree on the notion that the interlocutor is indeed the most essential element in the developing language decision system" (p. 204). "This involves the situations when an individual has a direct impact on the child's language choice merely by his or her presence in the same room", (Saunders, 1988, p. 70). It was found that these two elements were the main elements that affected the children's code-switching behavior. The children demonstrated a high level of awareness of situations that required them to act appropriately during conversations with different people and in different places. More clearly, they want to efficiently contact with others, and thus, they make use of both languages by switching the codes to achieve what languages are basically for; to communicate.

Further findings showed that the simultaneous bilinguals and the successive bilinguals were code-switching to serve various functions related to different linguistic situations. The children displayed good awareness of being bilinguals and apparently communicated accordingly. Considering the communicative functions, the results came in accordance with what Hymes (1962) stated about the seven basic functions of code-switching one of which would definitely appear in each actual code-switching practice by bilinguals, whether adults or children. This was the state with the children under study, however, not all of the functions that Hymes specified appeared in the conversations of children under study. The basic functions observed were the situational/contextual function, the directive function, the expressive function, and the referential function. The other functions such as the

metalinguistic and poetic functions demand more advanced level that children have not reached yet.

Moreover, the data revealed a special case of code-switching in the speech of the successive group, which included the older children, when they alternated the two languages in an act of showing off. Unlike the simultaneous group who were exposed to both Arabic and English from birth and thus exhibited a balanced attitude towards both languages, the successive group showed different attitude towards the two languages. They wanted to openly disclose their knowledge of their second language (English) much often.

The results also clarified the techniques of alternation that the children applied in their conversations, such as the complete switching and the single word insertion. These different forms of switching and others discussed in the previous chapter reflected the children's linguistic competence and their abilities to make use of their two languages interchangeably to achieve their goals of communicating efficiently. This part in particular, further provides evidence of the claim that children basically have good linguistic competence that allows them to apply several linguistic elements in their speech to serve their goals, opposed to what was stated by Yow, Tan & Flynn (2017), in which they assumed that the children's inability to efficiently communicate in one language or both is the reason why they opt for code-switching. They regarded code-switching as a sign of weakness in one language or both, however, the current study further supports Li (2008) definition of code-switching, in which he assumes that this behavior is a typical feature of the speech of bilingual speakers and is not a sign of deficiency. To be particular, code-switching cannot be seen as an indicator of deficient language skills in the speech of bilingual children, and obviously, this is not the case with the children observed.

Furthermore, it was noticeable that the younger group of children, as stated in Chapter 4, have the tendency of inserting single words from the Arabic language into a sentence in the English language, or vice versa. This could be interpreted in regard to the properties of the switched elements themselves, as it was assumed that bilinguals before the age of 3 largely follow this mechanism, and that most of the items are nouns (Kielhofer & Jonekeit, 1983; McClure, 1977).

Last but not least, the observation period of the young individuals demonstrated that the simultaneous bilingual children's code-switching behavior appeared in their speech as soon as they started to speak by the age of 2.5. Whereas, the successive bilingual children

showed this behavior after spending a considerable period of time at their American school (6 months) until they began to master English as a second language. The younger group, i.e. the simultaneous ones, had the chance to join an English school at the age of 2.5, unlike the older group who were exposed to the English language later by the age of 6 when they started attending their school (the American school). This explains the difference in the time when the children started to code-switch during speaking.

5.3. Conclusion

The first part of the literature review in chapter two was devoted to briefly discuss the issue of language acquisition for it applies to the case of the two simultaneous bilingual children under study. The findings support Chomsky's hypothesis concerning the device (LAD) that children are born with, which helps them acquire language or even languages. The simultaneous children under observation, opposed to the successive children, did not need any help to acquire Arabic and English. All they needed was the quality time exposure to both languages, besides the balanced input of each language.

The successive children on the other hand, demanded some help with the English language. This can be explained by stating that when the successive children were exposed to English, they were at a stage that their Arabic language was fully developed. This led to the English to be introduced to their minds as a second language. And consequently, their minds were unconsciously and continuously in a state of comparing the second language input to their already acquired language, and as a result, this caused systematic way (not natural) of dealing with the two languages, unlike the case of the simultaneous group. This is also, as Gawlitzek-Maiwald & Tracy (2005) suggested that bilinguals build up a single system for a language or languages in early stages of acquisition, which is typically the case of the simultaneous children observed, and that further clarifies the successive children attitude towards English as a second language that is overlapping with the one already existing in their cognitive system (the Arabic language). The findings then, are in agreement with what McLaughlin (1978, 1984, 1985) stated regarding the differences between simultaneous and successive bilinguals. His classification is based on the postulate that a child who is introduced to a language before the age of 3 has a significant chance in that language.

The data also revealed that the age of the bilingual children had slight impact on the way they code-switch. De Houwer (1990) and Meisel (1990) suggested that bilingual

children have considerable knowledge from early life that enables them to distinguish between two languages. They also would use them in accordance with sociolinguistic and pragmatic principles (Köppe, 1996; Lanza, 1992). And as a matter of fact, the children under study went through a stage in which they mix their two languages frequently. This is in harmony with the works of Lanza (1992), Meisel, (1994), Köppe (1996), and Deuchar & Quay (2000). Their code-switching behavior mainly consisted of utterances from both languages and not barely inserting elements from the dominant into the weaker language as stated by Petersen (1988), Nicoladis & Secco (2000), Bernardini & Schlyter (2004), Eichler (2011), and Ribot & Hoff (2014).

Genesee (1989) claims that between the ages of 2 and 3 when bilingual children acquire more lexical and grammatical knowledge of both languages, their frequencies of mixing would decrease, however, this was applicable to the case of the successive bilinguals who are aging 9 and 10, and not the simultaneous children who at the beginning of the study were aging 2.5 and 3.5.

To conclude, the present study attempted to focus on the code-switching behavior of the bilingual children under study, as the main objective of this study was to clarify the reasons that led the bilingual children to code-switch, besides highlighting the techniques they applied while mixing the languages. It also discussed at what stage/age the children started to practice the alternation behavior in their conversation.

The study managed to clarify how the children were able to employ this sociolinguistic behavior (code-switching) in their conversations to serve the ultimate goal of human communication smoothly and pragmatically. The children's language choices were affected by many factors as discussed in the findings chapter. Initially the context of the conversation and the people they were addressing had a great impact on the children's linguistic behavior and choices. The switched utterances varied in form and function according to the context of the conversation and interlocutors.

The children observed also displayed good awareness of their state as bilinguals; both the simultaneous and the successive groups were code-switching during their speech to serve specific functions which as a result permitted them to communicate efficiently. These functions included the situational function, in which the place of the conversation had a direct impact on the child language choice, the directive function which was practiced to include or exclude other people from the conversation, the expressive function that served

expressing certain elements related mostly to their feelings at the time of speaking, and lastly, the referential function that helped with clarifying the children's meant ideas and thoughts in one of the two languages.

Alex Rawlings is a British professional polyglot who speaks 15 languages; he assumes that every language a speaker masters provide him/her with a whole new lifestyle, and a complete novel shade of meanings (Vince, 2016). The code-switching behavior discussed in this study could be considered as a mixture of the sociolinguistic Arabic and English elements, and should be handled as a normal linguistic behavior of bilingual children.

Lastly, it is generally recommended to encourage bilinguals to speak one language at a time, however, as far as children are concerned, this may prevent them from practicing their linguistic skills naturally. Since children are prone to spontaneity, it does not make sense to inform a child that he or she should only use one language while speaking, and this was largely evident in the code-switched utterances observed during this study.

5.3.1. The contribution

The current prolonged case study is expected to contribute to the field of bilingualism, children language acquisition and consequently, to the field of language learning and teaching, through highlighting how the four bilingual children under study behaved in regard to their two languages. In addition, the data collected from the four children were compared to the data gained form other bilingual children with similar backgrounds and context. The study also attempted to provide detailed explanation of the different reasons that lead the children to code-switch and the functions this behavior serves to help bilingual children communicate more efficiently and properly. The data provided and discussed in detail in Chapter 4 have some key implications for how children freely practice their knowledge of languages in real communications in the real world, without being instructed or having certain constrains to follow.

Moreover, as stated above, this is a prolonged study that lasted for two years. During this period the researcher, who is the mother of the 4 children under study, was allowed to continuously observe the children, and was able to collect rich data in regard to their code-switching behavior. This case does not exist often in the field of children related research, in which the researcher has the chance to conduct a study on an available case continuously. Thus, the study is hopefully aiming at providing valuable data to the above-mentioned fields.

5.4. Recommendations for future research

As mentioned before, the current study is discussing the code-switching behavior of four Arabic/English bilingual children. And, as we know, Arabic and English languages belong to two different systems at the levels of sound, pattern and even structure. Therefore, it may be advisable for future research to discuss the code-switching behavior between languages that belong to similar language families and figure out if the case would be similar in any way to what is presented in the current study.

During data analysis, there was an interesting point that the researcher could not further discuss due to the fact that it was not directly related to the objectives of the present study, i.e., how the two simultaneous children and their similar peers deal naturally and with high linguistic competence in the two languages they master more than the successive children do. Further research on simultaneous bilingual children would offer new insights to the field of language(s) acquisition.

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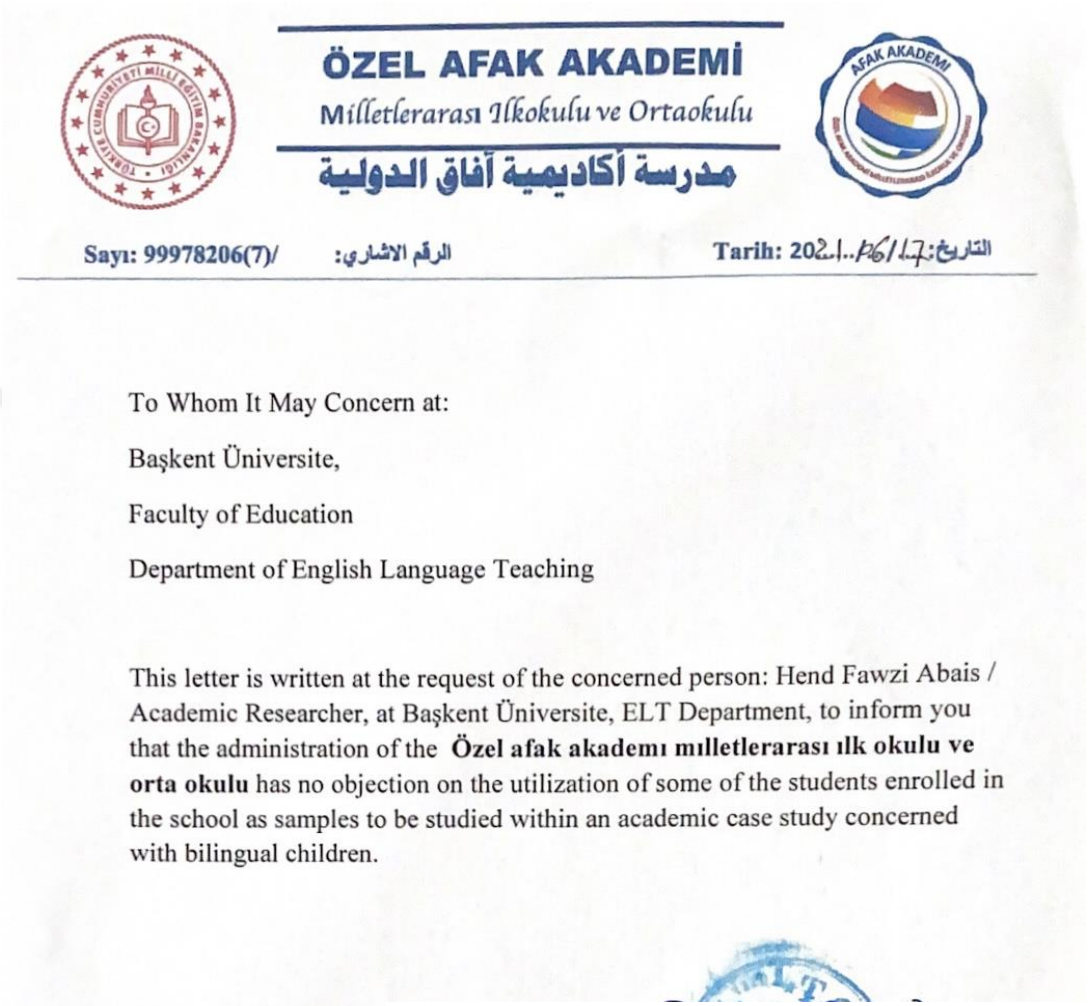
APPENDICES

APPENDIX 1: Official letter from the school of Afak Akademi



ÖZEL AFAK AKADEMİ
Milletlerarası Ilkokulu ve Ortaokulu
مدرسة أكاديمية آفاق الدولية

Sayı: 99978206(7)/ الرقم الاشاري: Tarih: 202١..٢٦/١٢/٢ التاريخ:

To Whom It May Concern at:

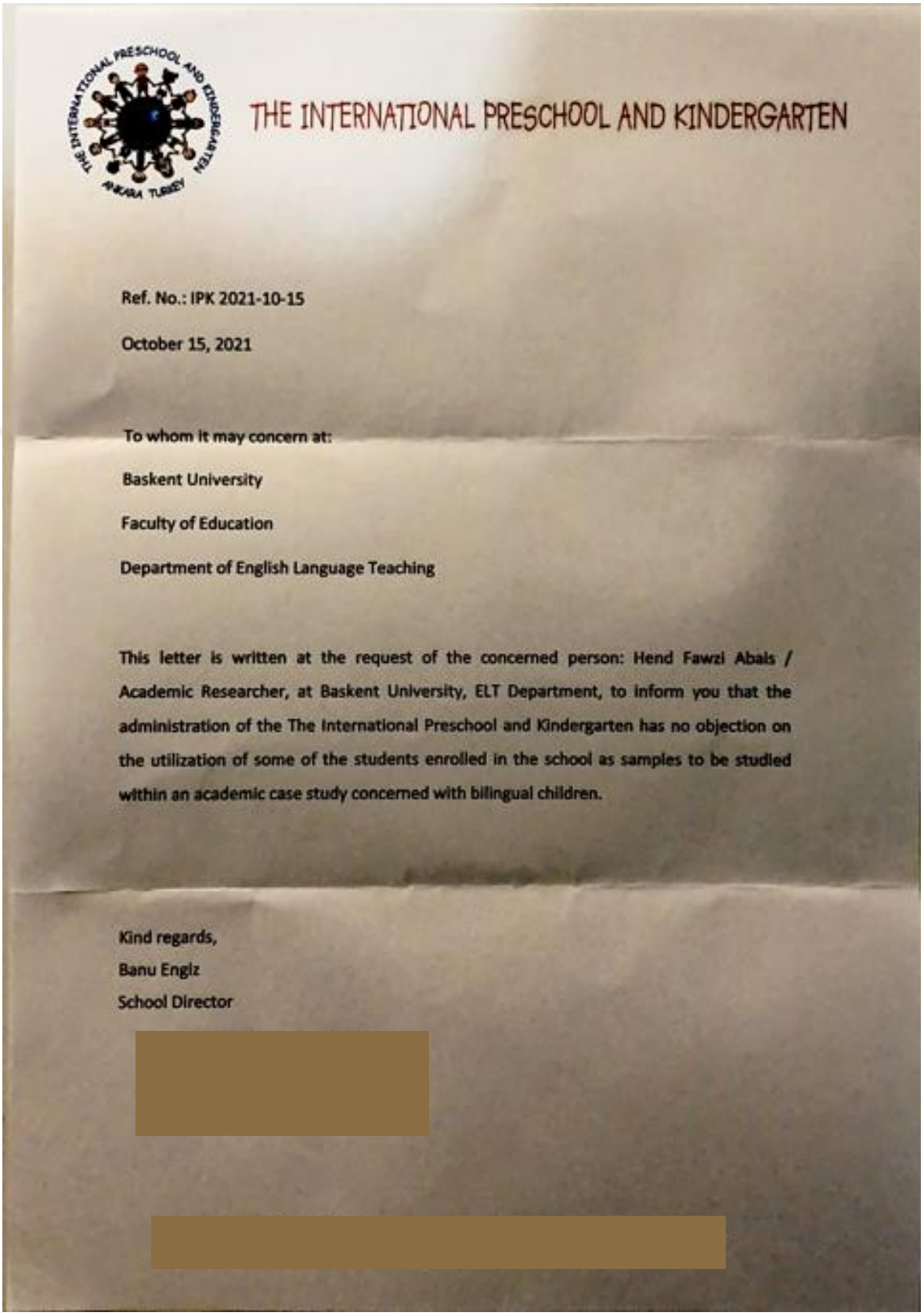
Başkent Üniversite,

Faculty of Education

Department of English Language Teaching

This letter is written at the request of the concerned person: Hend Fawzi Abais / Academic Researcher, at Başkent Üniversite, ELT Department, to inform you that the administration of the **Özel afak akademı mılletlerarası ılk okulu ve orta okulu** has no objection on the utilization of some of the students enrolled in the school as samples to be studied within an academic case study concerned with bilingual children.

APPENDIX 2: Official letter from the International School and Kindergarten



THE INTERNATIONAL PRESCHOOL AND KINDERGARTEN

Ref. No.: IPK 2021-10-15

October 15, 2021

To whom it may concern at:

Baskent University

Faculty of Education

Department of English Language Teaching

This letter is written at the request of the concerned person: Hend Fawzi Abais / Academic Researcher, at Baskent University, ELT Department, to inform you that the administration of the The International Preschool and Kindergarten has no objection on the utilization of some of the students enrolled in the school as samples to be studied within an academic case study concerned with bilingual children.

Kind regards,

Banu Engiz

School Director

APPENDIX 3: Romanzation of Arabic Alphapet

Letter	Unicode	Name	IPA	BGN/ PCGN	UNGEGN	ALA-LC	EI	Wehr [1]	EALL	BS	DIN	ISO	ArabTeX	Arabizi [2][15][16][17]
ء [3]	0621	*hamzah*	ʔ	ʼ [4]			ʾ	ʼ [4]	ʾ	ʼ [4]	ʾ	ʾ ʿ	'	2
ا	0627	*alif*	aː	ā								ʾ	A	a/e/é
ب	0628	*bāʾ*	b	b										
ت	062A	*tāʾ*	t	t										
ث	062B	*thāʾ*	θ	th (th) [5]				ṯ					_t	s/th/t
ج	062C	*jīm*	d͡ʒ~g~ʒ	j			dj (dj) [5]	j [6]		ǧ			^g	j/g/dj
ح	062D	*ḥāʾ*	ħ	ḥ [7]		ḥ							.h	7/h
خ	062E	*khāʾ*	x	kh (kh) [5]				ḵ [6]	x	ḫ	ḫ	ḫ	_h	kh/7'/5
د	062F	*dāl*	d	d										
ذ	0630	*dhāl*	ð	dh (dh) [5]				ḏ					_d	z/dh/th/d
ر	0631	*rāʾ*	r	r										
ز	0632	*zayn/zāy*	z	z										
س	0633	*sīn*	s	s										
ش	0634	*shīn*	ʃ	sh (sh) [5]				š					^s	sh/ch/$
ص	0635	*ṣād*	sˤ	ṣ [7]		ṣ							.s	s/9
ض	0636	*ḍād*	dˤ	ḍ [7]		ḍ							.d	d/9'/D
ط	0637	*ṭāʾ*	tˤ	ṭ [7]		ṭ							.t	t/6/T
ظ	0638	*ẓāʾ*	ðˤ~zˤ	ẓ [7]		ẓ			ḍ/ẓ [11]		ẓ		.z	z/dh/6'/th
ع	0639	*ʿayn*	ʕ	ʻ [4]			ʿ	ʻ [4]		ʿ			`	3
غ	063A	*ghayn*	ɣ	gh (gh) [5]				ġ [6]	ġ	ḡ	ġ		.g	gh/3'/8
ف [8]	0641	*fāʾ*	f	f										

ق [8]	0642	*qāf*	q	q				2/g/q/8/9
ك	0643	*kāf*	k	k				
ل	0644	*lām*	l	l				
م	0645	*mīm*	m	m				
ن	0646	*nūn*	n	n				
ه	0647	*hāʾ*	h	h				
و	0648	*wāw*	w, uː	w; ū			w; U	w/ou/oo/u/o
ي [9]	064A	*yāʾ*	j, iː	y; ī			y; I	y/i/ee/ei/ai
آ	0622	*alif maddah*	ʔaː	ā, ʾā	ʾā	ʾâ	'A	2a/aa
ة	0629	*tāʾ marbūṭah*	a, at	h; t	—; t	h; t	ẗ	T	a/e(h); et/at
ال	0627 0644	*alif lām*	*(var.)*	al- [10]			ʾal	al-	el/al
ى [9]	0649	*alif maqṣūrah*	aː	á	ā		ẏ	_A	a
Vocalization								
ـَ	064E	*fatḥah*	a	a				a/e/é
ـِ	0650	*kasrah*	i	i				i/e/é
ـُ	064F	*ḍammah*	u	u				ou/o/u
ـَا	064E 0627	*fatḥah alif*	aː	ā			a'	A/aa	a
ـِي	0650 064A	*kasrah yāʾ*	iː	ī			iy	I/iy	i/ee
ـُو	064F 0648	*ḍammah wāw*	uː	ū			uw	U/uw	ou/oo/u
ـَي	064E 064A	*fatḥah yāʾ*	aj	ay					ay/ai/ey/ei
ـَو	064E 0648	*fatḥah wāw*	aw	aw					aw/aou
ـً	064B	*fatḥatān*	an	aⁿ	an		á	aN	an
ـٍ	064D	*kasratān*	in	iⁿ	in		í	iN	in/en
ـٌ	064C	*ḍammatān*	un	uⁿ	un		ú	uN	oun/on/oon/un

APPENDIX 4: Originality Report

A CASE STUDY: BILINGUAL CHILDREN'S CODE-SWITCHING MECHANISMS

ORİJİNALLİK RAPORU

%12	%8	%10	%
BENZERLİK ENDEKSİ	İNTERNET KAYNAKLARI	YAYINLAR	ÖĞRENCİ ÖDEVLERİ

BİRİNCİL KAYNAKLAR

1	www.cambridge.org İnternet Kaynağı	%2
2	www.tandfonline.com İnternet Kaynağı	%2
3	journals.sagepub.com İnternet Kaynağı	%1
4	Jürgen M. Meisel. "Code-Switching in Young Bilingual Children", Studies in Second Language Acquisition, 12/1994 Yayın	%1
5	Gross, Megan, and Margarita Kaushanskaya. "Voluntary language switching in English–Spanish bilingual children", Journal of Cognitive Psychology, 2015. Yayın	<%1
6	"Code-Switching in Bilingual Children", Springer Nature, 2007 Yayın	<%1