BILINGUALISM IN EARLY CHILDHOOD: CODE SWITCHING

Abstract: The present study is aim to how bilingual children used another language as well as their mother tongue was explained on the basis of Bernstein's code theory. For this purpose, spontaneously bilingual children were examined in their natural environment and explained according to the Berstein's code theory. It also emphasized the importance of bilingualism at an early age. In this study, a case study as one of the qualitative research methods was used. Two bilingual children were observed and the observations obtained were noted by researcher. The code switching in between two children was examined and comapred according to the theory explained in the literature. According to the findings of the research one of the examples shows the positive effect of the use of code switching and the other shows the negative effect. The results of research has shown that the use of code switching, that is, allowing language switching, has a supporting role in children's acquisition of a new language.

Keywords: Code theory, multilingualism, early childhood, emergent bilingualism, native language acquisition

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INTRODUCTION

It is estimated that about one-fifth of the world's population is bilingual or multi-lingual (Yıldırım, 2016; Diamond, 2009). In recent years, the number of multicultural and multilingual people in America has begun to increase (Brice & Anderson, 1999). For example in the United States, the number of Spanish-speaking students has increased (Pollard, 2002). Like this A few languages spoken and understood in America began to spread in small-scale traditional societies. Likewise, in Turkey, the number of bilingual children has been increasing in recent years. These changes have led to new problems in the dominant language environment. The lack of an appropriate environment and school environment for children to use both languages has led to an inability to understand the language used, and as a result it has been misinterpreted by teachers and the environment.

There have been many definitions of bilingualism in literature. In general, bilingualism is the ability to express one's self easily and smoothly on two languages (Purcell, Lee, Biffin, et al., 2012). People often become bilingual because they need it in their daily lives. There is no need to be perfectly fluent in two languages, but the important thing is to have a dominant language and to be able to express oneself in both languages (Url 1). Bilingualism is divided into two as simultaneous acquisition and sequential acquisition.

- Simultaneous acquisition occurs when a child learns two languages at the same time. It consists of 3 stages. In the first stage, the child mixes two languages in a single system. In the second stage, they begin to separate words in each language from each other and understand which person speaks which language. In the third stage, a language is spoken more often than others, and it becomes more dominant depending on the frequency of use. Simultaneous language acquisition can be obtained in two ways. One person, one of the parents, or one of the family members uses one language another language. In the other model, parents or family members support by speaking both languages (Purcell, Lee, Biffin, et al., 2012).

- Sequential acquisition is learning the second language after the first. This is a 3-step process. In the first stage the child observes the second language speakers, at this stage s/he may remain silent, communicate by pointing and then the child starts to trust the sentence memory. In the second stage, the child communicates in the second language and begins to form his own sentences. In the third stage, he begins to speak using correct words, correct grammar, and correct pronunciation. When languages are learned sequentially, understanding the first language rules supports the development of the second language (Purcell, Lee, Biffin, et al., 2012).

Bilingual children's language acquisition and use processes are different from monolingual children. In this process, if the right support and environment is not provided to children, it may have many negative consequences. Children who just start using two languages, frequently switch between languages, namely code switching, by using words from both languages together. These transitions are seen as an important part of the language acquisition process. Richard Skiba says that code switching can be seen as an extension of the language for bilingual speakers (Skiba, 1997). Bilingual children have the ability to speak in both languages at different levels. While speaking a language, being fed by another language is an important process for bilingual language development. When two languages are spoken, reasoning and concept formation are better developed and advanced language skills such as code switching, accents, and syntax are obtained (Doron, 2014). At the end of age 3, the average bilingual children use two words for most concepts, thus gaining more experience of switching between languages (Crivello et al., 2016).

Code switching is something that bilingual individuals often do in environments where both languages are spoken. Code switching is defined as an alternation of two languages in a single discourse (Pollard, 2002). Child switches to another language while speaking fluently without

any hesitation. In this study, the role of code switching in two languages (both English and Turkish usage in the same discourse) was examined. The situations where bilingual students have code switching, its effects and whether it provides language freedom were explained on case studies.

THE PURPOSE OF THE STUDY

In this study, how bilingual children used another language as well as their mother tongue was explained on the basis of Bernstein's code theory. The purpose of the research is to find out the role of code switching (both in English and Turkish use in the same discourse) children have while using two languages acquired in natural environments. The situations where bilingual students have code switching, its effects and whether it provides language freedom or not were explained on case studies. In addition, this study also showed how the use of code switching affects the examples in the case studies positively (the transition between languages provides more effective communication) and the negative (not allowed and not understood) effects. It also emphasized the importance of bilingualism at an early age. For this purpose, the following questions were asked;

1. Does bilingualism have any advantages and disadvantages? What are they?

2. What is code switching? What are its positive and negative effects?

3. When, why and how is code switching be used?

SIGNIFICANCE OF THE STUDY

With the impact of globalization, bilingualism and multiculturalism have begun to spread to most countries in the World. The rapid progress of technological developments and the increase in scientific research have made it necessary to use a second language nowadays. In addition, the children of immigrant families had to be bilingual. The new generation has been exposed to a second language even if we do not want it. However, the acquisition and use of a second language, the processes of language acquisition, and critical age periods have been the topic of controversy for

many years. These debates have led to many definitions of bilingualism that have brought many misconceptions.

Recently, many studies have shown that the critical age in the acquisition of a second language is three years old, and learning another language at an early age provides many advantages for the child. However, the answers to many questions such as what kind of way should be pursued in this process, whether there should be a dominant language, whether other languages should be learned after the mother tongue is taught, how the language systems work and whether another language is based on mother tongue system has become important for teachers, researchers and especially for parents.

When learning a second language, children's mixing it with their mother tongue and their use of words from other languages in the same sentences creates worries in the environment if learning another language affects the use of mother tongue negatively. However, all these processes are normal for individuals learning a new language. The results of this research inform interested people as a strategy to help learning if bilingual students are allowed to use code switching. It also brings a new perspective to the misconception that children who change countries as a result of immigration fail in academically due to language inadequacy, and in this sense this research is a guide for parents and teachers of bilingual children. Besides, it highlights the importance of using a language other than mother tongue in early age.

THEORETICAL EXPLANATIONS AND RELATED RESEARCH

The view that bilingual children are slower, disadvantaged and have less vocabulary rather than monolinguals until the 1960s has been changed by Peal and Lambert's (1962) study, and it was found out that bilingualism provides a cognitive advantage than monolingualism. In recent years, many variables have been researched in the studies. Accordingly, it has been found that even though bilingual and monolingual children have similarities in language acquisition process and cognitive domains, bilinguals have large

differences. One of them is selective attention in the prefrontal cortex developed in the first 5 years (Diamond, 2010).

Many studies have shown that cognitive processes are predominantly dependent on linguistic skills (Bialystok, Craik, 2009). As a result of the researches carried out, bilingual children were found to be more successful than monolingual children in the cognitive concession of linguistic processes. Accordingly, the fact that bilinguals have two or more words for an object or a concept allows them to look at events from a different perspective. As a result, it has been seen that the bilinguals are individuals with creative, open-minded, flexible, imaginative and high language skills (Backer, 2001, p.148).

In Kovács and Mehler's (2009) study of bilingual babies, bilinguals were found to be easier to adapt to changes than monolinguals. In addition, it was found that bilingual babies have more vocabulary in both languages compared to their monolingual peers (Crivello, Kuzyk, Rodrigues, Friend, Zesiger, Poulin-Dubois, 2016). According to Poulin-Dubois (2016), as children age and their vocabulary grow, the switching from one to the other language accelerates and these switching become more frequent. For this reason, bilingual children exhibit a more flexible posture in solving complicated problems and are more selective and focused on problem-solving skills (Desjardins, 2016).

THE ADVANTAGES AND DISADVANTAGES OF BILINGUALISM

There are still some false misconceptions about children who learn two languages. Cognitive flexibility develops better in bilinguals, for example, in contrast to the idea that two languages mix people's minds. The bilinguals can see events from two or more perspectives and understand better how other people think (Hakuta, 1986). Moreover, bilinguals have better auditory language skills, such as being able to distinguish the sounds of a language, and are more sensitive than monolinguals. In addition, they matures earlier than monolinguals in terms of language abstraction, such as talking and thinking about

language, (Albert and Obler, 1978, Cummins, 1994).

Cummins argues that the higher linguistic awareness of bilinguals is due to the fact that since bilinguals acquire two languages and two cultures rather than monolinguals, they have a much broader and diverse experiences, and take places with cognitive advantages such as more flexible structuring of thoughts as they have switching (Cummins, 1976, 2001c). According to Reynolds (1991), bilinguals are more capable of adapting to the changing environment due to their separate language environments and their experience of the social and cultural environments of these languages. The fact that bilinguals have two or more words for a single object or concept allows them to look at events from a different perspective, that is, bilingual children are more successful in cognitive control of linguistic processes than monolingual children. Bialystok (2017) says, bilingualism can shape brain structure and cognitive ability. Likewise Al-Amri (2013) also talked about the positive effects of bilingualism.

The benefits of bilingualism affect not only professional life but also social life. The brains of bilingual individuals have two active language systems, regardless of what the preferred language is. So the cognitive muscles of the brain always work. While other people need extra effort and a sharp mind to solve difficult and complex problems, this is simpler for bilinguals. Bilinguals can think of each object or thought with two or more words and phrases, and these talents reinforce their creativity (Doron, 2014). A number of studies have shown that early childhood language acquisition supports children positively in terms of cognitive, social and linguistic thinking skills.

According to Doron (2014), the benefits of bilingualism for children are explained as follows:

- Children acquire skills in new vocabulary and voices as they are exposed to extensive language input.
- They easily separate words in unified voices.
- Categorizing the words comes natural to them.

- The answers are at equal speed in both languages.
- Rhymed words are easier to perceive.
- Bilingual children better understand patterns and patterns even at early ages.

Contrary to all these benefits, there are also studies that think bilingualism has negative effects. For example many studies have emerged to support the claims that bilingualism had negative effects on intelligence and cognitive ability. The results of such studies led the researchers to claim that bilingualism is a mental burden for bilingual children causing them uncertain and confused (McLaughlin, 1978; Saunders, 1988). Carroll (1968) reported in his study that bilingualism encourages facile and superficial mental attitudes. In addition, Carrow (1957) in Appel & Muysken (2005) found that monolingual children in silent reading, oral reading accuracy and comprehension, spelling, hearing, articulatory skills, vocabulary, and arithmetic reasoning better than bilinguals. A few researchers also believed that bilingualism could impair the intelligence of a whole ethnic group and can be seen as something unnatural (Weisgerber, 1933; Saunders, 1988).

BRAIN IN BILINGUALISM

Another area of bilingualism and brain research is how bilingual individuals' languages are represented in their minds. At this point, the question "Are these representations are independent of each other or are there dependencies between them have gained importance (Baker, 2001c: 143). Researchers such as Fabbro (2002) used techniques such as PET and FMRI to investigate the language arrangement in the brains of bilinguals; they have examined linguistic stimuli such as word processing, sentence processing and short story processing, and attempted to reveal linguistic processing in bilingual individuals. Accordingly, the word information of D1 and D2 is represented in the same brain areas regardless of the acquisition age of the person. However, the words of D1 and D2 acquired after the critical age are stored in the notification memory systems in the left cerebral associative memory areas serving language functions. When examining the cerebral areas activated by bilinguals in early ages and older ages with two languages during sentence processing tasks in D1 and D2, it has been observed that in both languages, the bilinguals display the same activation in Wernicke and Broca areas at early ages; there are important differences between D1 and D2 in bilinguals in late ages when activating in Broca's field. Also, in late years, bilinguals have been identified to have two distinct, but contiguous, centers in the left Broca areas

Figure 1. In these figures D1 is 'yellow-red', D2 is 'blue' D3 is 'green'
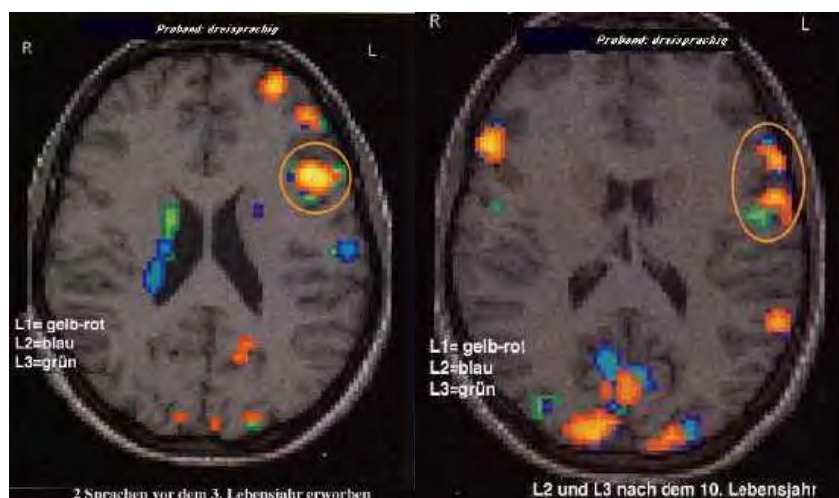
As seen in Figure 1, if the second language is acquired at an early age, the density increases in the same place (especially in Broca's area).

However, if it is acquired later (Figure 2), it is seen that new network structures are formed and language acquisition is divided and different sections in the head assume this function.

Figure 2. There are three different notations as indicated above (1), (2), (3)

The first of these representations are between the ages of 0-2, the second between the 2-adolescence period, and the third the adult formations. As can be seen, brain cells are less connected to each other in language learning as the individual's age progresses (Url 2).

BERNSTEIN'S CODE THEORY

Sociolinguists examine the way bilinguals switch from one language to another and their behaviors in the social context. In all societies there is a large verbal repertoire with different languages, different dialects and different styles (more or less formal). According to Bernstein's code theory, students develop values within the culture of the school through contradictory and paradoxical practices - external global market forces and pedagogies are becoming more market-oriented, yet traditional social hierarchies, social values and traditional rituals and practices are being retained, creating oppositional discourses within the school culture (Bernstein, 2000). The varieties of languages are chosen from this repertoire based on the characteristics of the social context according to the nature of the talk and the formality of the situation. The style change exists in all English-speaking societies. For example; someone can speak stupid or more ridiculous or less ridiculous depending on the spoken person, the spoken

subject, the situation and the situation desired to be created. Some English-speaking societies have two dialects with different styles as well as multiple dialects (Mcarthur, 1998).

When the children in the two language acquisition process start talking, they usually use the items belonging to two languages in the same word or conversation flow. This behavior has been termed by many researchers as mechanism mixing or assembly shifting (Ekmekci, 1993). The items of the two languages used in the conversation can belong to the sound, word, or linguistic construct. The most frequently encountered mixing mechanism in children is the use of some words in the other language while using a language. The fact that children's mixing two languages with each other has been interpreted as that the presentations of the two languages are not separated neuro-cognitively (Geneese, 2002, Akt. Bakırlı, 2008).

Code switching is defined as the combination of two languages in a single discourse, and using them alternatively in a sequence (Bhatt, 1997; Brice & Anderson, 1999). Code switching is made within sentence boundaries and different languages are used in the sentence. Words and phrases from two languages are contained in a single sentence (Brice & Anderson, 1999). Code switching involves the use of two or more

languages at any level (Myers-Scotton, 2009). Code switching is a linguistic behavior involving both the perceiving of the language (understanding) and the production of language. Issues of interest include brain and speech difficulty as well as mental dictionary (Wang & Liu, 2013). Crivello (2016) says that language switching provides an advantage for bilinguals in conflicts. In conflict situations, the child ignores certain information. This shows the experience of switching between languages, for example to use the second word even if it is easier to reach the first word.

Interest in code switching studies began with Epinosa's (1917) writing on "speech mix" in the discourses of new Mexicans in the 21st century (Huerta-Macias, 1983). Code switching has been something that has been happening in America's classrooms over the last 20 years. Hammink (2000) defines code switching as; Language poverty, low prestige, biased use and inadequacy in both languages. On the contrary, Pollard (2002) supported the use of code switching in bilingual classrooms as a strategy that made communication more effective. Code switching is one of the most used communication methods among foreign language learners (Burenhult, 1999). These children do not denote code switching negatively, but instead view it as a means to transmit information more effectively.

Code switching not only serves to improve communication in the learning-teaching process, but also helps bilinguals to maintain and develop their languages. This code switching is used to "identify, to emphasize, to elaborate the receiver, in short, to effective communication" (Macias, 1983). For the speakaer, using code switching in the language he feels more comfortable can alleviate language insecurity (Burenhult, 1999).

Code switching is the term at least two languages combined in different forms are spoken at different levels. For example, as in the bilinguals of Malaysia and English. *This morning I hantar my baby tu dekat babysitter tu lah* (*hantar took*, *tu dekat to* the, *lah* a particle marking solidarity A code can be a language or a language style or variety (Mcarthur, 1998 b).

There are 4 major types of switching:

- Tag-switching: Certain expressions in a language is put another saying into another language. For example, as in Punjabi and English bilingualism. For example, as in Punjabi and English bilingualism →*It's a nice day, hana?* (*hai nā isn't it*).
- Intra-sentential switching: Switching within the bounds of a sentence or clause (Mcarthur, 1998 b). In the same sentence, it comes from the single root. The switching happens in the same component as in the case of si-ko sure, na-suspect, and zi-ta-open (Scotton, 1995). For example, Yoruba (the language spoken in western Africa) and the English bilingualism → *Won o arrest a single person* (*won o* they did not).
- Inter-sentential switching: The switching of languages is within the bounds of a sentence or clause that is in a language or other languages (Mcarthur, 1998 b). It includes swtiching from one language to the other (Scotton, 1995). For example, Spanish and English bilinguals say → *Sometimes I'll start a sentence in English y termino en español* (and finish it in Spanish).
- Intra-word switching: This switching occurs in a word boundary. For example, as in *"shoppã"* (English shop with the Panjabi plural ending), or kuenjoy (English enjoy with the Swahili prefix ku, meaning 'to') (McArthur, 1998 b).

METHOD

RESEARCH DESIGN

In this study, a case study as one of the qualitative research methods was used. Case study is a method in which one or more events, the environment, the program, the social group, or other interrelated systems are examined in depth (Büyüköztürk et al, 2016). This method is preferred in order to examine how the code switching process mentioned in Bernstein's theory is performed in bilingual children, to identify the

details of the event, and to see if the use of code switching is effective. For this purpose, bilingual children were observed and the code switching were examined according to the theory explained in the literature and the observations obtained were noted.

DATA COLLECTION TOOLS

As data collection tools, unstructured participant observation, unstructured interview forms were used. Limited focus was done during observation. Limited focus is the observation of only one element or feature (Büyüköztürk et al, 2016). Accordingly, how the bilingual children tried to be reached in the research use their mother tongues and the other languages (whether or not they use code switching) have been carefully examined.

The communication of students with their peers and their teachers has been examined through notes. These observations included the student's expressions, body language, and physical environment. In addition, interviews with teachers about the students' relationships with their peers, the situation within the classroom and the situation within the family constitute the data of the research. In the first instance, the researcher's presence in the class was a curiosity among some students, but the researcher was a regular part of the class in the next period. The researcher took part in the classroom as a participant observer. She recorded all processes in the classroom on the observation form.

PARTICIPANTS

Participants were selected from different schools. The first participant mother was American, Turkish father; a 5-year-old girl and a second participant mother Portuguese, Turkish father; A 7 year old male student. Male student has been exposed to 3 languages since his young age: Portuguese, English and Turkish, while female student has been exposed to 2 languages, English and Turkish. Participants were selected after the schools with bilingual students in Gaziantep were identified and the necessary information was obtained from the teachers and administrators about their situation. Participants have mothers of different cultures. The social circles of the families

are largely similar and they are bilingual. Therefore, these children were selected for research.

The first participant has the possibility to use both languages in the classroom. He has been living in Turkey for two years. His peers in the class speak English and Turkish at almost the same level. The second participant has been living in Turkey for 3 years. The peers in her class do not have a conversational level of English knowledge and there is no classroom environment that allows the participant to use English. The first participant is coded with E and the second participant is coded with I.

DATA COLLECTION PROCESS

The data collection process started after the purpose of the research was determined and schools with appropriate students were identified. After schools and students were identified, information was gathered about the students through interviews with teachers first. Participants were observed at different times, the first participant for 30 minutes and the second participant for 80 minutes. The first participants' observations were limited to 30 minutes because it was not allowed more. This is a limitation for the research. Participants and researchers interacted with each other in order to obtain the necessary data during the observations.

DATA ANALYSIS

The analysis of the data was subject to qualitative method. Observations were used to identify code switching cases within the class. These cases were then analyzed according to their degree of being able to express their communication and information about the subject.

ETHICAL CONCERNS

At the beginning of the research, the teachers of the student to be observed were interviewed and information about the research was given. A confidentiality agreement was prepared by the investigator. This contract mentions the content of the research and is signed by the parties,

committed to compliance with ethical rules and not to have special sharings about children.

VALIDITY AND RELIABILITY

A note was kept during the observation to ensure the validity and reliability of the study. The researcher interpreted the data he obtained, consistently with each other and with similar studies in the literature. The data obtained in the study were shared with the participants' teachers. The data collected in the research were also shared, discussed and exchanged ideas with the relevant experts. In addition to these With the aim of ensuring consistency, and verifiability, precautions such as expert opinion and detailed description were taken.

FINDINGS

In this section, the findings of two case studies is presented. Each case sample is discussed under its own title and the proposals for the relevant research is made under the same heading.

CASE/ PARTICIPANT (1):

The data for this case was obtained from a class including international students in a private kindergarten. While some of the children have Turkish parents, most of them have parents of different nationalities. There are two teachers in the classroom. One of the teachers is foreign (does not speak Turkish) and the other is Turkish but speaks English mostly in the classroom.

A total of 7 students were observed in this class. Children were coded as M, O, K, U, L, E and C. M is 3 years with American mother and Turkish father; O is a 3.5 years old with Italian mother and British father; K is 5 years old with Turkish parents; U is 3 years old with Turkish parents; L is 4 years old with Russian mother and Turkish father; E is 5 years old with American mother and Turkish father; C is 5 years old with Turkish parents.

During observation, a child (E) was focused on. Cases will be given from E and L students by the researchers. The analysis and interpretation of the data was mostly based on the data from the student E's speech. The reason for choosing this student is

that he is much more active and open to communication than other children.

Researcher: How old are you?

Student E : I don't know. But for my birthday, i have birthday benim doğum günüm çok yaklaştı.

E: has used code switching in this dialogue. The code switching that E makes is an example of the inter-sentential switching technique mentioned in the literature. He starts with English answer to English question, then continues in Turkish by switching among sentences.

Ongoing dialogues have developed in the following way:

L: (shows her dress) bak!

Researcher: Ne kadar güzel elbisen var !

E: Benim de öyle elbisem var. Ama benimki böyle purple. Üstünde de böyle çiçekler var, değil mi Lo? Ama L'inkisi de böyle.

In this dialogue E is involved in the conversation of her friend L and the researcher, and makes a code switching. Although the phrases in her conversation are in English and she says the color of the dress in English

Turkish teacher: L'nin annesi Rus babası Türk.

E: Öğretmenim benim babam Türk mü?

Turkish teacher: Evet senin baban da Türk.

E: (turning back to researcher) benim de babam Türk.

Researcher: Peki annen?

E: Annem Amerikalı.

In this dialogue E speaks completely in Turkish. Then he turns to M who is attracted him and speaks English and asks what is in his hand:

E: is yours?

Goes on after turning to the researcher:

E: Sometimes M cry because ikra always hurt her.

E: continues to talk about M.

E: Always she put dress. She cut all the time morning and she very dress dress dress no panth.

Researcher: Do you also have many dresses?

E: Yes.

In this dialogue, E speaks completely in English. E continues his speech by showing his friend and says:

E: no deyince ne diyor biliyor musun?

Researcher : Ne diyor?

E: Gülüyor.

E: M.

Researcher : Do you know how old is she?

E: (showing 'two' with his fingers) " this"

Researcher : Oh really! She is just two years old.

E: Yes.

Researcher: All right. What are you doing now?

Elif: It's toy. İt's toy bilgisayar. (bilgisayarın tuşunda bulunan kediyi göstererek) look, cat.

In this dialogue, E continues to answer the English question in English while speaking in Turkish. In the last expression, he used Turkish word by making code switching in the English sentence.

CONCLUSION FOR CASE 1

In this case, it was seen that occasional code switching occurs within the sentences used by the observed student. It was seen that code switching is done by switching from English sentence to Turkish, using Turkish word in English sentence and English words in Turkish sentences. This case is an example of how code switching is used effectively.

In this case, the student can communicate with peers and teachers in both languages and can easily express what he thinks about the subject. Having teachers and peers who understand the languages the students used and the classroom environment allowing code switching use enable the student to communicate effectively and the student does not be encounter with the language barrier. As a result, it can be said that there occurred an effective learning environment and the social (communication) skills of bilingual students who can use code switching can be supported positively.

CASE/PARTICIPANT (2):

In this case, the data was collected from the kindergarten in the Private College. Teachers and peers in the class are Turkish and give education in Turkish. English is only taught as a branch course. The dialogues and interviews of the researcher with the student "i" who is 7 years old with Portuguese mother and Turkish father are presented as examples. The student has been observed at different times in 4 different courses and activities and except for the course. Since the student's communication during the course was found to be inadequate, unstructured interviews with the student were conducted. The student refused to answer in the beginning. The researcher spoke English in order to relax the student in his speech and said "You can speak English i. I understand you when you speak English."

The dialogues between the teacher and the student in the lesson and the researcher and the student outside the class are as follows: The Turkish language efficiency and examples dialogues between the researcher and the student outside the class will be given and interpreted.

The teacher reads a story about the forest and asks the children questions about the story:

Ö: ihsan sen hiç ağaç diktin mi?

İ: um.. diktim.

Ö: nereye diktin?

İ: ummmm…. Ağaç kesenlerde umm.. tehlikeli değilmiş.

Ö: hiç piknik yaptınız mı? Pikniğe gittiniz mi?

İ: ben gittim.

Ö: ormanda mı yoksa bahçede mi?

İ: bahçede

Ö: beren neye üzüldü ?

İ: umm çünkü ağaçtaki umm çünkü evdeki gitmiş uyudularmış yatakta… umm..

As seen in the dialogue, when student is asked about a specific topic in Turkish, the student is having difficulty in answering and making meaningless sentences. In doing so, he did not use a foreign word or an English word in any expression, even if he made some long sentences.

This situation has made it more difficult to communicate because it communicates with a language he is not good at.

Ö: what do you see in the picture?

İ: tree.

Ö: what color is it?

İ: green.

Ö: and what else can you see?

İ: hause

Ö: is your house like this?

İ: No.

Ö. What is she doing?

İ. She is computing.

In this dialogue that takes place in the English course, the student gives only one word answers in English to English questions. However, it has been observed that he can speak English partly smoothly and fluently. In these expressions, although there is no code switching or language mixing, he has provided much simpler answers far below his ability.

The dialogue with the researcher is given in the following example:

A: Have you any brother i.?

İ: No. Benim erkek kardeşim p. ve k.

A: Who are they?

İ: Umm…

A: they are your brothers?

İ: Um.. benim abim Ali. Benim N. ablam… umm..

A: You can speak english İhsan. I understand you when you speak English.

İ: Do you like pancakes?

A: Yes.

İ: I like pancakes too.

A: İts delicious, ja?

İ: Ja

İ: at deniz we are swimming. Do you like swimming?

A: Yes, i like swimming. I am swimmer.

İ: I like too, at the Gaziantep l can swim.

A: Which style can you swim?

İ: Babayla… With dady obidik obidik.

A: Your style obidik?

İ: (laughing) ja. (goes on) I have big truck. My birthday i have basketball, lego, big truck very big truck. They are singing me "happy birthday ihsan". and tomorrow 8 May anneler günü kutlu olsun

A: tomorrow or yesterday?

İ: happy mothers day.

A: What did you do for your momy?

İ: i give a chocolate.

A: Did you a buy gift for momy?

İ: Yes flowers..

A: How old are you?

İ: İ am 7.

A: You are a big boy. Have you any small child, baby at home?

İ: No, we don't have baby.

A: Is there someone else at home?

İ: lale, leyla, Nancy, momy and dad, and i, N. abla, E. abla, babanne, all the aile.

İ. Restoranda yemek yedik, fotoğraf çektik, aile olduk.

A: ne zaman gittiniz restoranda, dün mü?

İ: Hayır 24 nisan da restoranda gittik.

In the dialogue above, as the student continues to speak, he has begun to make more comfortable sentences and expresses his ideas clearly. He even led the conversation and made the transition to different subjects. From time to time he made code switching and when he realized that he did not suffer from language barrier, he was able to speak fluently in Turkish and in English.

CONCLUSION FOR CASE 2

One of the examples shows the positive effect of the use of code switching and the other shows the negative effect.

In this example, participant 2 could not communicate with code switching due to language barrier and classroom environment. His language has been interrupted because the student is trying to express his / her thoughts about the topic or to talk to the target while communicating. The students were influenced because of the lack of sharing information about the subject and the lack of communication with his Turkish speaking peers and Turkish speaking teacher. As a result, the student was not able to express his / her thoughts about the subject. Failure to understand and accept the code switching and the mother tongue (by peers and teachers) has led to failure in communication of the student.

One of the cases showed positive use of code switching, and the other side showed negative. The effective/positive (case 1) aspect is the result of having appropriate conversational environment which allows the use of code switching. In this example, the student can communicate with both their peers and their teachers in both languages and they can express what they think about the subject.

These effective and ineffective examples are the guides showing if the use of code switching in the process of language acquisition is harmful or useful.

On the other hand, in the negative case (case 2), the use of code switching was the result of the interruptions while expressing his ideas about the topic or communicating in the target language (not being able to share information or the lack of communication with Turkish speaking peers and teacher) because of language barrier and classroom-school environment. Not being understood or acknowledged of code switching and mother tongue by peers and teachers caused failure in students' communication.

As in the dialogue below,

Ö: ağacın kökünün bize ne faydası vardı? (What kind of benefit does the root of the tree have for us?)

İ: umm faydası…. (umm.. its benefit..)

Ö: Ağacın kökleri ne yapıyordu? Neyi tutuyordu?

İ: umm…şu bir ağaç ormanda toprağındaki ….

Code switching is usually conducted between the Turkish and English languages during the game or classroom communication to communicate with peers and teachers in the environments where bilinguals are located. When the child talks, he can use code switching, even if he knows the meaning of the word in both languages. This makes him communicate more fluently and enrich his conversation even more.

DISCUSSION AND SUGGESTIONS

The results of this study were similar to those of Pollard (2002). Pollard (2002) studied with Hispanic children in two different classrooms. One class is a class that offers bilingual education and the other class is only immersion. At the end of the observations of the two classes, the immersion classes have resulted in more bilingual learners experiencing more communication difficulties and more vocabulary deficits than the classrooms allowing to use both languages.

Guo and Mackenzie (2015) have investigated codes and signs in early childhood. They investigated two children, Luke and Jim, just started to learn English. As a result of the research, it was seen that they could communicate using code switching without knowing the language. The term code-switching refers to the alternation of languages by multilinguals (Albarillo, 2018). This concept becomes important, especially in countries where more than one language is spoken. For this reason, it is seen that theories that will facilitate these processes are included in education programs and applications. Being bilingual in countries such as Turkey where the dominant mother tongue is a situation encountered less. For this reason, processes that support bilingual development are less involved in the education system. As seen in Participant 2; it is observed that children who are not supported to the code switching under the right conditions suffer from this situation and cannot acquire a language completely. The vocabulary (fewness) and the fluency in speech that the learner prevails in Turkish should not give the listeners what he knows about the subject. In many cases, it appears that students have achieved the competency in this language later (Pollard, 2002).

Lin (2008) emphasizes that code switching implementations are important if there is more than one bilingual child in the classroom. Her research is showed that the difficulties and problems faced by this field of studies on how this field might move forward in the future are discussed. The basic research question Albarillo, (2018) investigates is whether there are types of information activities and places where multilingual students code-switch. Another important finding by Poplack (2000) is the positive attitude of the speakers who code-switched more toward their language. The language environment of bilingual children is complex and fluid. Does it suggest that people who speak and read a language are more engaged in that language? It's difficult to tell and is further complicated for multilingual people who speak different languages.

Research has shown that the use of code switching, that is, allowing language switching, has a supporting role in children's acquisition of a new language. This research is especially important to show teachers the way they should follow in bilingual classrooms.

Under the light of the data obtained from the study, bilingualism should be supported starting from early ages. The activities related to this should be included in the communication skills of the students with the programs and activities organized by the related departments. Priority language preferences should be offered to foreign-born children.

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82

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