

**AN INVESTIGATION OF THE CAUSES TO MIX AND SWITCH CODE PATTERNS IN PAKISTANI
CONTEXT: THE ETHNOGRAPHIC STUDY OF SINDHI CHILD**

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Abstract

The bilingual speaker requires a specific place to learn a description of language. The bi-lingual speakers create a concept of either mix of code patterns or switch of them during meaningful utterances. This research sketches a case study of pre-teen child named 'Asim' in terms of ethnographic study. The child affirms a notion of bi-lingual act during his speech in context of Sindh, Pakistan. The speech patterns of twelve-year child "Asim" are made the part to analyze in study. The study is qualitative in approach. It analyses the content of utterances. The speech codes of child were recorded at different stages. Both languages, Sindhi and English were analyzed, when they were either mixed or switched during conversation with child. The main languages under consideration were English and Sindhi. However, Urdu had little influence. The different causes were found that proved as factors to either mix or switch code patterns in meaningful utterances. The guardians of child were interviewed to know peculiar reasons behind switch of code. The causes found were environmental bilingualism, interaction with different native speakers of languages, the instruction medium in learning institutes and partners.

Keywords: Bi-lingual, English, Sindhi, Switch, Pakistan

1. Introduction

Asim: "*Maanajhevening main sochantho tamarketwanyan*"

The above sentence is uttered in Sindhi by a participant named Asim. Two words have been taken in sentence that belonged to English. The non-native words are usually borrowed, either mixed or switched. The person is claimed bi-lingual if speaks two languages at different stages. The reason, speaker is known as bi-lingual. David Crystal (1997) stated two-third of the Earth have been nurtured in an environment that is bi-lingual in nature. According to Trask (1999), around 70% population around globe is bi-lingual. The socio-lingual concept to switch the code patterns has been prominent in bi and multi lingual societies. Wardaugh (1986) suggested that code is a peculiar lingual pattern that is chosen by the speaker. On the other hand, system is overall share of points in communication between people at any situation. Therefore, it adds stance to bi-lingual speaker to either switch or mix particular codes amongst each other.

1.1. Problem Statement

A very small difference has been found between concepts to either switch or mix both codes together. There are two types of occurrences that represent both concepts. If it is on sentence level, then this is referred as inter-sentence level. In contrast, if it is in one utterance, then the concept is called intra-sentential. Pakistani state is one of those countries that have major portion of speakers as bi and multi-lingual. Urdu is spoken as national tongue and English as official language. The reason, majority of citizens in Pakistan have to switch their codes for proper comprehension.

1.2. Research Objective

To find the causes behind a phenomenon of Pakistani pre-teen child to either switch or mix peculiar code patterns in utterance.

1.3. Research Question

What are the causes behind a phenomenon of Pakistani pre-teen child to either switch or mix peculiar code patterns in utterance?

1.4. Importance of study

The study focuses to investigate different causes behind phenomenon found in Pakistani youth to either switch or mix English with their native tongue. It can assist to know particular contexts and significance that require Pakistani youth to either change their language of utterance for more meaningful communication. Thus, this study projects to investigate and know actual practicality to switch their native tongue into English. Second, the specific needs of present world to focus more on this phenomenon.

2. Literature Review

2.1. The Case of Bilingual Phenomena

Grosjean (2004) tried to admire that most of the scholars, as they tend to agree with the statements for the availability of bi-lingual in two or more languages. These bilinguals have their own characteristics. They learn the different codes at different targets in the individual or in community. This has resulted for the liquidity of any language, that the skills to manage both of these codes are found in the interview. It is the true fact that it depends on your desire to use it. The level of language competence can be adapted to the specific environment and the language of the peoples' needs. According to Meisel (2004), the tendency to agree with bilinguals to use two separate language codes in order to make them stand out, did not work. This can lead to a change in your business, in social situations, and so on.

2.2. Switch of Lingual Codes

Grosjean (2004) gave the proper definition on switch of codes. According to the definition, it has been shift to other lingual patterns, word, phrase and even whole utterance. Stockwell (2003) pointed out view to mix the code that switches between two different codes, occurring in same utterance. Muysken (2000) did give opinion on intra-sentence level mixing of codes. It indicated low proficiency skills. Further, the ideal cause of bilingualism usually switches on change in peculiar event (topic and interlocutor). Grosjean (1995) did inform about speech of bilinguals that show mix of codes in inclusion of two separate languages. They are active simultaneously. The person is bi-lingual, if two lingual codes have been active simultaneously. The phenomenon to switch code is sub-conscious. The bi-lingual speakers are mostly unaware of this act, and practice switching of codes. It is because, the person practices this phenomenon on basis of present interlocutor and context. The person, if do mixes the codes in speech, then it assures that the other individual knows language of

speaker and context (Beardsmore, 1989). Houwer (1990) stated that most of youngsters tend to mix words from other languages that they know. The phenomenon to either switch or mix lingual patterns in other language is cause to learn different language. The children usually learn through this technique. Houwer (1990) revealed a fact about children that they mix codes even in present of mono-lingual speakers. The major function to switch the codes can be studied by knowing two basic reasons. They are (1) functional reasons to switch the code and the other is (2) formal and syntactic reasons. It shows the overall sketch behind it occurrence. The process to switch codes requires two and more different codes in one utterance. This involved different utterances. According to Grosjean(1982), youngsters do try to insert single lingual item from to other language. The switch and mix of codes do require same aspect for both cases in borrow from one language to other. Edwards (1994) stated that the elements borrowed needs to be either induced or integrated into various other codes. The phenomenon of intra sentence level switch do occurs in middle part of utterance. Muysken (2000) stated that people do switch codes in one simple sentence without association to change of topic. This may be conveyed that mixing codes and intra sentence level switch of codes are one of the same phenomena. The intra sentence level switch of codes does employ various elements that changes codes in utterances.

2.3. Borrow of Language Codes

The researchers do state that to borrow and mix codes have been same phenomenon. However, like to bilingualism and mix of codes is having many contradictions against borrowing. The mixing of languages is connected to concept of borrowing. The children have been living to bi-lingual context and learn different languages that belonged to different cultures. These languages do mix one or two words in utterances. Therefore, it is hard to demarcate between concepts of borrowing with mixing. According to Lyon (1996), there are few researches that do call borrowed vocabulary as the loaned vocabulary. Items that have been borrowed have no fixed position in beginning. It is unless, if people keep on adapting it, the same people even did not utilize similar phonological forms in similar utterance. It is hard to utter word in form of bi-lingual conversation. The example is switch code in utterance. The concept of borrowing word borrowed from one lingual code to other that integrates morphologically or phonologically to basic language. The switch of code involves elements that are switched and not mixed. However, the overall shift for other lingual codes has been observed by (Grosjean, 2004). However, Muysken (2000) argued that the definition does have several degrees to adapt phonologically in connection to the items borrowed. The second is less of surety for non-adapted elements that have been categorized to mix codes. Romaine (1989) stated that the words are given bi-lingual discourse appearance to loan or borrow words. They are often hard to choose between switch of codes. The item, if has been either morphologically or phonologically adapted to other language pattern in spoken form, then is called borrowing. In other case, it is switch of codes. It can be possibility that the person does switch codes from word to other languages. Afterwards, this can be either morphologically or phonologically adapted to the primary lingual code with repetition of use.

2.4. Causes that Determine Change of Language in Bi-lingual Pre-teen Child

Many situations allow bi-lingual speakers to use one language from two. The example is of a child that speaks English in academic institute and Greek at home. Saunders (1988) explained that this result into learning of important English academic vocabulary and similarly better variety of Greek vocabulary related to activities that are performed in home. It is because every topic has been associated to specific choice of language.

Grosjean (2004) stated that the choice of particular vocabulary is connected to a context that allows use of one code on regular basic, and equivalent choice of words are not known from another

language. The dominant issue of bi-lingual speaker is related to spoken version of language. One version is spoken in home with less accuracy in grammar. The other dominant lingual variety of community acceptance, do use vocabulary with active version. This variety has wide acceptance. The issue with children is found to mix language varieties because they do lack appropriate equivalent to other language. Similarly, the bi-lingual children that failed to enough vocabulary of one language, does use other vocabulary of other variety. Children tend to insert particular lexis in sentence slots rather to produce incomplete form of sentences. Beardsmore (1989) added that the activities carried within one particular language, does prove a challenge for other language varieties, having similar fluency. If there is choice of bi-lingual child to select of the known languages in conversation, then the choice made by child will probably be a dominant variety. The dominant variety comes to an existence for bi-lingual speakers that select to mix varieties at some contexts. The variety that is mixed more is dominant in nature. However, it is a fact that the dominance of variety seems to be rarely known in speech of bi-lingual children, talking to mono-lingual speaker. Lanza (2004) did support an opinion that switch of lingual codes in bi-lingual youngsters depends more on dominance of one lingual variety. Therefore, it is hard for researchers to locate bi-lingual persons, either adult or a child that do not have influence of one lingual variety on other. The immigrant children do move to other state, knowing the fact that their lingual variety and input do differ at expense of their homeland. Moreover, this is a known fact that children do adopt variety of new vocabulary with novice concepts found in culture. Lyon (1996) has further stated that the child starts to mix lingual codes from the day, they start to hear mixed variety, having borrowed vocabulary. Arnberg (1992) tried to emphasize role of societal and parental input. Sometimes parents do mix codes unknowingly. Lanza (2004) explained factors responsible to mix the codes. They are lingual input, dominance of one code and the other aspects of interaction in bi-lingual conversation. It has been observed fact that children to mix codes on basis of lingual input. It has become the norm of communication in society. It is so the bi-lingual societal behaviors in communities are different. The parental behavior is important at time of respond to switch of code by their child. This has crucial part in development of lingual abilities of child. Though, parents have been aware to the fact of mixing varieties. They tend to avoid but still fail to practice it. Lanza (2004) stated difference between action done and what to happen. Child at first is not aware of switching the code varieties, then it strategic norm of communication.

3. Research Methodology

3.1. Participant for Study

Researcher at the best created familiarity to the twelve-year child, named Asim. The boy was nearby resident to the researcher. The researcher selected him to observe speech. Asim was aware of three lingual varieties Sindhi, Urdu and English. He was Sindhi by native but multi-lingual in speech production. The study focused to know causes behind switching of codes by Asim. At the end of analysis, the researcher tends to stated interesting causes that let codes to switch in tri-lingual pre-teen child. The family of Asim lived in Hyderabad since last 30 years. The have Sindhi as their native tongue. The parents themselves and a child were not proficient in their native lingual code. The causes were known to be many. The parents did not take any concrete steps to give their child an environment free of switching codes. The study merely focused to find relation of three main languages, Sindhi, English and Urdu. The study sketches main provisions to know fact of mixing and switching codes in multi-lingual society. It has become natural for citizens of Hyderabad to switch codes in conversation.

3.2. Design

Design of study is crucial part. The answers of questions above can be given effective with application of appropriate framework. The ethnographic design of a particular case was taken as method to observe a child in overall natural settings. The behaviors in language can only be found through observation of participants. Asim was extended a hand of friendship so that he may feel comfortable in conversation. The participant was observed for two weeks. According to Dornyei (2007), subtleties in meaning formation of participants can only be comprehended when the researcher is immersed in culture of participants. Dornyei (2007) gave an explanation of researchers that different cases tend to combine techniques to collect data. They came be notes on fields, observation and the interviews. Johnson (1998) stated that principle function of ethnographic study is description and interpretation of different behaviors in culture that even includes behavior of communication in various groups. This study observes a pre-teen child communication to reveal various causes in behavior of language. Mackey and Gas (2005) gives an insight of ethnographic design that this study explores different behaviors of culture with focus on case studies. This study adopts ethnographic design to explore causes of switching codes in tri-lingual child in detail. The overall conversation of child is observed in study. The first hand data in recording is saved between the researcher and child. Later, the child is observed to generate communication with his Urdu speaking class mate at shop. This gave researcher to find different societal behaviors that let child to mix codes in communication. The causes of switching and mixing two codes are found by the researcher and saved in separate notebook.

3.3. Site of Research

The selected participant, pre-teen child Asim, lived in Qasimabad, Hyderabad, Pakistan.

3.4. Subject of Study

The main subject in study is twelve-year-old male child that can speak and understand three languages, Sindhi, Urdu, and English. The child can speak three languages, and tend to overall at many contexts. The influence of English is observed in use of his native language communication. The father and mother of child can speak, write and comprehend three above languages. However, the mode of interaction is Sindhi at home with child. The child is restricted to speak English at home due to fear of fine penalty. Father of a child speaks and writes in English for the office works. Mother of Asim is house-wife. She interacts in Sindhi; expect few sentences in Urdu at some occasions. She hardly comprehends English. Therefore, both of the parents speak Sindhi with each other and to Asim.

4. Data Analysis

The conversation of child is recorded and later transcribed. After transcription, the content is thoroughly highlighted and studied. The few examples have been transcribed below. The examples in English have been italicized. They are placed in many slots within one utterance. The examples are defined with reasons. However, if there is an example to define one reason, the bold words are explained with reason. English is represented with Italics. The explained words are represented with bold letters.

Example No 1:(Sindhi transcription of Asim into English translation)

(Outside his House Premises)

1. Ada maan**study**karaychadi aa.

= Brother, I have done my *study*.

2. Awhaan**batsmana**ahyoand maan**bowler**.
= You are *batsman* and I am the *bowler*
3. Tawhank**half century**kararni aa, poiemaan**chasekandumscore**
= You have to make a *half century* and I will *chase* the *score*.
4. Muun ta tawank**two overs** main **bowled**karaychadyo
= I *bowled* you in *two overs*.
5. Hanremunj**turn** aa=Now it is my *turn*.
6. Mukhe**bowl slow**karaijeo=*Bowl* me *slow*.
7. Ami **call** paiekaray, bssasaansubharay**play**kandaseen.
=Mother *calls* now, we will *play* tomorrow.

In above example, Asim said that he did his study and wants to play game. Asim referred to play cricket. In first utterance, he used the word study with a switch of code. Asim employed many English words that included the phenomenon of borrowing. In first sentence, he borrowed the word “study”. Thought there is an equivalent word present in Sindhi language, “Parhaaie”. In second sentence he uses the word, batsman and bowler of English. Though, not an exact word is present in Sindhi vocabulary. The two words, batsman and bowler are frequently used in society, where Asim lives, even in his school. Similarly, in sentence 3, Asim used five words of English. Half, century, chase and score. These words are mostly employed in commentary of cricket matches, either played nationally or internationally. The matches in school even use words that are typical to cricket commentary. Therefore, Asim adopted these words in similar fashion to convey the meaning of his utterance. At school, he does not switch and mix the code in fear of fine penalty. Therefore, speaks English. This let Asim to utter English words that are in practice. The words in fourth, fifth and sixth sentences used English words that are related to pure cricket commentary. The words like, “two”, “overs”, “bowled”, “turn”, “slow” and “bowl” all represented in English about cricket commentary. At home, Asim most of the time speaks Sindhi with his family. The family members are tri-lingual. However, they use one single language, Sindhi most of their time. English is used by him in school premises often to explain activities in classroom and repeats very less at home. All spoken activities are allowed to be done in English only. Though, the words like “turn”, “call” have their equivalences in Sindhi language. However, teacher at school uses English for these words, the reason; Asim conceptualized the actual meaning of these words in English. Its equivalences have been rarely used. The words in English have been used by Asim outside the house premises because they are practiced in English at school. Therefore, the concept of word borrow is common practice of children.

Example No 2:(Urdu transcription to English translation)

(Asim to Urdu Speaking Friend at the Shop)

1. **Dear**, tum kiyabuykarrahe ho?
= *Dear*, what are you *buying*?
2. Maine **pencil, rubber, markersaursharpener**liyakal**class** k liye?
= I have bought *pencil, rubber, markers* and *sharpener* for tomorrow's *class*.
3. Maine **twelve colors** k **markers** liyehain.
= I have bought *markers* of *twelve colors*.

4. **kalartclass** k liyewater **paints** bhiliyehain, wohmenefour **colors**liyehain, **white, purple, red and green.**

= I have bought *water paints* for the *art class*. I bought *four colors*. They are *white, purple, red and green*.

5. Aur**teacher** ne kal k liyekaunsa**home-work**diyatha? kiyalaanaahaikalh?

= And *teacher* gave which *home-work* for tomorrow? What else we have to buy for tomorrow?

6. Tum kal**hart activity** main mere**group** kay **member**banna.

= Be the *member* of my *group* in tomorrow's *art activity*.

7. Hum donodosray**friends**kobhiyehikahenge k hum ek**group** main haun.

= we both will ask other *friends* to be one *group*.

8. Challoapbhalay**shopping**karo, main gharjaarahahun, abubaahir**car** main **wait**karrahayhain.

= ok, you many continue *shopping*, I am going home, my father is *waiting* for me in *car*.

9. Kalmiltehain, **Good Bye.**

= We will meet tomorrow. *Good Bye*

The example above shows a scenario, where, Asim meets his Urdu speaking friend at shop. Though, Urdu is not his native tongue, he rarely speaks Urdu with his friend, who is having Urdu as native tongue. Asim do not practice Urdu at home and in school. Therefore, Urdu is rarely practiced by him. Asim practices same act to borrow English words in his Urdu conversation. He in state of excitement takes English words to complete his meaningful utterance with friend. Though, the replacement of English words that is used by Asim has been found in Urdu. The start of conversation with words like "Dear" and "Buy" have their replacements in Urdu. The words like jaani, Pyaray, and for "Buy" Khareedna are replaces of above words. However, Asim having poor command on Urdu, cover the above words with English. From sentence 2 to 6, the words related to stationary are rarely present in Urdu language. In sentence 2, "Pencil", "Rubber", "Sharpener", "markers" are often used in routine by the native speakers of Urdu even. Therefore, the replaces of the stationary vocabulary is rarely present in Pakistani societies. These words are used by school authorities, parents of different lingual backgrounds and so the children. The word "class" has its replace word "Jamaat" in Urdu. However, word class is in common practice by the parents of private medium schools and children readily adopts the word "class" more into practice after their interaction with teachers at school. In sentence 3, the number word "twelve" has its replace in Sindhi and Urdu, "Baaraah", and so, the word "colors". These both words are un-intentionally put into use in sentence by Asim. It is because, his interaction with either parents or teachers take same words in use to fulfill the meaning in context. The compound word of two words, "water" and "paints" is the name of stationary item. The paints used with waters to color the picture. This is typical example that defines borrow of word. It is either phonologically or lexically adapted that are not used as separate item. This is used in same conversation, either in Sindh or Urdu. The reason is similar pronunciation of words in English. The names of colors uttered in conversation, "White", "Purple", "Red" and "Green". Second cause to borrow English words of colors in conversation by Asim was concerned to his parents. His parents knowingly use the alternate English color names in place of Urdu colors. Therefore, the child adopted the similar course of action to use English color names. The replaces are present of the above English color names. They are "sufaied" for "White", "Jaamunii" for "Purple", "Laal" for "Red" and "Haraa" for "Green". Moreover, the important third cause behind Asim's use of English name colors in conversation is practice at school. Asim often hears the color names in English. Therefore,

the overall input that he gets about color names is in English. In the similar fashion, the vocabulary related to academic situation like, "art", "group", "teacher", "activity", "homework" and "friends" are analyzed under same causes that let child to employ English vocabulary in place of Sindhi and Urdu lexis. The utilization of academic related English vocabulary let researcher to state a cause after its observation. The main cause that let Asim to use vocabulary in English was his not knowing of these vocabulary alternates in native languages (i.e., Sindh and Urdu). Therefore, in order to continue the rhythm of talk he used these words for further clarification of his points. After conversation with Asim and knowing the logic behind use of academic vocabulary in English let to state that he failed to know the way to utter the alternates of these words in Urdu. In sentences 8 and 9, the words, "shopping", "wait", "car" and "good-bye" are of English nature. These words do have the alternates in Urdu and Sindhi, the words utilized in conversation, "shopping" have alternate, "Khareedaarii", "wait" as "intizaar", "car" as "gaadi" and "Good-bye" as "Khuda Hafiz". When child was asked to let know the cause of using these English words, he said that the words took him to adopt the strategic move in communication. Therefore, it became necessary for him to use English vocabulary in sentences 8 and 9.

5. Discussion

The mini project to analyze switching of codes focused to know causes behind switching of codes in tri-lingual Sindhi child. The age of child was twelve; he has not stepped into teen age. Asim has been a successive tri-lingual child. The started to speak Sindhi in home, then learned Urdu from society and school friends. English has been his academic language. Asim is observed to un-balance the influence of three languages. He has been dominant bi-lingual in nature. His proficiency in three languages has been mediocre. The analysis of data let to know various causes behind switch of codes. The few have been shared. The first cause of switching code is related to circumstances provided to him at home. His family do not either speak Urdu nor English completely. The focus of communication is Sindhi. The child did not get time to speak more with his parents. The father is often busy with office work and his mother with house chores. Therefore, he plays with his friends near-by his house. He had three Sindhi friends and two Urdu. Therefore, his mode of communication changes with change of his surroundings. The lingual input of Asim is mixture of three languages. The mother of Asim was interviewed and according to her, Asim had less command on her native tongue. He even speaks more in English to present his view point. The mother of Asim skipped schooling after passing eighth stage. Therefore, she at many times did not understand English sentences utilized in communication by Asim with his father. However, according to the mother, her command on Sindhi is fine. Therefore, in order to answer in English, she uses Sindhi words to complete meaningful utterance. The parents are responsible to mix words from native to foreign language (English). However, mother was unaware to it. Similarly, whenever, Asim changed code, they failed to provide him with feedback. They even do not rectified replacement of words even if alternates are present in native variety. This increased unawareness in Asim and so he failed to self-rectify. This practice becomes his strategy in communication. The other critical cause is Asim's poor proficiency to speak in Urdu language. This could have been rectified with various sources of literature and movies. Through this, the input of vocabulary is possible. The books are second alternate to it. The books do provide treasure of vocabulary to any language. The failed condition of Asim to find best alternate of words in native tongue is saved through switch of codes and borrows of peculiar words. Asim explained his academic activities in English. It is because the teachers at school termed the activities in English. Since, his most of time has been spent in school; therefore, Asim is proficient in English. Asim did not mix any native word of either Sindhi or Urdu in English utterances because he is strictly adhered to speak English without any native language at classroom

and school premises. If not, he is to be fined high. The other crucial point of understanding is his stage of lingual development. He is of pre-teen age; therefore, his age offers development of language. This is possibility even that with passage of time, Asim may not switch of code due to presence of vocabulary. Therefore, it can be said that maintenance of language is difficult, where other speakers to speak different varieties of lingual codes.

6. Conclusion

The child of today has been provided favorable environment to improve their mode of communication through movies and comic books. The lingual input of native variety is marginalized. The exposure of dominant variety (English) is more prominent. It is on the part of parents to understand this crucial situation and can give ways to find this menace. They can give exposure to their child through various techniques. If the parents think that they live in society that offers multi-lingual functions, then they must provide more input in their children. Media can be more helpful in the following aspect. The parents must motivate their children to create atmosphere of communication with natives of their language. They even participate with them equally. It is a simple way to provide exposure to their child for native lingual input. The children must be encouraged to face various circumstances in order to increase lingual proficiency. The individual based differences must be analyzed that let to formulate phenomenon to switch codes in multi-lingual atmosphere. Still, the causes to switch and mix codes in people are different.

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