

Decoding: An interpretive look into the intricacies of primary
school pupils' recourse to code switching

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1 Introduction

This thesis is about bilingualism in general with amplification on code switching as a phenomenon among three primary school pupils in a monolingual school setting such as a Norwegian setting. Interviews with parents have been conducted and qualitative questionnaires have been distributed to the teachers. A qualitative analysis of the interviews and questionnaire responses aims to answer the following research questions:

1. When do the pupils resort to code switching?
2. Who surrounds the pupils when they code switch?
3. Why does code switching take place among the pupils?

Allegedly, bilingualism, particularly the manifestation of code switching, is a “sign of linguistic decay” as these are indications that the person has not fully learned either language totally. However, even references as old as from Fantini (1985), Genishi (1981) and Huerta (1980) posited that code switching should not be seen as a handicap, but rather as an opportunity for children’s language development (Simasiku, et al., 2015). A more recent study also states that code switching is a prestigious indicator of language talent (Macswan, 2000). Over time, more and more have sided and recognized this proposition. Speech pathologists and researchers at The Hannen Centre (2006) counter this misconception stating that code switching is even a sign of bilingual proficiency.

The primary objective of this study is to decode code switching among these primary school children; understanding its occurrence better. Zentella’s (1978) study revealed that children code switched in both oral discourse and written form in order to communicate in an effective way. While answering the main questions in this study, it is likewise important to spot the ‘triggers’ for code switching that were identified in the nineties.

The set of theories employed in this study intends to examine the occurrence of code switching among primary school children considering the fact that the early Norwegian school setting is a monolingual one. The methodology chapter details the data gathering process as well as its analysis. The analysis revolves around the presentation of raw data from both interviews and questionnaires anchored to an interpretive approach in bilingualism. The raw data is decoded in light of the parameters of code switching recorded in literature. The data is likewise subjected to scrutiny to accommodate observations possibly beyond the documented parameters of code switching.

2 Related Literature

Historicizing Bilingualism

The operative definition of bilingualism for the purposes of this thesis is that it is the ability to use two languages. However, the very usage of the term poses varied meaning as individuals exhibit different bilingual characteristics. Someone who uses two languages may have either minimal or advanced level of proficiency. An individual could be a simultaneous bilingual by virtue of having grown up learning and using two languages simultaneously. Or one could be a sequential bilingual by learning a second language sometime after the first language (NALDIC, 2011).

Bilingualism has not garnered a preferred place in the society immediately. BBC Future (2006) recalled how during the 19th century with the height of imperialism, it was regarded as disloyal to speak anything other than one national language. This is seen as a contributor to the widely held opinion before particularly in the United States and Britain that bringing up children to be bilingual was harmful to their health and to society more generally.

The distaste towards bilingualism was rampant in the nineties even after the study made by Peal and Lambert in 1962 tackling the relation of bilingualism to intelligence did not become curative to this conceived belief about bilingualism. This pioneer study claimed that bilinguals appear to have more diversified set of mental abilities than the monolinguals (American Psychological Association, 2016).

While bilingualism was eschewed in particularly English-speaking countries, the linguistic landscape in Asia, Europe, and Australia supports bilingualism. As an instance India, it is common that an individual speaks not only two languages but more. It is a conventional set-up in aboriginal Australia for people to use another language depending on whomever they meet on the road. Presently in Europe, studying second foreign language for at least one year is compulsory in more than 20 EU countries (Pew Research Center, 2015). In most European countries, students begin studying their first foreign language as a compulsory school subject between the ages of 6 and 9, according to a 2012 report from Eurostat, the statistics arm of the European Commission.

2.1 Code switching versus code mixing

Meyerhoff (2019) positively remarked how the people who speak more than one language are very sensitive to the differences in the vitality of the languages they use, and they are equally aware that in some contexts one variety will serve their needs better than other. So, a bilingual adult may move between two distinct varieties or may code switch with perfect awareness which variety is most beneficial at a given situation. However, while adults may have obtained mastery of code switching, an interesting and important matter to look upon is the way children code switch.

The first explicit mention of code switching as a concept was in 1954. It in itself is not viewed as a linguistic phenomenon but a psychological one, only its causes are obviously extra-linguistic (Auer, 1998). During the early stage of code switching as a concept, there was no uniform meaning for it. The English, French, and Spanish had their own take on this occurrence. At present, the interpretation of code switching as linguistic action that constitutes language alteration in speech, including grammar and lexicon is the foundation of most current research in bilingual conversation.

In a work cited by Auer (1998), switching appears in the following ways: ‘The speakers may switch rapidly from one language to the other, but at any given moment they are speaking only one, even when they resort to the other for assistance. The same view of language-switching behavior is expressed in ‘alternation’ between varieties or codes, within a clause or phrase, also dubbed as code mixing. It receives more disapproval than alternations across clauses or code switching.

When code switching is constrained by where the speakers happen to be, it is called domain-based or situational code switching. On the other hand, when it is constrained by who a speaker happens to be talking to, it is called addressee-based (Meyerhoff 2019:129). As when to switch code, the speakers consider the relationship between location, addressee, and in-group identity. Yet, while adults have grasp on these intricacies, it is plausible to ask what considerations children have when they code switch.

When contrasting switching from mixing, Lanvers (2001) wrote that switching respects adult-like constraints once certain grammatical categories emerge, most specifically verbal inflection. On the other hand, code mixing is explained by the unavailability of specific structural

properties which results to grammatical deficiency hypothesis. The authors claim that "grammatically correct" adult-like switching can be observed in many instances between two and three years (Meisel 1994: 415, as cited in Lanvers, 2001), including in self-corrections.

Code switching in older children who are above three, has been observed to exhibit basic social functions. It is evident as children switch to include monolinguals in interaction, including in child-only interactions (Saunders, 1988 as cited in Lanvers, 2001). It is also observed that children from this age select a language not only on the basis of the interlocutor's competence in the base language or language 2, but also according to the form of the dialog (play, game, story-telling), the function of the speech (to inform, or to exclude others) and the topic of conversation (Fantini, 1985).

2.2 The triggers and motivations

It was once alleged that code switching is a sign of linguistic decay is an indication that the person has not fully learned either language totally, thus the switching. But as more and more studies are conducted, this belief is now defunct. Saunders' (1988) study reported that three-year-olds use trigger and topical switches. A trigger can initiate switching from one language to the other because a word is identical or similar to the one in another language, or because other linguistic associations are made with the other language (Lanvers, 2001). A cited example is a kid observed to have switched in the other language in reciting a nursery rhyme. In light of these occurrences, it becomes worth asking whether these switches are triggered by memory rather than by the child's deliberate choice of which language to use.

Lanvers (2001) echoes Meisel (1994) and Vihman (1998) by revealing that there is some evidence to support that switching increases with competence in either language, and intra-sentential code switching is observed with confident bilinguals, whilst imbalanced bilinguals may be less inclined to switch, and use mostly inter-sentential switches.

Talking about a study conducted among children in the Carribean Valley, Paugh (2012) brought out how the trigger of language switch is not something internal but external such as coercion. The switch tends to be a response to the prevalence of dominance and inequality. The Norwegian setting as the situs of this study is amply exposed to bilingualism. The Norwegian language itself embraces two official written norms namely the Nynorsk and the Bokmål. Although Bokmål is the dominating norm, used in writing by 85-90% of the Norwegian

population, both norms are parts of the instruction in school (Vikør, 2005 as cited in Asbjørnsen, 2013). Needless to mention how learning another language is inclusive in Norwegian's education curriculum. It is then a sound assumption that neither coercion nor pressure would prompt the bilingual-participants in this study to code switch.

3 Methodology

The primary reliance of this thesis is on qualitative approach. The researcher resorts to interviews with parents and qualitative questionnaires for teachers to illicit comments. Qualitative research is a form of social inquiry that focuses on the way people interpret and make sense of their experiences and the world in which they live. Because qualitative approaches are best utilized in exploring the behavior, perspectives, feelings, experiences of people, and what lies at the core of their lives (Seltman, 2015), it becomes the most effective means in decoding code switching among primary school pupils. As this thesis aims to get into the parameters of code switching and be able to address the what, where, who, when, and why of this occurrence, there comes a necessity for a more flexible approach to provide leeway for both interaction and interpretation.

3.1 The participants

The participants in this study are the three parents of the Norwegian pupils who are the subject of this research. The pupils are enrolled in Norwegian schools. All of them are bilinguals, being able to speak Norwegian and English. Both 1 and 2 are compound bilinguals while 3 is coordinate bilingual. In this study, the teachers of the pupils become incidental informants as they are requested to give their observations to the language usage of the pupils at school.

The researcher has utilized purposeful and selective sampling in recruiting the participants. This sampling technique is the most suitable so the researcher is able to secure in-depth information about the subject phenomenon. The two major criteria the researcher has considered are: 1) the child being bilingual and 2) the child being in the primary level.

Table 1. The Pupils' Profile

Pupil	1	2	3
Age	8	6	5
Type of Bilingualism	Compound	Compound	Coordinate
Sex	Male	Female	Male

3.2 The methods

The data is gathered by conducting in-depth interviews with the pupils' parents. Likewise, their classroom teachers are asked to answer a qualitative questionnaire which not only lets them indicate code switching occurrence/s, but also provides them with a section to articulate any comments regarding the pupils' language activity at school. These means of data-collection are best utilized because the study's core goal is to map the intricacies of code switching. In-depth interviews, being semi-structured, open for flexibility that allows the researcher to raise confirmatory questions or solicit descriptive explanations.

The interview with the parents aims to know when do participants code switch, who surrounds them when it takes place, and why they code switch. It is the goal of the interview to reveal the children's motivations as they code switch. The researcher comes up with a language usage map to guide the interview with the pupils' parents. It is more than necessary that the researcher obtains a clear picture of the pupils' language usage. The questions for the pupils' parents range from but not limited to the following: 1) With whom the child speaks both English and Norwegian? 2) What particular occasions have you heard the child speak English and Norwegian in one conversation setting? 3) Which places would the child speak English and Norwegian in one conversation setting? 4) What language-related questions does the child ask? 5) What difficulty in speech the child manifests?

With regard to the questionnaire for the pupils' teachers, they are requested to report whether a particular behavior is observed in the child as well as the frequency of such behavior ranging from always, sometimes, rarely, and never. The indicated behaviors are as follows: 1) The child code switches at school. 2) The child code switches when talking to his/her teachers in a classroom set up. 3) The child code switches when talking to his/her classmates. 4) The child code switches when asking questions or assistance.

3.3 Data Analysis

The gathered information is clustered, explicated, and summarized in the light of phenomenological analysis. The researcher examines the transcripts of the interviews and comments, and spots patterns or repeated responses. It is essential that the responses be summarized to depict various units of meanings which would be adjudged whether or not relevant. The meanings have to be clustered into themes. The researcher identifies the

overarching theme/s and concludes whether there is association or dissociation to the literary provisions on code switching. In conclusion, the researcher presents whether or not the findings from the data gathered resonate any of the reasons, triggers, and settings provided for by previous studies or extant literature about code switching. The researcher also aims to spot the congruence or incongruence between the parents and the teachers' responses.

3.4 Research Ethics

Whenever research involves living beings, ethical issues come into play. Holmes and Hazen (2014) remind researchers have to be mindful in securing the anonymity of the participants and the confidentiality of the gathered data as entrance to the private spheres of people's lives, both physically (e.g., interviewing in their homes) and emotionally (they may reveal deeply personal information) is inevitable.

The primary school pupils as the subject of this research belong to a vulnerable group that necessitates stern measures to follow to ensure their data and information protection. This research adheres to the prescribed guidelines of the Norwegian Centre for Research Data (NSD). The researcher has reached out to NSD via telephone and the latter advised that since the research only collects anonymous data, there is no necessity to notify NSD.

The researcher has secured the approval from the parents of the pupils both oral and written. To arrive at an informed consent, the researcher has provided the participants with a thorough explanation of the research plan, its purpose, and benefits. The requirements, limitations, and boundaries have been communicated to the parents. Upon their approval, the parents have informed the teachers of their children that they have chosen to be part of this research, consequently, requesting the teachers to answer the questionnaires.

Adhering to the commitment of protecting confidentiality and anonymity, the researcher refers to the children as Pupil 1, 2, and 3 all throughout the discussion. There is no revelation of any information that will make the pupils, their parents or teachers identifiable.

The parents as the key informants in this study and as guardians of the pupils affirm that they have thoroughly read the study framework of the research and consent to partake therein. Inclusive of their participation, they allow interviews to be conducted by the researcher. The said interviews would center on the bilingualism of their children and the manifestation of code

switching on a daily basis and in various settings. They have been informed that interview questions and mode were approved by the researcher's immediate university adviser.

They have also agreed that the researcher will secure interviews and comments from the teacher of their children concerning possible code-switching instances in school. This is to supply an essential information on the research about who surrounds their children as they code switch. The pupils' parents consented to the researcher to treat the gathered information about their children's bilingualism based on the research's framework.

Finally, the parents have signified that they have been fully informed of their discretion to refrain from providing information they deem detrimental to the welfare of their children as well as to totally withdraw from participating on the research shall they deem necessary.

4 Analysis

With the goal of addressing the research questions of this study, the researcher discusses question 1 (When do pupils resort to code switching?) and 2 (Who surrounds the pupils when they code switch?) together under the Interlocutor's roles and relationship and situations. The answers to these two questions are inseparable, as the question 'when' reveals the context of the pupils' code switching and the answer to 'who' also forms part of the code switching context. On the other hand, question 3 (Why does code switching take place among the pupils?) is discussed solely under Views on code switching.

4.1 Reasons: Interlocutor's roles and relationship and situations

Based on the results of both the interview and questionnaire answered by the parents and teachers, clearly, code switching occurs among the three participants. The difference is evident in frequency and context.

It reflects that Pupil 1 and 3 manifest code switching regularly when talking to teachers in a classroom set up, particularly when asking questions or assistance. The same behavior is observed in Pupil 2 but only sometimes. On the other hand, Pupil 1 is observed to code switch regularly when communicating to his classmates e.g. play, craft, lunch time. While Pupil 2 is rarely observed to code switch around her classmates; Pupil 3 code switches sometimes when playing with other kids. These are manifestations of addressee-based code switching. Meyerhoff (2019) explained that when code switching is constrained by who a speaker happens to be talking to at the time of code switching, it is addressee-based.

While, it may not be plausible to interrogate primary pupils why they code switch since for them this experience is fluid, it remains possible to associate reasons as to why they would code switch with their teachers but almost not around their classmates. Hee (2006) echoes Grosjean's suggestion that bilinguals' motivations and reasons for code switching could be one's desire to find proper words or expressions, or when there is no appropriate translation for the language being used. However, Gutierrez-Clellen (1999) claims that instances of code switching behavior should not be interpreted as lack of language skill. Children who are bilingual may code-switch within and between utterances depending on multiple factors such as pragmatic, sociolinguistic, priming effects, etc., and not necessarily because of relative lack of proficiency across the two languages or because of parental use of code switching (Hee, 2006). Bhatia &

Ritchie (2008) posit that speakers juggle numerous factors such as with whom (participants: their backgrounds and relationships), about what (topic, content), and when and where a speech act occurs, when making language choice.

In every communication, the interlocutor's roles and relationships is one of the determining factors whether the bilingual would code switch or not (Bhatia & Richie, 2008). The teacher's comments support this proposition as the participants would code switch to their teachers often to sometimes, yet sometimes to never to their classmates. The participants, being aware that their parents speak English to them, assume that their teachers likewise possess that language ability, so they feel free to code switch around their teachers when asking questions or requesting assistance in the classroom.

The rare occasions of code switching in the presence of participants' classmates could be very telling that they do not see that context as when code switching could become successful. It could be that the participants have never heard their classmates speak in English, or it could simply be due to their inference that since their classmates are not adults like their parents and teachers, they could not speak in English.

This interlocutor's role and relationship factor is very much evident as articulated by the pupils' parents. Pupil 1 code switches casually as he talks to his sisters and those he deems to be non-Norwegian speakers. He would particularly code switch during parties where several nationalities are in attendance. He will do the same when communicating with his aunt and cousins in Oslo. Code switching is also evident when he discusses lessons and assignments with his mother, and when the family watches television and there are concepts he is curious about. He would explain Norwegian concepts in an inter-sentential manner. It could be noted that Pupil 1 is eight years old and could be very well aware who speaks which language. Age belongs in a different set of factors which is called situational. The age of the child is worth mentioning as age and intelligibility are ordinarily congruent, though not all the time.

Pupil 2, who is six years old, code switches also in context such as dinners attended by biracial families. At her age, it could be inferred that she also spots who speaks which language. She code switches when she talks to her aunt who is non-Norwegian, but attended Norwegian Language classes. Intra-sentential code switching is also apparent when she discusses something related to Science or History since she is fond of National Geographic and other similar programs. When asked if she speaks English to her classmates, she remarked that she should not

because they will not understand. As Lanvers (2001) cited, there is some evidence supporting that switching increases with competence in either language, and intra-sentential code switching is observed with confident bilinguals, whilst imbalance bilinguals use mostly inter-sentential switches. Pupil 2 exhibits advanced language prowess as observed by her teachers, while Pupil 1 is observed by his teachers to code switch often at school.

On the other hand, Pupil 3, a 5-year-old, is reported to be consistent in talking Norwegian to his dad, English to his mom, and code switching to his sisters. The mother of Pupil 3 particularly observes that he code switches when he could not fill the sentence with the word he intends to use. He would insert English names of animals in Norwegian sentences. He would also ask questions such as “Mom, what is the name of this animal, på norsk?” The teacher of Pupil 3 likewise observed this. She commented:

“Barnet kodeveksler en del. Nå kommer det mer og mer norske ord, barnet har et rikt ordforråd, og bruker engelske ord på begreper han ikke kan på norsk.

(The child code switches. Now, there are more and more Norwegian words, the child has a rich vocabulary, and uses English words on terms he does not know in Norwegian.)

4.2 Reasons: Views on Code Switching

Bhatia and Ritchie (2008) opine that the vast majority of bilinguals themselves hold a negative view of this phenomenon. However, the disfavored view on code switching in the 1950s is long gone as evidenced by more recent studies. MacSwan (2000) noted that code switching might be perceived as a prestigious indicator of linguistic ability in many cultures. Tunaz (2016) cited how there are some studies that regarded code switching as a strategy for establishing a social relationship. Khnert, Yim, Nett, Kan, and Duran (2005) remark that an alternative view on code switching is to recognize the cultural, social, and communicative validity of the mixing of two traditionally isolated linguistic codes as a third legitimate code.

One among the factors that may motivate or demotivate code switching as determined by Bhatia and Richie (2008) is called language attitude. This posits that the frequency of code switching among bilinguals depends on whether a society considers code switching positively or negatively. It is fair to state that the Norwegian monolingual society is accommodating to this particular language phenomenon. This accommodation of English may be explained by Norway's

peculiar relation with the language. Hanssen (2017) cited how English has become a large part of Norwegians day-to-day life, at work and at home. It is neither first language nor an official second language, but Norway is gradually becoming more affected by English which makes it difficult to see English only as a foreign language.

Closely related to this idea is Paugh's (2012) conclusion of the study conducted among children that the trigger of language switch is not something internal but external; coercion, in this case. In this case, there is a neutral or positive atmosphere in the situs of these pupils that does not bar them from code switching.

The pupils in this research can freely code switch. Their teachers are aware of their language abilities and needs. Pupil 3 who is a coordinate bilingual is aided by his teachers as he learns more Norwegian at school; the teachers report that the child has gained richer Norwegian vocabulary. Moreover, Pupil 1 and 2, both compound bilinguals, have awareness of the benefits of speaking more than one language. Pupil 2 even expressed the desire to learn another language. Pupil 1 finds it useful in their trip to the United States.

Given the foregoing, it can be deduced that the language attitude at least in the community of the three participants is a positive one. They have not shared an experience of any disapproval as they code switch. The frequency of their code switching can be associated with this positive language attitude.

5 Conclusion

5.1 The main findings of the study

As this study aims to look into the intricacies of code switching among primary school pupils, it becomes essential to address the questions when do pupils code switch, who surrounds them when they resort to it, and why do they code switch. There are various speculations about code switching. A layman who is bereft of awareness of this phenomenon may concede to the idea that a person resorts to code switching due to his/her language inadequacy. This precise scene is what the researcher intends to address as this study determines the basic yet major details circling code switching. The findings of this study are clear and tenable manifestations of the existing literary provisions about this linguistic phenomenon.

The code switching among the pupils is motivated and determined by two important factors: the interlocutor's role and relationship and the language attitude. These two factors which fall under social functions have been identified as early as 1985 and 1988. As articulated by Bhatia & Ritchie (2008), the roles and relationships in a particular communication play a critical role in bilingual's unconscious agreement or disagreement in language choice. It is evident that the participants do not simply resort to code switching, there is careful selection of their parents (even which parent), teachers, siblings, friends (those who are biracial), and others who they categorized as people who might understand their switching. The various situational variables that seem to affect the type and frequency of code switching such as the topic of conversation, the participants, the setting, and so on are evident among the participants code switching instances (Hamers and Blanc, 2000 as cited in Kim, 2016).

The 'when' and the 'who' are determining factors whether a person will resort to code switching. The setting of the conversation and the person the speaker is talking to, become the primary triggers of this phenomenon. The end goal is to communicate; to communicate is not only limited to being able to express, it follows that to be understood is equally endeavored. The pupils exhibit this fundamental rationale of communication as they cede to code switching as communication recourse.

Moreover, the language attitude evidently suggests that the frequent code switching among the pupils is encouraged by the positive (or at the very least, neutral) view on code switching in the pupils' circle. The pupils may not have encountered any objections as they code switch. The pupils' parents all expressed their satisfaction over their children's bilingualism.

They see bilingualism not just as an asset but essential for their children's interpersonal development. The school is an equally neutral institution where the pupils feel at ease to code switch. The role of 'why' is as evident as the 'when' and 'who' in code switching among the pupils. In fine, these results echo the axiom that code switching is indeed not a handicap, but a rich process that can be indicative of both the individual's linguistic ability and area of opportunity.

5.2 Limitations, contributions, and implications of the research

This study has been limited to societal factors that answered the research questions: when, with whom and why do participants code switch—basically aiming to decode the context of code switching. Given more time, it is equally important to focus on the grammatical and lexical factors that would reveal speech typology and shifting styles. This study has only tapped on the types of code switching but excludes it from the coverage of the research. Studying the type of code switching evident among the pupils necessitates a totally different research plan that utilizes participant observation to obtain children's communication exchanges. With such meticulous and in-depth observation, the postulate that code switching is an indicator of linguistic prowess can be revisited, and be an addition to the research vault of children's code switching particularly in Norway.

This paper, at the least, can be utilized in understanding the 'triggers' of code switching especially among primary school pupils. Children at this age may not be able to verbalize their reasons yet for code switching—because some of them may not even find the occurrence special or worth noticing. Adults such as parents, teachers, and carers, who deal with primary students can benefit from the discussion of this study. The findings of this study offer rationale for the pupils' code switching. When the adults have a thorough understanding of the circumstances surrounding the children, the former becomes the most potent support in the development of the latter. The study's ultimate goal is to aid adults in understanding the language usage of children to assist them during their formative stage of life.

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Appendices

Appendix 1. The interview guide

LANGUAGE USAGE MAP

This interview guide aims to uncover the complexities of code switching in the child's daily life.

Questions for the Parents/ Guardians:

These are sample questions for the pupils' parents. The questions are translated to the guardian's native language to ensure that the s/he has thorough understanding of them.

With whom the child speaks both English and Norwegian?	
What specific occasions have you heard the child speak English and Norwegian in one conversation setting?	
Which places would the child speak English and Norwegian in one conversation setting?	
What difficulty in speech does the child manifest when s/he code switches?	
What instances does the child ask any language-related questions? / What language-related questions s/he asks?	

Appendix 2. The qualitative questionnaire

Qualitative Questionnaire on Code switching:

Put a cross (X) on the corresponding options below.

BEHAVIORS OBSERVED	ALWAYS	SOMETIMES	RARELY	NEVER
1. The child code-switches (uses both Norwegian and English in conversations) at school.				
2. The child code-switches when talking to his/her teachers in a classroom setup.				
3. The child code-switches when talking to his/her classmates when they play.				
4. The child code-switches when asking questions or assistance.				

Please write below any other observations:

Appendix 3.

Research informed consent

RESEARCH INFORMED CONSENT FORM

Name:

Address:

Contact Number:

Electronic Main Address:

This is to confirm that I have thoroughly read the study framework of the research and consent to partake therein. Inclusive on my participation, I allow interviews to be conducted by the researcher. The said interviews would center on the bilingualism of my child and the manifestation of code-switching on a daily basis and in various settings. The interview questions and mode have been approved by the researcher's immediate university adviser.

I also understand that the researcher will secure observations and comments from the teacher of my child concerning possible code-switching instances in school. This is to supply essential information on the research about who surrounds my child as s/he code switches.

I consent the researcher to treat the gathered information about my child's bilingualism based on the research's framework; I and my child as anonymous subjects.

This is to signify that I have been fully informed of my discretion to refrain from providing information I deem detrimental to the welfare of my child as well as to totally withdraw from participating on the research shall I deem necessary.

I execute this undertaking with the end goal of understanding more the language usage of my child to assist him/her in this formative stage of life.

Sincerely,

Sgd.

INVITATION TO PARTICIPATE

Dear Participants:

It is with excitement that I thank you for your interest and trust to partake in this academic research. This is to furnish you with a more elaborate research framework.

This is an undergraduate thesis being done under the College of Humanities in University of Stavanger. This study is mainly about bilingualism or the phenomenon that an individual gains the ability to speak two languages. Within this phenomenon is an observed tendency among bilinguals to code-switch. To code-switch means to alternately use the two languages in a conversation. Since the researcher is a bilingual herself, she aims to understand code-switching among primary school-learners, i.e., on what communication settings code-switching takes place, with whom, why, how, and other incidental discoveries.

The original research design was to conduct a participant observation among bilingual primary school-pupils. However, due to the pandemic, the information-gathering tool has been diverted to interviews. The researcher then involves the parents/guardians and teachers of the subject primary school- pupils as the primary source of information. The researcher will utilize the approved questions on the interviews which could be face-to-face or via zoom depending on future health protocols announcement.

The researcher deems this study beneficial for the subject primary-learners. Not everyone is aware of plausible challenges of being a bilingual in a monolingual learning set-up like in Norway. The main endeavor of this research is to collate information that may suggest speaking patterns or even behaviors of the subjects. While the allegation that code-switching is a

sign of linguistic decay has long been disfavored, the researcher aims to know whether bilinguals in an elementary education setting may be experiencing challenges. The study's ultimate value would be to uncover (in case there are) areas of opportunities on the children's language usage and come up with approach and measure that would be beneficial for them. As what scientist and speech pathologist Julie Washington (2018) believes, helping kids switch seamlessly between dialects is a key to their success.

Appendix 4. The Norwegian Centre for Data Research's Guidelines

then carry out an assessment of the processing you have planned.

We help you find solutions that fit your project and ensure that the planned processing is in accordance with data protection legislation.

By filling out the notification form your institution will also have an overview of the processing, something it is legally required to have.

Who should send in a notification form?

If you are going to process personal data in a research project then you should notify this to NSD, given that your institution has an agreement with NSD. Check whether your institution has an agreement with NSD.

You must send in a notification form at least 30 days before data collection begins.

If you are only going to collect anonymous data, then the project should not be notified to NSD.

What is personal data?

Personal data is any data that can be linked to a person. Personal data can be, for example, national ID number, name or e-mail/IP address. A person's voice on a sound recording is also personal data.

It is also possible that a combination of data can be linked to a person. For example, if exact age, place of residence and field of study is collected, and there is only one person who is 57 years of age from Geilo studying theatre science, then this is personal data.