



The Impact of Bilingual Education on Code-Switching Patterns in Young Adults

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Abstract

Dual language, the use of two languages interchangeably, is one of the regular occurrences in the contemporary society being globalized. Predictions for the year are that more than half of the global population speaks more than one language (Grosjean & Li, 2013). These multiple languages – or, more accurately, these different ways of speaking – have with them a most interesting process called code-switching, where people flip between two or more languages even in the middle of a conversation or a single phrase.

Keywords – interchangeably, multiple, population, conversation, accurately

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I. Introduction

Code-switching is normal and evident in most part of the bilinguals populace due to the interaction between the code of the two languages. They include identity, aesthetics, meaning, and the communication in multicultural settings as Wei (2022) points out. Code-switching has become a topic of research interest in the past few decades as the global research community wants to discover the role or the impact that it has on cognition, social and language.

Focusing on language proficiency, there is the concern of the connection between the two types of language variation. Opposite to previous work which portrayed code-switching as the evidence of poor language proficiency, contemporary studies have revealed that it arose as a feature of high bilingual proficiency (MacSwan, 2021). The proper code-switching ability shows the subject's capacity to successfully function within two language systems, whereby they correspond to the syntactic norms of both languages even as they intermix them.

Further, it is essential to note that the patterns of code switching can be different and depend on some features such as the first language of the interlocutor, the social situation, and the topic of discussion. For example, there would be differences in code-switching between heritage speakers; persons who have implicit knowledge of a minority language but whom are dominant in a majority language in their society and balanced bilinguals; persons who have similar proficiency in two languages (Montrul, 2022).

Bilingual education, a method of teaching-content through two languages involved in educating the public, has its basis both in theoretical linguistics and in education. The field uses concepts based on several frames of references that has been developed in order to predict language acquisition, cognitive development and cultural assimilation in a bi-lingual environment.

Such a theory encompassed in the present analysis is Cummins' (1979) Interdependence Hypothesis which postulated that abilities learnt in one language may be applicable in another. This theory forms the basis of many BEP as it supposes that the development of the primary language can foster L2 learning and academic success.

Another such framework is the Threshold Hypothesis which was also put forward by Cummins in 1976 which states that there is a minimal level of language proficiency which bilingual children need to develop in order to reap the beneficial impact of bilingualism. This theory directly relates to the design of bilingual education and stresses the need to achieve higher proficiency in both languages of the learners.

According to The Sociocultural Theory of language learning formulated from Vygotsky's observations, language learning is influenced by social interactions (Lantolf & Thorne, 2020). In Respect to bilingual education contexts, it aims at fostering the conditions in which the development of meaningful participation in both languages can be enhanced.

In the past decade, there is a theoretical concept known as translanguaging that has got prominence in analyzing bilingual education. This approach doesn't functionalize bilingualism as two different language systems within one person, but as one complex language repertoire where English isn't seen as the second language but as an equally balanced language system to the first, in this case L1. Translanguaging encompasses the use of all the languages in the classroom for learning purposes; therefore it does not support the conventional categorization of a first and a second language in bi/multilingual education.

These theoretical bases have been used in proffering different types of bilingual education; transitional, maintenance and dual language. Altogether, the models presented have different objectives and plans of bilingual education and different views on the first language as the source for second language learning and academic performance.

Based on the previous studies, this paper aims to explore how theoretical frameworks show the relationship between bilingual education and code switch in young adults. In this study, the intention is to reveal the connection between bilingual education theories, on the one hand, and code-switching theoretical findings, on the other, to provide a better understanding of the English educational context and language practices of bilingual individuals. Indeed, this research will seek to identify how patterns of Bilingual Education might influence the sorts of code switching by young adult bilinguals or the customs in which such use takes place.

Recognition of this relationship is important for several reasons. First, it can facilitate improvement of how BI education practices are approached once it establishes how pedagogy affects students' use of language in and outside the classroom. Secondly, it helps in the expansion of knowledge regarding bilingualism and other aspects of language contact aiming to reveal the long-term impact of bilingual education on language usage. Last but not least, this research has some implications for the studies of language policy and planning, especially in the context of contemporary post-globalization multicultural societies which are in search for answers to the problems of language integration and diversity.

This paper aims to provide an analysis of the practical application of educational theory for sociolinguistics, based on a literature review and original research, so as to offer practical guidelines for educators, politicians, and researchers in bilingualism and language education respectively.

II. Theoretical Foundations

Cummins' Interdependence Hypothesis or the CUP model assumption suggests that there is a single learning language factor for academic learning irrespective of the language. According to this theory, there is ability to translate learned skills and content, as well as ideas from one language to another if the learner is exposed and motivated (Cummins, 1979). The Interdependence Hypothesis is important to bilingual education in the following ways. They propose that sound knowledge of the first language L1 can be beneficial in the learning of the second language L2 and, hence, academic achievement. This theoretical framework supports many Bilingual Education programmes where the intention is to build up the two languages in parallel or when L1 is employed as a means of developing L2 (Baker & Wright, 2021).

Stephen Krashen's Monitor Model, an influential theory in second language acquisition, comprises five main hypotheses: These are the Acquisition-Learning Hypothesis, the Monitor Hypothesis, the Natural Order Hypothesis, the Input Hypothesis and the Affective Filter Hypothesis as espoused by Krashen in 1982. Among the concerned theories Input Hypothesis has certain implications for bilingual education as it claims that a student learns a new language if he or she is exposed to comprehensible input that is slightly beyond his BICS level. It has been applied to the teaching techniques in the context of the bilingual education and focused on the meaningful input in the target language (VanPatten & Williams, 2020). The Affective Filter Hypothesis that states that the affective variables can act as positive or negative factors to language acquisition has also informed the practices of bilingual education. Which emphasize the need to

foster contexts that are low in anxiety for both languages and allow for the beneficial use of the second language.

The model, used to explain the processes and reasons for the changes in speech patterns by individuals in interpersonal interactions is revealed as Howard Giles' Communication Accommodation Theory (CAT). Giles et al. , (1991) posited that CAT maintains that speakers may either assimilate to, or diverge away from a partner's speech style depending on the need for approval or to express personal identity. In the light of the analysis of code-switching practices CAT facilitates the understanding of tendencies of why bilinguals decide to switch between two languages or stay in one language when interacting in different social contexts. For example, a bilingual person will revert to code-switching to affiliate with a peer group that mostly uses both languages or will opt to use only one language to ostracize or oblige a monolingual (Dragojevic et al. , 2021).

The theory that sociolinguist Carol Myers-Scotton proposed to account for code-switching patterns is called Markedness Model. In line with such quarters of thought, this model concurs with the notion that speakers select the language to use in accord with the rights and obligations set (RO set) pertaining to the kind of communicative situation in question. The language choices can be seen as 'marked' meaning that choice is interactionally odd, or 'unmarked' meaning that the choice is usual in the specific context. Thus, the given model suggests that code-switching can be useful when the relations and identities are being constructed at the interpersonal level. For instance, a person will use unmarked option (for instance the majority language) in a formal setting but will employ a marked one (for instance, code-switching or utilizing a minority language) to affiliating with other bilinguals or redefining the social relations (Wei & Moyer, 2008).

This study profiles some of the pedagogical models that have been formulated in the light of Wallace Lambert's additive and subtractive bilingualism. The first type of bilingualism is additive, which happens when learning the second language does not in any way hinder the acquisition of the first language implying that the learner becomes equally fluent in the two languages. On the contrary, subtractive bilingualism happens if learning of the second language takes place at the cost of the first one and, in a result, frequently results in shift towards monolingualism of the second language (Lambert, 1974). The described framework is of significant importance to bilingual education policies and practices. Additive bilingual education programmes's goal is the development of both languages – this approach recognizes the cognitive, social, and economic advantages of bilingualism. On the other hand, what have been referred to as subtractive approaches, usually evident in transitional bilingual education, involves the use of first Language as a mere transition that prepares the learner to the second Language acquisition (Bialystok, 2018).

The referred Dynamic Model of Multilingualism (DMM) by Philip Herdina and Ulrike Jessner presents a more encompassing systems-theory oriented view on acquisition. This model considers multilingualism as an emergent process that increases non-linearly, self-organizing, interdependent language systems and differently depending on the individual (Herdina and Jessner, 2002). Key features of the DMM include: language systems do not operate in isolation but instead are closely related and have a dynamic relationship that just like multilingual proficiency is not static but rather is in a constant state of flux depending on several aspects; and aspects such as motivation, anxiety, among others play a big role in learning of a language. The DMM can be applied to bilingual education and it indicates that learning is not a straight forward process and is arguably informed by a number of components. They endorse strategies, which acknowledge the relationship between language and languages, suggesting that ongoing multilingual learning occurs throughout one's life.

III. Theoretical Models of Code-Switching

The analysis of code-switching has been done with reference to several approaches; structural approaches have been provided regarding the syntactic patterning of the switch between the two languages. Two important theories that could be singled out in this sphere are Poplack's Free Morpheme and Equivalence Constraints and Myers-Scotton's Matrix Language Frame Model.

It was in the 1980 s that Shana Poplack started producing work which came to be regarded as furthering knowledge of the structural characteristics of code-switching. Her Free Morpheme Constraint is that there

cannot be swapping between a bound morpheme and a lexical item if the latter hadn't been phonologically assimilated into the language of the former bound morpheme. The Equivalence Constraint, on the other hand, posits that CSL switches are more probable at points where the interlocutors' use of L1 and L2 does not disrupt the grammatical structure of either language (Poplack, 1980). These constraints have been used frequently in investigations of code-switching even though following studies have determined that there are exceptions especially in languages that are non-cognate (MacSwan, 2014).

Another structural view of the process of code-switching is provided in the Matrix Language Frame (MLF) Model developed by Carol Myers-Scotton. This model suggests that in every switch code, there is an ML, which is the languages that is used to build the morpho-syntactic structure while the EL is the other language that is inserted into the ML. According to an MLF model, the Matrix Language dictates the structural frame of the bilingual clause, location of the dominant language morphemes and the word order (Myers-Scotton 1993). This approach has been quite beneficial in the analysis of code-switching patterns having two syntactically different languages and has been expanded over the years to embrace other forms of bilingualism (Myers-Scotton and Jake 2017).

Thus, while the structural or code-oriented approaches are interested in the question of how the grammars and structures of the two codes interface, socio-pragmatic approaches are concerned with why people switch between the two languages and how it serves a purpose in communication. In this area two approaches namely Gumperz's Conversational Code-Switching and Auer's Sequential Approach are important.

L. K. Barber's study of The Relation of English and Hindi is mainly concerned with the writing system of bilinguals. He notes that code-switching is a contextualization cue that offers a meta-communicative hint concerning the proper way to understand the messages. Several uses of conversational code-switching have been identified by Gumperz which include quotation, address specification, interruption, repetition, modification, and personalization / objectification (Gumperz, 1982). It is in this functional approach that features have been advanced on the way code-switching works in bilingual discourse and how it is used to communicate sociological meanings (Nilep, 2006).

Hence, Peter Auer's Sequential Approach to code-switching employs Conversation Analysis, which propels further investigation into how language switching is employed and understood in a continuous and momentous process of bilingual communication. Arnberg claims that in order to grasp the meaning of code-switching, one has to pay attention to the position of this practice in the context, regard to the speakers' utterances (Arnberg, 2004). This approach therefore posits language choice as an interactionally achieved accomplishment that is locally managed and paid attention to the sociolinguistic practice of code-switching. Specifically, Auer's work has had an impact in the analysis of bilingual conversation and thus has been of importance in the understanding of how bilinguals deploy their language resources in or to achieve interactional purposes(Li, 2005).

These are the structural models of code-switching, and the socio-pragmatic models of code-switching; the two offer rather contrasting yet useful views of the bilingual usage of languages. Thus, the structural models provide valuable information on the linguistic rules and restrictions of code-switching while the socio-pragmatic models help in understanding the social and communicative purpose of the two languages. Both together pave a way in the search of how and why bilinguals code-switch in various ways and environments.

IV. Theoretical Integration: Bilingual Education and Code-Switching

Two major theories relevant to bilingual education and code-switching offer the framework on how language use is addressed in educational settings. To understand the concept of code-switching in context of bilingual education this section tries to focus and analyze Language Mode Theory, Cognitive Control Model and a theoretical framework which consists of three pillars, cognitive, socio-linguistics and education.

As far as the study of bilingual behavior and education, François Grosjean's Language Mode Theory provides useful information about the context-dependent mechanisms of language use. It is possible to assume that Grosjean, 2001 refers to bilinguals as monolinguals and vice versa, based on the situation, the

persons involved and the purpose of interacting. In education, this theory assists in making sense of why the same student might switch code at different degrees during particular activities or with a particular teacher. For instance, students can be in a more monolingual mode during formal lectures or teachers' presentations while they can switch to bilingual mode during a sequence of activities, such as group work, casual discussions. Thus, knowledge of language mode can help teachers to set the right language demands and settings for various learning activities (Grosjean & Byers-Heinlein, 2018).

David Green and Li Wei explain code-switching from the neurocognitive point of view in the Cognitive Control Model in 2014. They proposed that two language selection and switching are regulated by higher-order executive operations, including goal maintenance, conflict monitoring, and inhibition. In the application of CHC with reference to educational settings, there are several implications that might need consideration About the process through which bilingual students regulate their two languages while undertaking learning related activities. For instance, it questions whether the use of code-switching in education could improve cognitive flexibility but at the same time come with a cost of the cognitive load. Knowing this, educators can apply the concepts of choice sensitivity and reward frequency to create tasks that would engage students' language control skills without overloading them. Furthermore, the identified model contributes to the assumption that bilingual learning can lead to the improvement of executive functions as students constantly use their control processes (Takahesu Tabori et al. , 2018).

Such a theoretical model of the effects of BE on CS should incorporate cognitive, sociolinguaging, and education elements. These are language knowledge, language awareness, and higher cognitive processes including triadic awareness, inhibition, switching, and updating. According to Kroll and Bialystok (2013), balanced bilinguals use more often and different patterns of code-switching and metacognitive consciousness can also affect how a learner uses his or her languages in learning environment. Sociolinguistic factors include attitudes, identity, and culture including the norms of the society in which the language is used. The roles that are ascribed to languages and cultural affiliations in bilingual education programs affect students' code switching behaviors and willingness to use languages in advocacy for academic advancement (García & Wei, 2014).

Education factors involve teaching practices, language use and teachers' perception about code-switching. Thus the kind of bilingual education programme (e. g. a transitional, a dual language, or immersion programme) could affect the incidence and kind of code-switching in classrooms. For example, the organizational separatism may prevent the explicit switching but actually results in mental switching whereas the more liberal attitudes may encourage the learners to use both languages in a strategic way (Cenoz & Gorter, 2017). Socially-accepted teacher language policies, code-switching behavior also greatly determines the students' language behaviors and their beliefs on bilingualism as a valuable tool in learning (Lin, 2013).

Thus, combining the outlined theoretical approaches and taking into consideration the interconnection between cognitive, sociolinguistic, and educational aspects, researchers and practitioners will be able to enhance the existing understanding of code-switching as a practice in BIE. It is possible that the integrated approach used can be applied to the teaching practice to enhance student's full bilingual potential by using all their languages resources.

V. Theoretical Predictions on Code-Switching Patterns in Young Adults

The theoretical frameworks presented in the previous sections enable making assumptions about the further development of code-switching among young adults, who attended bilingual schools. These predictions extend over issues concerning the degree of code-switching, the contexts in which they are inclined to use the two languages and substantive aspects of the utterances that contain the two languages.

As it pertains to the number of switches, two hypotheses can be avouched for. While, on the other hand, the subject's metalinguistic awareness due to bilingual education leads to more strategic and frequent code-switching. According to Bialystok et al. (2014), bilinguals with educational history specified in both languages are characterized by improving the metalinguistic skills, by which it is possible to expect the more reflective and, therefore, distanced form of code-switching as for the interdependence of translated text complexity and frequency of code-switching. This new awareness could entail young adults employing

their bilingual capital in a way that might result in more code-switching. Conversely, better language separation attained from being brought up in a bilingual program could lead to a lower rate of code-switching. Barac and Bialystok (2012) establish that bilinguals develop better cognitive control mechanisms, which can in turn help them separately their two languages and possibly even reduce code-switching.

It is further expected that the conditions under which code-switching takes place will be affected by the UDL that students in bilingual education bring to classroom learning. Grosjean's (2013) idea of complementary bilingualism indicates the possibility for the bilingual to have various modes of how actively they use the languages they know depending with the situations they find themselves. In educational contexts this might surface as students switching more often when talking about certain subjects using the language of instruction as framers for such topics. Also the transfer of patterns of code-switching used in classrooms to other spheres is quite possible. According to Cenoz and Gorter (2017), the use of Translanguaging, in educational settings may impact students' language use in other spheres of their lives, thus promoting similar patterns of code-switching in social and working contexts.

From decades of studies on code-switching, linguistic expectations as to characteristics of code-switching can be assumed by structural linguistics and socio-pragmatic theories. From a structural point of view, Poplack's (1980) Equivalence Constraint would suggest that themselves young adults are likely to code-switch at points of syntactic congruity between the two languages. However, as again MacSwan noted (2014) this constraint may not be valid for the HL learners who are highly proficient in both languages and can perform syntactic integration. Myers-Scotton's Matrix Language Frame model (Myers-Scotton & Jake, 2017) would indicated that in most uses of code-switching, the base language of the utterance would be the more dominant language of education while elements of the other language would be inserted into this frame.

From a socio-pragmatic point of view, the function of code-switching in the conversations suggested by Gumperz (1982) make certain prediction about the character of code-switching in young adults. This is because it is possible to predict that code-switching will be used in such aspects as quotations, specification of the addressee, interjections, reiteration, message categorization, and personalization instead of objectification. These particular patterns may be associated with the sociolinguistic context of the bilingual schooling the kids receive. For instance , young adults know that in an academic context they will use formal English and therefore when switching to informal language they switch to the code of informal language that was previously learned.

Moreover, according to the sequential approach proposed by Auer (1984) it is expected that the features of CS will be entirely dependent on the action being performed in the given conversation. Youths may employ code-switching as a repertoire of actions for managing the discussion for instance regarding topic boundaries or transitions in interaction roles which they may have acquired through classroom practices.

Thus, these theoretical forecasts provide a comprehensive perspective to possible patterns of code-switching among young adults who completed bilingual education. The actual patterns observed would be shaped by cognitive, linguistic, and social factors with consideration of the participants' language abilities and perceptions. Subsequent studies exploring these expectancies can help the comprehension of the extended effects of bilingual education pertaining to language utilization and efficient thinking ability.

VI. Implications for Research and Practice

The deductive findings on code-switching trends in young adults who experienced bilingualism education hold major consequences for the research paradigms and teaching models. In order to put these predictions to the test, the empirical methods, both quantitative and qualitative should be utilized by the researchers. Quantitative processes might consist in the analysis of corpora containing naturalistic speech samples and the identification of the occurrence and the patterns of code-switching as proposed by Gullberg et al. (2009). That is why experimental tasks, which are aimed at the induction of code-switching in laboratory conditions, can also be fruitful for the investigation of the mechanisms of language choice and switching (Green & Abutalebi, 2013).

Expert interviews, focus groups, and ethnographical observations would be important for analyzing the ways and the reasons why people switch between the languages. Such approaches, as Wei (2018) has highlighted, can provide youth as well as social and professional negotiations of the resource of code-switching by young adults. Nursing both quantitative and qualitative longitudinal research on subjects who have already experienced bilingual education in childhood and young adulthood would be very useful to study in order to clarify the impact of education.

The effects for the structure of Bilingual Education programs are thus profound. Promising results for metalinguistic awareness and strategic CS make it beneficial for programs to promote those language abilities instead of adhering to the distinct language use. According to García and Wei (2014) bilingualism is considered as a valuable asset and not an issue to be solved. This could involve defining the activities that the student has to engage in such that they will be forced to utilize both languages to capture and express difficult concepts.

On the theoretical predictions of long-term consequences on the usage of language and Identity, bilingual education is indicated to have long-term effects of using different languages in the future. In the same regard, Cummins (2017) observes that the nature of the status granted to languages in educational contexts by the state and other stakeholders can impact the development of students' linguistic identities and use of languages in education. Thus, the programs that welcome and incorporate the entirety of the students' linguistic resources may lead to more positive attitudes to bilingualism and more versatile language use in the future.

VII. Conclusion

This study of theoretical frameworks on how code-switching is viewed provides multivariate understanding of code-switching. Some of the necessary theories connected with the present matter are Grosjean's Language Mode Theory, Cognitive Control Model by Green and Wei, and socio-pragmatic approaches toward code-switching. Each of these theories supplemented with findings from bilingual education offers a systematic account of how instructional experiences impact language uses.

The importance of applying the theories of bilingual education as well as the code-switching lies in the fact that it may contribute to improvement of the educational processes in both first and second language, and also extend the knowledge about the bilingual thought and language usage. This proposed integration acknowledges that the language practices are not solely located within the abilities and cognition of the learner, but also shaped by education and society.

The theoretical advancement and empirical studies in the future should concentrate on the following areas. First, more research based on the longitudinal design that documents the formation of the code-switching processes in children starting from an early age till young adulthood, as Bialystok (2018) mentioned. It is because such research might be useful in offering information on what occurs later on regarding language habits and bilingual education.

Second, theoretical models are to be more detailed developing trends towards the linguistic diversification of many educational contexts. According to Cenoz (2013), there are many more contexts in which there is often use of and interaction with more than two languages, and therefore require theories that would address more than bi, but rather multilingualism.

Thus, one of the directions for future research can be the examination of the influence of technology and different forms of digital communication on code-switching. It may be crucial to advance theories of code-switching as young adults are now using digital practices of multilingualism (Lee, 2017).

Thus, the framework involving bilingual education and code-switching theories can be rather beneficial in addressing the issues related to the bilingual development. The integrated process presented here will therefore be fundamental for the creation of educational practices that can operate in multicultural and multilingual societies.

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