Codeswitching Among Arabic-English Bilingual Children: An Autoethnographic Case Study in Dubai

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Article Information	Abstract
	In the midst of the global COVID-19 pandemic and ensuing lockdowns, educators experienced significant shifts in teaching and learning paradigms. This unique context provided an opportunity for original empirical research utilizing autoethnography. Drawing upon my roles as an educator and a mother of three, I had the advantage during the lockdown to closely observe my children's conversations and interactions. This micro-level observation revealed the intriguing phenomena of codeswitching (CS) between Arabic and English within their utterances. Inspired by this linguistic phenomenon, I conducted an autoethnographic case study to explore and understand this phenomenon further. By employing a sociolinguistic approach, I aimed to describe the frequency, types, and functions of CS utilized by my three bilingual children. The research is guided by Poplack's Grammatical Theory, which analyzes CS at the sentence level, and Gumperz's theory of situational and metaphorical CS. Video recordings of my boys' utterances and my personal fieldnotes formed the data corpus, which is analyzed using the Transana Software. This autoethnographic study contributes to the field of Arab sociolinguistics by employing a unique methodology and embracing the perspective of the 'motherscholar.' The research addresses a gap in the literature, as there is a dearth of studies investigating CS among expatriate Arab children living in the Gulf context, particularly from an autoethnographic lens. The findings of this study shed light on the CS practices of bilingual children in Dubai and provide insights into the linguistic and social significance of CS in language contact situations. Moreover, this research has the potential to encourage further explorations into CS among other expatriate children in Dubai and other Emirates, contributing to a more comprehensive understanding of bilingualism, language contact, ethnography, and sociolinguistics in the Arab region.

1. INTRODUCTION

Amid the sweeping pandemic of COVID 19 and global lockdown, educators faced drastic paradigmatic shifts in teaching and learning, and mother researchers witnessed unusual opportunities to conduct original empirical research applying autoethnography (Guy & Arthur, 2020; LeBlanc et al., 2022; Little, 2022; Nugraha et al., 2023). As an educator and a mother of three, I had the privilege of having ample 'time' during the lockdown to closely observe my children's conversations and interactions. From this micro reality, I started intently noticing how my sons were codeswitching from Arabic to English and vice versa within their various utterances. This inspired me to connect life and research and conduct an autoethnographic case study on this linguistic phenomenon.

I have been living in Dubai Emirate for almost two decades, raising my three boys bilingually where English is the lingua franca, and Arabic is the language spoken at home.

"Ana kteer tired, biseer arouH anaam mama?.....OK. Good night Habibti …"

These sentences were uttered by my son A, an 8-year old boy, who lives in Dubai and attends a British Primary School. In the first sentence, A inserted an English word 'tired' into an Arabic sentence. In the second, he started with an English sentence and inserted 'Habibti' which is an Arabic word. This phenomenon is called Code Switching (hereafter CS) which refers to the use of two languages within a sentence or discourse, and this type of CS is considered intra-sentential as it occurred in the same sentence.

Since CS is a linguistic phenomenon that is considered a critical communication strategy occurring in language contact situations, some researchers have perceived it as a weakness or interference in bilingual children, others argued that it is a strength and a sign of high fluency (Grosjean, 2008; Wei, 2011). However, one would wonder, *why* would bilingual children resort to CS, *how* do they do it, *how frequent* and in *what* situation or context do they codeswitch? This autoethnographic case study aims to shed light on CS among three expatriate Jordanian bilingual boys: 11-year old, and 8-year old twin. It also seeks to describe how, when and try to explain why they switch codes. My children have been living in Dubai since they were born, hence, they have been exposed to Arabic and English languages from birth (simultaneous bilinguals).

From a sociolinguistic approach, this study is underpinned by two linguistic theories: firstly, Poplack's (2015) Grammatical Theory with a focus on sentence level analysis of three types of CS: inter- intra-sentential analysis, and extra-sentential. Secondly, Gumperz's (1982a) theory of situational and metaphorical CS. Data was gathered from video recordings of my boys' utterances in different situations, and my observational research fieldnotes. The tool used to log, transcribe, code, and analyse the video data is Transana Software, a Computer Assisted Qualitative Data Analysis Software (CAQDAS) (Mavrikis & Geraniou, 2011).

This study aims to contribute to the field of Arab sociolinguistics in its unique methodology of applying autoethnography by what LeBlanc et al. refer to as the "motherscholar" (2022) while employing technology, Transana Software, in the analysis of the gathered data (Craig Rush, 2014). This paper will proffer pertinent conclusions and suggestions for further directions of potential research.

1.1 Problem Statement

Dubai is a UAE emirate that can be characterised as a multinational, multilingual, and multicultural mosaic milieu (Randall & Samimi, 2010; Razem, 2020b). Although CS has been studied extensively in innumerable countries, contexts and languages, with different age groups, and from various theoretical considerations, since the 1970s (Koban, 2013), there is a dearth of research investigating CS of expatriate Arab children living in the Gulf context particularly from an autoethnographic approach (Boztepe, 2002), let alone from a 'motherscholar' perspective. Hence, this paper is based on the pivotal backdrop that CS is a crucial linguistic and social phenomenon that manifests in language contact situations and is under researched in this region and population that is worth investigating from an idiographic approach.

1.2 Purpose and Objectives

The main purpose of this case study is to explore and describe the types of CS among a specific sample of Arabic-English bilingual expatriate children residing in Dubai context from an autoethnographic approach, whether switches were inter-sentential or intra-sentential or extra-sentential, lexical or syntactic, and shed light on the frequency of and functions behind the switches in language. This exploration is conducted from a sociolinguistic lens and aims to contribute to the growing body of sociolinguistic research in the field of language contact within the framework of bilingualism in the Arab region.

1.3 Significance and Relevance

From Darwin to Piaget to Halliday, the careful description and observation of their own children paved the way to insightful theoretical apparatus in child development and language studies, and it is evident how influential their works are until our current day (Poveda, 2009). The importance of this study stems from the fact that, as the literature review demonstrates, there have been scarce studies on the natural bilingual CS of expatriate children living in Dubai, let alone sociolinguistic studies that approach it from an autoethnographic approach. This represents a gap in the field regarding the importance of studying expatriate children bilingual CS in general, and the ethnographer's own children in specific, as this could elicit further valuable explorations in the field. Moreover, this study could reflect the presence of CS phenomenon amongst other expatriate children who are bilingual in both Arabic and English within Dubai context and other Emirates that equally deserve investigation and further comparative analysis.

1.4 Research Questions

The current study aimed to answer the following Key Research Question (KRQ): What are the linguistic aspects and functions of codeswitching among this group of Arabic-English bilingual expatriate children living in Dubai?

The following three sub-questions will help unpack this KRQ:
1) Whether intra-sentential or inter-sentential or extra-sentential, syntactic or lexical, what type of codeswitching does this group of bilingual children employ?
2) How often does CS occur in this group of bilingual children's conversations?
3) What are the functions of CS in this group of young bilinguals?

2. LITERATURE REVIEW

There are two key notions that pertain to the study of CS: Bilingualism and Codeswitching.

2.1 Conceptual Framework

2.1.1 Bilingualism

Firstly, when trying to determine who is a *bilingual* person, several social and psychological, external and internal language factors emerge. However, Hoffman (Kasim et al., 2019) classifies bilinguals as either natural or secondary bilinguals. When a person learns a second language as a child concurrently with their first language (L1) in their natural environment, they are considered natural bilinguals. On the other hand, a person is considered secondary bilingual when they learn a second language through schooling.

From a monolingual perspective, Wei refers to Bloomfield (Wei, 2002) as the one who theorized that a real bilingual is someone who has a native-like control of two languages. On the other hand, Meisel defines bilingualism based on acquisition, and not on the fluency or proficiency demonstrated by the speakers. Moreover, Auer avers that bilingualism "provides specific resources not available to monolingual speakers for the constitution of socially meaningful verbal activities" (2012, p. 116). Likewise, Grosjean and Li (2013) argue that one of the obvious conceptual pitfalls is defining bilingualism using the monolingual as a yardstick. In fact, as a seminal scholar in the field, Grosjean (2008) undertakes a wholistic view of bilingualism and treats bilinguals as an integrated whole, a bilingual person is someone who needs and uses two languages or more in their everyday lives. "First, bilinguals have two language networks which are both independent and interconnected, and second, in the monolingual mode, one network is strongly activated while the other is weakly activated, whereas, in the bilingual mode, both networks are activated but one—that of the base language—more so than the other" (Grosjean, 2008, p. 4). Therefore, this study concurs with and adopts Grosjean's conceptualization of bilingualism.

2.1.2 Codeswitching

Codeswitching (CS) in bilingualism appears as a phenomenon when a bilingual language user alternates between two languages in the context of a single conversation (Coronel-Molina & Samuelson, 2017). Gumperz (1982a) identified CS as "the juxtaposition within the same speech exchange of passages of speech belonging to different grammatical systems or subsystems" (p.59). CS is also defined as the use of more than one language by two people engaged in a speech act (Zirker, 2007). Nonetheless, Auer critiques the parochial structural definitions that emerge from linguists and asserts the interpretative approach to bilingualism. In fact, Auer employs the term code-alternation and defines it as "a relationship of contiguous juxtaposition of semiotic systems, such that the appropriate recipients of the resulting complex sign are in position to interpret this juxtaposition as such" (2012). Thus, CS can occur on lexical, syntactic, phonological and morphological language levels. Within the field of language contact and bilingualism, there are many terms that refer to CS such as code-mixing, translanguaging, code-alternating, tag-switching and else. Apparently, there are numerous distinctions between different language contact phenomena which is beyond the scope of the present study. As researchers have not agreed on terminological distinctions, and as a means to avoid confusion, this paper will use the convenient umbrella term or hyperonym of Code Switching (CS) as it refers to various types of bilingual CS.

2.2 Theoretical Framework

Traditionally, CS has been considered a complex and interdisciplinary phenomenon that was explored from three different frameworks: linguistic, social, and psychological (Grosjean & Li, 2013; Isurin et al., 2009). However, from a sociolinguistic lens, there are two theories within the linguistic framework that underpin this study, align with its purpose, guide the analysis of gathered data, and constitute triangulated complementary approaches to CS. These theories have two foci: the grammatical (internal focus) and the functional (external focus) (Saville-Troike, 2012). Figure 1. shows the theoretical framework of the study at hand.
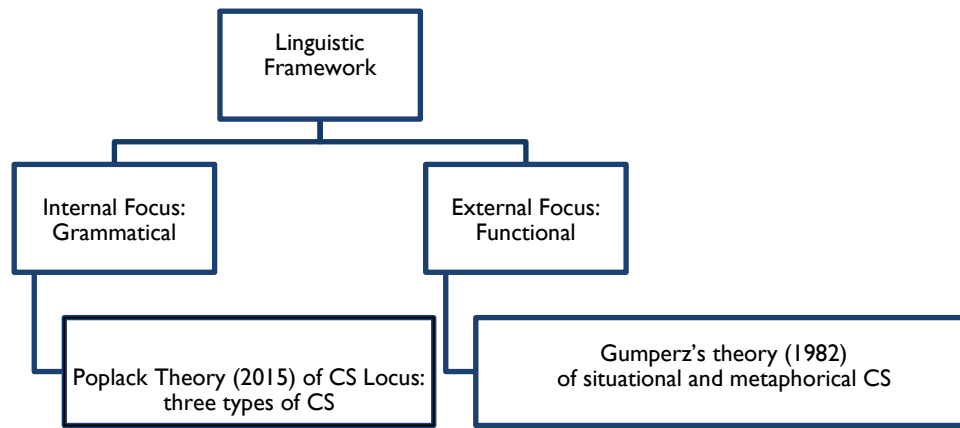
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                    │   Linguistic    │
                    │   Framework     │
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    ┌──────────────────┐          ┌──────────────────┐
    │ Internal Focus:  │          │ External Focus:  │
    │  Grammatical     │          │  Functional      │
    └──────────────────┘          └──────────────────┘
         ┌────────────────────────┐   ┌──────────────────────────────────┐
         │ Poplack Theory (2015)  │   │  Gumperz's theory (1982)         │
         │ of CS Locus: three     │   │  of situational and metaphorical │
         │ types of CS            │   │  CS                              │
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Figure 1. The theoretical framework adopted in the present study

From a linguistic grammatical viewpoint, Poplack (2015) proposed three types of CS according to their location: inter-sentential, intra-sentential, and extra-sentential (tag-switching). While switches that occur between sentences is called inter-sentential, switches inside single sentences or within sentences are considered intra-sentential. Extra-sentential is referred to as borrowings or single-word insertions from another language (Lorenz, 2019). Poplack (2015) contends that CS is not random, in fact, it is grammatically constrained and postulated three constraints: the equivalence, the morphological, and the size of constituents. For example, intra-sentential CS type involves a shift in language in the middle of a sentence which suggests that the linguistic flow is without a pause or hesitation and requires the most fluency because it entails speakers to switch to the rules of syntax of the other language mid-thought or sentence. Additionally, Zirker (2007) posited that in an intra-sentential CS, each part of the spoken production must agree with the rules of the corresponding language being spoken, consequently, this kind of switching requires greater fluency in both languages than tag-switching. Though Poplack's grammatical theory highlights certain linguistic reality of the bilingual's two grammars, it falls short on explaining the interactional 'function' or 'meaning' of CS in conversational activities. Therefore, a pragmatic functional perspective that primarily considers language as a system of communication and a discourse strategy instead of merely a set of morphosyntactic rules, emerged from Gumperz's (1982b) model of conversational functions of CS in which he proposed two functions: situational and metaphorical. A situational function "involves a change in the discursive context, while a metaphorical code switch involves a change in topical emphasis or in speakers' intentions or roles they choose to take up in a particular conversation while the situation itself remains the same" (Davidiak, 2011, p. 37). Thus, this study adopts Poplack's (2015) grammatical theory as it focuses on sentence level analysis of codeswitches as well as it applies Gumperz's (1982b) model of metaphorical and situational functions as it explicates the pragmatic functions of CS.

2.3 Relevant Empirical Studies

This section comprises a brief review of the most relevant and recent literature in the study of CS of bilingual children. The literature encompasses empirical studies that included two or more of the following keywords: code switching, bilingualism, translanguage, language mixing, children, ethnography. Thus, there are two levels of focus in this review: a macro level that synthesizes comparable studies and trends of approaching CS of bilingual children, and a micro level that presents parallel studies on Arabic-English CS along with two local studies from the UAE context.

On a macro level, a number of studies have examined CS of bilingual children in the classroom environment, with few that adopted an ethnographic approach (Foley, 1998; Mukti & Ena, 2018; Osborne, 2020; Paugh, 2005; Terveen, 2013; Yow et al., 2018; Zirker, 2007). For instance, Foley (1998) conducted a study in Singapore and reported that the ability to code-switch among English and Mandarin, Malay, or Tamil is an important tool for the child in the learning process. The study applied the systemic functional approach to language within CA. Foley (1998) underscored that language is a 'choice' in the developing language network of the child and argued that CS in bilingual children is a reflection of mobilizing the available language resources into coherent discourse. The researcher concluded that CS is not only means to develop linguistically and cognitively, but also socially as bilingual children will be able to participate effectively within the community (Foley, 1998). In the same vein, Paugh's (2005) ethnographic study in Dominica examined how children used CS between English and Patwa (a French-lexicon creole) to enact particular adult roles during peer play, as they drew on their verbal resources to create imaginary play spaces. The scholar highlighted the value of ethnographic research in observing and recording children interacting as CS functions arise to negotiate, resist, transform, reproduce, and socialize.

Another study that employed an ethnographic research design was Osborne's (2020) longitudinal fieldwork between 2012 and 2014 among speakers of the ethnolinguistic minority language of Ilocano in the Philippine. Osborne observed Ilocano-English CS practices of children and teachers in classroom environment employing in-depth ethnographic methods

of participant observation, audio and video recording, and fieldnote taking. Hence, identity-making was identified as a major function of CS, which resonates with Zirker's (2007) study which sought to determine whether age of acquisition has an effect

on code switching of bilinguals in English and Spanish languages. Zirker examined intra- and inter-sentential switches and compared the acceptability of early and late bilinguals to such codeswitches. The study concluded that CS functions as part of the bilingual children's 'verbal repertoire' and identity.

Though traditionally bilingual children who codeswitch were considered 'linguistically incompetent', recent studies proved "codeswitching is a very complex and sophisticated process that follows its own rules and restrictions" and it involves greater fluency in two -or more- languages (Coronel-Molina & Samuelson, 2017; Yow et al., 2018). Similarly, Grosjean and Li (2013) maintain that CS happens because bilingual children are proficient in both their native language and another, thus CS is a linguistic option to bilinguals. This aligns with Poplack's (2015) findings that a bilingual child codeswitches based on the perceived bilingual ability of the hearer and the perceived linguistic norms of the situation. For example, children learn that mixing and switching languages is appropriate when parents engage in CS in conversations. Moreover, studies have shown that bilinguals completely avoid using their second language (L2) with monolinguals, and switch codes when conversing with bilinguals (Grosjean, 2008).

Furthermore, some researchers have attempted to uncover relations between CS in bilingual children and the duration of exposure to each of their languages. In her study, Terveen (2013) focused on six English-German bilingual preschoolers in Cape Town, South Africa. She remarked that some children seemed to switch between codes more often than others. Besides, the results of the data analysis showed that whatever the children's linguistic background, they were all able to employ CS within postulated grammatical constraints. As for the function of CS, Terveen asserted that CS is a "sophisticated method of making sure that thoughts are transformed into speech in an accessible way, and the message is being delivered and understood by the conversational partner" (2013, p. 92).

On a micro level, few studies examined CS in Arabic/English bilinguals in the Arab region (Al-Hourani, 2016; Chahine, 2011; Taweel & Btoosh, 2012) and in the UAE context in particular (Dhaoudi, 2006; Hamam, 2016; Kaddour & Kaddoura, 2019). In 2011, a Lebanese study that was carried out on bilingual early years students in Beirut, attempted to determine the different reasons students code-switch between Arabic and English, how they code-switch, why, where and when they code-switch (Chahine, 2011). The study indicated that CS served to negotiate and adapt to other students' favoured language as well as to manage conversational talk. Moreover, Taweel and Btoosh (2012) investigated intra- sentential switches of eight bilingual Jordanian Arabic-English students pursuing their higher education at Arizona State University. Findings showed that students do not accept switching into another language after a grammatical morpheme. Another Jordanian study investigated Jordanian bilingual adults residing in Malaysia and followed a qualitative ethnographic research design (Al-Hourani, 2016). Al-Hourani concluded that intra-sentential CS is used more frequently than inter-sentential and that "Jordanian speakers code switch from English to Arabic and vice versa for several sociolinguistic functions i.e. to bridge the lexical gap, to quote someone's speech, to further explain a point, to exclude someone out of the conversation, and to demonstrate capability" (Al-Hourani, 2016).

From the UAE local context, a mixed-method study that employed an attitudinal survey, ethnographic observations, and field notes was carried out on six schools in Dubai and Sharjah (Dhaoudi, 2006). Dhaoudi investigated the attitudes of teachers and parents towards CS of bilingual children. Findings revealed that "many parents expressed strong attachment to their native language Arabic, the practice of CS for most of them was seen as a violation or even betrayal of the Arabic speakers' ethnolinguistic identity" (Dhaoudi, 2006, p. 83).

Another local research was Hamam's (2016) study, which was conducted in three UAE universities and had two foci, linguistic and sociolinguistic. The linguistic framework of Myers-Scotton Matrix Language Frame Model (MLF) was employed (Myers-Scotton, 2011). The scholar discovered that when students switched to Arabic in the classroom, they followed the structure and syntactic rules of Matrix Language (ML) (English). "It was also noticed that the students mainly insert content morphemes from the EL (Arabic) to the ML (English), while system morphemes came from ML only" (Hamam, 2016, p. 12). The function of CS has been reported as to facilitate communication amongst students and lecturers.

Kaddour and Kaddoura (2019) investigated CS of twenty Arabic speakers of Emirati dialect by interviewing them. The results revealed that Arabic speakers of Emirati dialect code-switch while answering interview questions. The results also showed that the social variables of age and gender had a crucial impact on their use of CS.

2.4 Situating the Study

Though there is a plethora of literature that approached CS from a sociolinguistic lens, still, Arabic-English natural language use of Arab expatriate children, and especially in the UAE has received little attention in bilingual research (Razem & Abu-Ayyash, 2024). Hence, this study aims to contribute to the field of language contact and add original insights from an autoethnographic viewpoint within a multinational and multilingual context that is Dubai.

3. METHODOLOGY

The current study attempts to explore, describe and analyse the linguistic aspects and functions of CS of young bilingual children' natural speech in Dubai context. The best choice of method that is well-suited for the purpose of the study at hand, arises as a qualitative autoethnographic single case study, in which the main subject of the study is the researcher's own children (Creswell, 2012b, 2012a; Mertens, 2015). In an autoethnographic study, the researcher is the instrument (Mertens, 2015) who can conveniently observe, record, and study the participants' (her children) spoken productions in their immediate milieu. In other words, "offspring as subjects and participants" (Poveda, 2009, p. 2) and the researcher as "motherscholar" (LeBlanc et al., 2022).

Since ethnography is a flexible research method, the researcher can gain a deep understanding of the dynamics of the issue under investigation by immersing herself in a particular community (the field), observing the natural behaviour, writing fieldnotes, and video recording what is said or done (Creswell, 2012b). This requires that the ethnographer becomes the observer and participant while reporting the findings from an emic (insider) vantage point. As a researcher and mother of the participants, I was able to collect data from the fieldwork about what my children say and do as they relate to the research questions and purpose. In other words, as an ethnographer I was able to explore the hidden interconnections of meaning in ways that a stranger could achieve with immense difficulty (James, 2012).

3.1 Research Paradigm

This study considers the researcher's own interpretation as it explores socially constructed meanings. The ethnographer's interpretation of the world provides insights into and meet the requirements of the KRQ and research purpose. Thus, the interpretivist paradigm suits this study since the emphasis is a micro-level one that deals with qualitative data collection methods/analysis and is in line with the purposes of meaning making (Creswell, 2012a).

3.2 Participants

Three Arabic-English bilingual boys who can converse in Arabic and English, depending on the addressee, participated in this study: twin 8-year-old, and one 11-year-old. The participants grew up in Dubai and have been attending a British curriculum school. Jordanian dialect is the language that is predominantly spoken at home by myself and my husband as parents, as well as by the immediate family, relatives, and some close friends whereas English language is used by friends, residents everywhere in Dubai, media, and in the school context (Razem, 2020a, 2024; Razem & Pandor, 2023). Hence, the participants are considered natural and early (simultaneous) bilinguals as they have encountered and used both Arabic and English language. Their linguistic competencies in both languages are also reflected in their daily interactions in real life and their high grades in school reports in both Arabic and English language subjects. In this paper the participants are referred to using the following pseudonyms/initials: participant 1 (8 years old) = **A**, participant 2 (8 years old) = **M**, and participant 3 (11 years old) = **K**. Since this is an autoethnographic study, the sampling technique is considered convenience sampling (Cohen, Manion, & Morrison 2018). While **A** and **K** took a greater part in the conversations, **M** happened to take part only a few minutes due to his personal communication style and the way the data was collected.

3.3 Data Collection and Analysis

Data collection involved video recordings as instrument in linguistic ethnography which included informal daily conversations of my three Arabic-English bilingual children aged 8 and 11 years, from their natural environment at our home in Dubai, UAE, over the lockdown period that stretched from April to May 2020. Because of COVID 19 pandemic, children were actively involved in being recorded as some videos were sent to family members who reside in Jordan. The settings comprised: boys' bedroom, living room, family car, kitchen, parent's bedroom. Since it is important "to see children as social actors in their own right, to observe and understand what it is that children do with one another as well as with their adult care-takers" (James, 2012, p. 250), the conversations were either among the three children or addressing their us as parents (father and/or mother) at home or addressing close family members over videocalls.

Continuous and detailed documentation of children's language utterances culminated in a total of 57 minutes of recorded short videos. From the total minutes, 18 minutes were relevant to CS and the KRQ (see Appendix B for a sample of an analyzed conversation). A compilation of 10 video recordings were analysed for instances of language alternation between Arabic and English by using Transana Software (Mavrikis & Geraniou, 2011). The main focus was on dialogue or/and conversation as the main forms of language production (Isurin, Winford & Bot, 2009) to show linguistic patterns/codes whether lexical or syntactic or both, and sentence level: intra-or inter-sentential or extra-sentential, and concurrent contextual functions (See Figure 2). Video as an investigative tool in observational multimodal research and as a data collection method of choice, has several affordances such as: collecting multimodal data, gathering rich nonverbal cues, capturing temporal and sequential structures, showing settings, magnifying small details, and focusing on brief time scales (Jewitt, 2012).
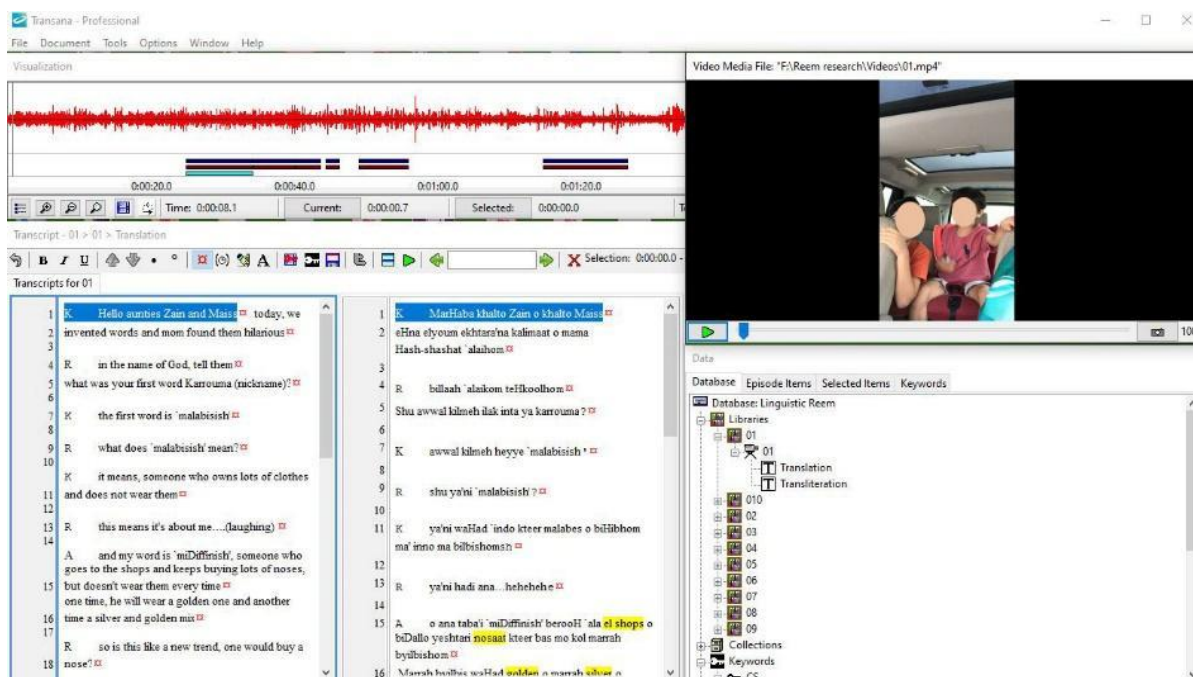
Figure 2. Screenshot from Transana Software Clip 01 coding and analysis

This study used Transana as a qualitative analysis software for visual and auditory data, since it facilitates the analysis of complex multimedia data in a variety of unique user-friendly ways. Woods asserts that Transana "allows the synchronization and simultaneous display of multiple media files to facilitate understanding in data-rich environments" and "facilitates using multiple simultaneous transcripts to allow researchers to look at several analytic layers within their data simultaneously" (2010, p. 2). Sometimes transcript and audio data afford insufficient interpretation because of their limitations, hence video recordings are used in this study since they can yield rich multimodal data that incorporate prosodic subtle and explicit, verbal and non-verbal information about a participant's meaning, intent, or emotional state and contextualization cues such as who is talking, where the conversation is taking place and when.

The videos were converted into text data that comprised of 1,120 words in Jordanian dialect. The data was organized in a matrix of three layers: Arabic script, transliterated, and translated conversation/dialogue. The transcription was transliterated verbatim in Roman script applying Al Qalam Transliteration Method which avoids all diacritics while maintaining almost the same level of phonetic accuracy (Lawson, 2010) (See Appendix A). The translations were provided next to the utterances. In every conversation/dialogue, the base language which is Arabic (or the language-of-interaction) was displayed in normal font, while the code-switched utterances-which are in English- are highlighted in yellow. The methodology of coding applied Creswell's model (Creswell, 2012a) by segmenting the sentences in every exchange in the conversation and assigning them line numbers while showing the identity of the speaker within their turn-taking boundaries. The exchanges are then timestamped, and the CS instances are highlighted and coded according to the grammatical and functional foci of the study. The data collection and analysis processes gleaned two datasets: qualitative and quantitative which are analysed separately as they address different research questions.

3.4 Trustworthiness of the Data

To guarantee the 'trustworthiness' of this research, the following were applied (Guba & Lincoln, 1981): *Confirmability:* keeping an accurate and careful record of video recordings and providing 'a chain of evidence' (Mertens, 2015) which includes a thick rich description of the contextualization of the videos. The *Dependability* of data were guaranteed by using pseudo names/initials of the participants. *Credibility & Triangulation* were ensured through the prolonged engagement and immersion of the ethnographer in the field of study as an observer and participant and a triangulation of the theoretical frameworks, data sources and methods. Moreover, to provide convergence of evidence to confirm trustworthiness, an in-depth description of the steps the ethnographer has taken in data collection.

4. FINDINGS AND DISCUSSION

Based on Transana meta-analysis collection report that was generated after entering, transcribing, transliterating and coding data from the ten videos (episodes), this section will answer the first and second sub-questions by presenting an overview of the context, topic, speakers, and results in every clip. There are two layers of analyses: the first one is a linguistic analysis that includes sentence, lexical and syntactic levels. The second layer of analysis is conversation functional analysis.

4.1 Sentence-Level Analysis: Types of CS

According to Poplack's (2015) types of CS, my three boys used all three types. Data has shown that my boys have uttered intra-sentential CS more frequently than inter-sentential with ease and effortlessness and started their sentences with L1 which is considered a Matrix Language. A total of 05:36 minutes out of 18 minutes constituted intra-sentential insertions. Figure 3 below offers a graphic representation of the codes used in Transana, the frequency of code instances according to their types (number of clips out of a total of 45 clips), and the total duration of each type of CS clips (minutes/seconds).
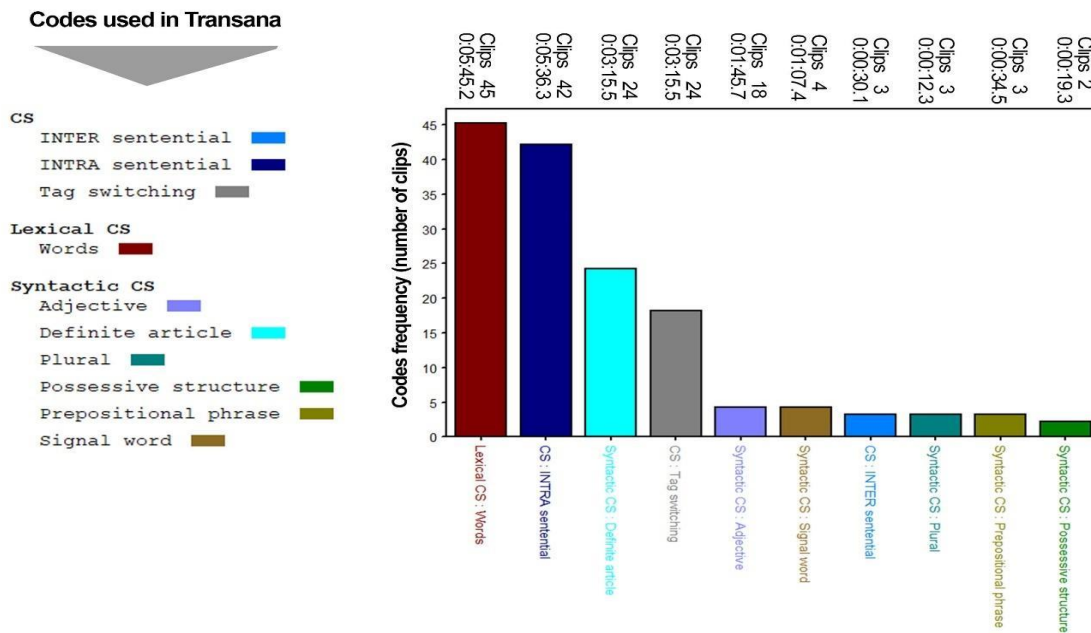
Figure 3. Codes used in Transana and frequency of codes

Clip 01 was recorded for the boys' aunts who live in Jordan while the boys were in the car playing with and inventing new words. **K** started the conversation in L1 -Arabic- followed by his brother **A** who took over the conversation and inserted eleven English words in the middle of his sentences, all of them were intra-sentential CS. This is illustrated in the following excerpts in Table 1:

9	أ : و أنا كلمتي، "مضيفينيش" بيروح على ال شوبس و بيضلوا يشتري نوزات كتير بس مو كل مرة بيلبسهم
	A: o ana kilmiti `miDiffinish' berooH `ala el shops o biDallo yeshtari nosaat kteer bas mo kol marrah byilbishom¤ (0:00:34.6)
	and my word is `miDiffinish', someone who goes to the shops and keeps buying lots of noses, but doesn't wear them every time
10	أ: مرة بيلبس واحد جولدن و مرة سيلفر و جولدن مكس
	A: Marrah byilbis waHad golden o marrah silver o golden mix¤ (0:00:40.6)
	one time, he will wear a golden one and another time a silver and golden mix
15	أ : لو تشتري...لو تشتري ون هندرد نوز، بيعطوك ون...ون نوز بس جولدن.
	A: law teshtari ….law teshtari one hundred nose, bya'took one…one nose bas golden¤ (0:00:56.7)
	if you buy one hundred nose you get one that is golden
23	أ: و حتى على " ميضّيفين" لاند في مسابقة بيضلهم يعملوا تشيرينج...مين بيعمل أكبر نوز بيفوز.
	A: o Hatta `ala `miDiff' land fi musabaqa biDalhom ye'malo cheering…..meen bye'mal akbar nose bifooz¤ (0:01:27.8)
	And even in miDiffin land there is a contest and they always keep on cheering…..whoever does the biggest nose will win

Table 1. Clip1: A inventing new words and playing with language

Clip 02 shows **K** in the living room showcasing his skills in skipping the rope. I recorded this video as he was very proud of his achievement learning a new skill in skipping which is one-leg jump and crossing hands. **K** commenced his speech with intra-sentential CS with only one inter-sentential occurrence **K** in line 6. Table 2 below provides examples of K's utterances:

1	ك: راح أعمل ون سكيب جامب و ون ليج جامب..و هلّا ال اكسات
	K: raH a'mil one skip jump o one leg jump….o hallah el_exaat ¤ (0:00:23.4)
	I'm going to do one skip jump and one leg jump… and now the x's
4	ك: و هلّا راح أعمل بريك و سكيب جامب
	K: o halla rH7 a'mal break o skip jump¤ (0:00:36.8)
	and now, I'll do a break `move' and a skip jump
6	ك: بريك، بريك، بريك، بريك، بريك، ....سكيب جامب
	K: break, break, break, break, break…..skip jump¤ (0:00:49.0)
	break, break, break, break, break…..skip jump
7	ك: لأ، هاي هيّه شوفي.. هاي هيك
	K: la' hay hiyye shoofi..hay haik¤ (0:00:55.4)
	No, that's it, look….it's like this
8	ك: خلّيني أعمل ون نورمال جامب.....هاي هيّه ال سكيب جامب
	K: khalleeni a'mal one normal jump…….hay heyyeh el-skip jump¤ (0:01:05.3)
	let me do one normal jump….here comes the skip jump
10	ك: و بعديها بعمل ال ون ليج جامب
	K: o ba'deeha ba'mal el-one leg jump ¤ (0:01:15.6)
	and next, I'll do the one leg jump
14	ك: و هلّا بعمل ال ون ليج جامب
	K: o halla ba'mal el-one leg jump¤ (0:01:27.2)
	and now, I'll do the one leg jump

Table 2. Clip2: K skipping the rope and intra-sentential utterances

Clip 03 was taken in the boys' bedroom after they created an airport with cardboard and added a runway that has all their collection of planes. I entered their room calmly and started recording them. After they noticed me, I became part of their conversation and tried to elicit some speech by questioning them. While **A** had five, **K** produced thirteen intra-sentential CS. It is worth noting that although **M** took part in the conversation, he has not switched codes at all, in fact, he used L1 (Arabic) all the time as evidenced in Table 3.

4	أ: عم بنسوي <mark>ال رانوي</mark>
	A: `am binsawwi <mark>el-runway</mark>¤ (0:01:29.2)
	We are doing the runway
5	ك: عم نعمل <mark>اللاندنج رانوي</mark>
	K: `am ni'mal <mark>el-landing runway</mark>¤ (0:01:32.1)
	We are doing the `landing runway'
6	أ: بعدين راح نعمل <mark>التاكسي</mark>... راح يكون هون
	A: Ba'dain raH ni'mal <mark>el-taxi</mark> ....O raH ykoon hon¤ (0:01:41.2)
	Then, we will do the taxi way. And it's going to be here (pointing)
7	ك: و احنا <mark>الريدي</mark> عملنا
	K: O eHna already `melna <mark>el-exit</mark> o <mark>el-entrance</mark> lal-gates ¤ (0:01:48.6)
	And we already did the exit and the entrance for the gates
8	أ: بتعرفي ليه احنا سوينا <mark>ال دوتس</mark> اللي هون؟
	A: Bte'rafi laih eHna sawwaina <mark>el-dots</mark> elli hon?¤ (0:01:52.2)
	Do you know why we made these dotted lines here?
9	م: عشان وين الطيارة بترجع...مع انه يعني (مقاطعة)
	M: `ashan wain ettayarah bterja' ....ma' inno ya'ni¤ (0:02:01.3)
	Because when the plane goes backwards…it would….(interruption)
10	ك: و لأنّه من اللي بنفهمه ببعض من الطيارات و هيك الطيارات ال <mark>سترايت لاين</mark> اللي من غير مثلاً <mark>دوتس</mark> أو اشي
	K: O la'anno eHna min elli bnefhamo biba'D min elmaTarat o haik eltayyaraat <mark>el-staright line</mark> elli min ghair mathalan <mark>dots</mark> aw ishi¤ (0:02:11.8)
	And because from what we understand of some airports and such..like planes, the straight line that doesn't have dots or something like it,
11	ك: أو حتى <mark>اكشالي بال اركيتيكشر</mark> و هيك أشياء بيحطوا <mark>دوتس</mark> للأشياء مثلاً اللي بتقدر تفتح أو بكون زي <mark>وول</mark> أو <mark>بارتيشون</mark>
	K: aw Hatta <mark>actually</mark> <mark>bil</mark>-<mark>architecture</mark> o haik ashya' beyHoTo <mark>dots</mark> lal ashya' mathalan elli bte'dar teftaH aw bikoon zay <mark>wall</mark> aw <mark>partition</mark>¤ (0:02:23.7)
	or actually in architecture and the like, they put dots on things…for example things that you can open, like a wall or a partition…
12	ك: يعني <mark>تو بارتيشين ات آوت فروم ذا اذر ثينج</mark>
	K:…ya'ni <mark>to partition it out from the other thing</mark> ¤ (0:02:28.3)
	I mean to partition it out from the other thing
15	أ: هلّأ راح نسوّي <mark>تيست</mark>...يلّا <mark>تيست</mark>
	A: Halla' raH nsawwi <mark>test</mark>...Yallah <mark>test</mark>¤ (0:02:47.2)
	Now, we will do a test. OK, test

Table 3. Clip3: Boys' runway and intra-sentential switches

Clip 04 took place in the kitchen where the boys were having dinner. Tag- switching was the highlight of this conversation as the boys spoke words that are commonly used in our family as borrowings from English, examples are shown in Table 4 and include: el-band (the band), hotdog, burger, assembly.

4	أ: <mark>الباند</mark>، متزكرة؟
	A: <mark>El-band</mark>, metzakreh?¤ (0:00:12.6)
	The band, do you remember?
6	أ: إنت ايش؟ <mark>هوت دوج و برجر؟</mark>
	A: Inta aish? <mark>Hotdog</mark> o <mark>burger</mark>?¤ (0:00:24.3)
	What do you like, hotdog or burger?
15	م: <mark>اسيمبلي</mark>
	M: <mark>Assembly</mark>¤ (0:00:48.5)
	Assembly

Table 4. Clip4: Dinner table conversation and tag-switches

Clip 05 was recorded in the kitchen, the day before Eid Al-Fitr and was meant to be sent to grandparents who reside in Jordan. **A** wanted to explain his newly acquired skill of making Ma'moul (traditional Eid cookies) to his intended audience, his grandparents. From the fourteen sentences that constitute the instructions to make the cookies, **A** used only two intra-

sentential CS which indicates his innate preference to use Arabic predominantly when communicating with his grandparents who live in Jordan. These two switches are demonstrated in Table 5 below:

3	أ: أوّل خطوة بكون عندكم عجينة. سّووها زي كرة. و بعدين بس سّويهم زي <mark>فلات</mark>
	A: Awwal khotweh bikoon `endkom `ajeeneh. Sawwooha zay kora. O ba'dain bas sawweehom zay <mark>flat</mark>¤ (0:00:18.5)
	The first step is the dough. Make a ball (from the dough). Then make them flat.
4	أ: بعد هادا حطهم جوّا. بعدين جيب الحشوة اللي انت بدّك إياها تحطها جوّا. بس سّوي <mark>ون برس</mark>....و سكّرها
	A: Ba'd hada HoThom jowwa. Ba'dain jeeb elHashweh elli inta biddak eyyaha tHoTha jowwa. Bas sawwi <mark>one press ……</mark>o sakkerha¤ (0:00:30.4)
	After that, put them in (the cookie mold). Then, put the filling, the one that you prefer to put inside the dough. But, do one press..and close it

Table 5. Clip 5: Making Eid Ma'moul and intra-sentential switches

In Clip 06, the boys were playing with their hand-made airport in their bedroom and all three of them joined in the conversation with their dad and I. They were extremely excited to explain and show what they did and what they know about planes. They have used more CS in the technical manner since the topic of conversation is related to planes and airports. There was a total of twenty-seven intra-sentential CS from the three boys, such as: aircraft, models, size, outline. What stands out in this clip is the use of L2 lexicons (signal words) at the beginning of speech by K (although and actually), as illustrated here in Table 6.

2	ك: <mark>اولذو</mark> هاي مش اشي حقيقي..حقيقي بالزبط يعني
	هوّه بس اللي بعرف <mark>الايركرافت</mark> بس عشان همّه <mark>موديلز</mark> و بيفرق <mark>السايز</mark> و الطول
	ف احنا عملناهم زي ما انتوا شايفين هونه
	هيّوا <mark>الأوتلاين للايميريتس بوينغ سيفين سيفين موديل</mark> تبعت م
	K: <mark>Although</mark> hay mosh ishi Ha'ee'ee…ha'ee'ee bizzabt ya'ni
	Howweh bas elli bifre' <mark>el-aircraft</mark> bas `ashaan hommeh <mark>models</mark> o bifre' <mark>el-size</mark> wel-Tool
	Fa eHna `melnahom zay ma into shayfeen hona
	Hayyo <mark>el-outline</mark> lal <mark>Emirates Boeing seven seven model</mark> tab'et M¤ (0:00:27.1)
	Although the red-lines aren't for real, not real in airports. But, the difference here is the aircraft, cause they are models, so the size and length are different. That's why we made the red lines this way. Here is the outline for the Emirates Boing 77 model that M owns
10	ك: ف زي ما انتوا شايفين، هدولا أوّل <mark>رد لاينز</mark> يمكن تتساءلوا .....أوّل اشي رح اشرحلكم. <mark>اكشيلي</mark> رح أسألكم ايش هدولا <mark>الرد لاينز</mark>؟
	K: Fa zay ma into shayfeen. Hadola awwal <mark>red lines</mark>. Halla' tani <mark>red-lines</mark>. Yemkin tetsaa'aloo. Awwal ishi raH ashraHelkom
	<mark>Actually</mark> raH as'alkom. Aish hadola <mark>el-red lines</mark> ¤ (0:01:10.4)
	As you can see
	These are the first red lines. Now, the second red lines. You might be wondering. First, I will explain to you
	Actually, I will ask you. What are those red lines?

Table 6. Clip 6: Boys showing their airport and intra-sentential switches

Clip 07 is similar to Clip 05 in context, but it was recorded to be sent to their aunt in Australia who is of Arab origin. The main speaker, **K,** described how he was making Ma'moul with two intra-sentential incidents highlighted in yellow as shown in the following Table 7.

3	ك: أنا و الله كنت أعمل <mark>بروجكت</mark> للعربي
	K: Ana wallahi kont a'mel <mark>project</mark> lal `arabi ¤ (0:00:17.1)
	I `wallahi' was doing a project for Arabic (subject)
11	ك: بعدين بسكّر المعمول. و ازا...ازا ما في <mark>اينوف</mark> عجين، بحط من اللي زادوا قبل شوي
	K: Ba'dain basakker elma'moul. O iza …iza mafi <mark>enough</mark> `ajeen ،baHoT min elli zadoo `abl shway¤ (0:00:53.4)
	And then I close the ma'moul. And if…if there isn't enough dough. I put a bit from the extras

Table 7. Clip 7: K making Ma'moul and intra-sentential switches

In Clip 08, **M** was explaining how he made a badge as a gift for me. Four tag-switches that our family typically employed in our daily lives, were utilized in the statements, which are: badge, tape, magnet, and sharing. Table 8 exhibits this:

2	م: بس عملت البرنتينج لا بادج طيران بعدين حطيت فيها تيب من هونا و حطيت.. و أخدت ماجنيت حطيت فيها تيب فوقها و بعدين هاي عملت
	M: Bas `melt printing la badge Tayaraan ba'dain HaTait fiha tape min hona o Hatait…o akhadet magnet HaTait fiha tape fo'ha o ba'dain hay `emlat ¤ (0:00:15.9)
	I only did printing of a flight badge and then I put tape right here and I put….and I took a magnet with a tape on top of it..and so I made it
3	د: كيف لزّقت...كيف لزّقت هيك؟ من غير...أنا مش شايف اشي! كيف لزّقتها؟
	D: Keef lazza'at…keef lazza'et haik? Men ghair..ana mesh shayef ishi! Keef lazza'etha?¤ (0:00:19.1)
	How did you tape…how did it bind together? Without…I can't see a thing! How did you tape it?
4	م: حطيت تيب من هونا و هونا...على أول واحدة و بعدين هاي لزّقت مع بعض و بعدين حطيت هاي هيك...و هلاّ مثلاً
	M: HaTait tape min hona o hona …`ala awwal waHdeh o ba'dain hay lazza'at ma' ba'dh O ba'dain HaTait hay haika….O halla mathalan¤ (0:00:27.1)
	I put tape here and here. In the first one and then I taped them together. And then I put this like this….And so
16	م و أ: شيرينج، شيرينج،شيرينج، شيرينج
	M and A: SHARING, SHARING, SHARING, SHARING¤ (0:01:02.7)
	SHARING, SHARING, SHARING, SHARING

Table 8. Clip 8: Tag-switches used in the family

Clip 09 emerges as a video that was intended to capture **M** only since I noticed by clip 08 that I obtained more data from **K** and **A** than from **M**. So, I needed a balanced representation of data from all participants. The intriguing fact that surfaced after this clip, is that **M** primarily used tag-switching, which is something that I -as his mother- never thought of or noticed before. Though **M** is proficient in both languages, he is particularly proud of speaking Arabic and frequently encourages his siblings to speak Arabic. He also asks his friends of Arab origin to speak Arabic with him. This could be the reason why he very rarely uses intra-sentential CS. The words he used in this clip were 'packet,' 'fun,' and 'park.' This invites further future investigation into ethnolinguistic identity markers. Table 9 shows the speech event:

21	م: ما بعرف بس يعني كنّا عالبارك، و بعدين أكلنا الشعراوي. هيكا، و بعدين صرنا نتحرّك نمشي، وو، نركض شوي و بعدين بدأنا كمّستير و لعبناها زي ساعة...هيك اشي و بعدين اجينا على البيت كتير كان فن
	M: Ma ba'raf, bas ya'ni, konna `al park O ba'dain akalna el'ashyaa' Haika, ba'dain Serna netHarrak, o nemshii, oo, norkodh shway O ba'dain bada'na kommestair O l'ebnaha zay sa'a..haika ishi O ba'dain ijina `ala elbait¤ (0:01:10.2) Kteer kaan fun¤ (0:01:12.7)
	I don't know…only…you know…we went to the park Then we ate things Then we started moving around and walking and running a bit Then we commenced kommestair And we played it for an hour or so And then we went back home It was so much fun

Table 9. Clip 9: Focus on M speech and tag switches

While completely unaware of me recording, Clip 10 shows the three boys watching TV in the living room while having their soup. Tag-switching reappeared again in two words: Cotton and soup. This is illustrated in Table 10 below:

1	ك: هادا ستوب موشن
	K: Hada stop motion¤ (0:00:06.0)
	This is stop motion
2	م: ستوب موشن، عرفت
	M: Stop motion `rift¤ (0:00:08.9)
	Stop motion-I knew it
3	أ: استخدموا قطن (متابعة للكرتون)
	A: Estakhdamo kotton¤ (0:00:13.8) (WATCHING)¤ (0:01:16.3)
	They used cotton (WATCHING)¤
4	م: يا لحالها (متابعة للكرتون)
	M: Ya laHalha¤ (0:01:17.3) (WATCHING)¤ (0:02:07.4)
	On its own (WATCHING)¤
5	م: خلّص السوب اللي الك
	M: Khalles el-soup elli ilak¤ (0:02:11.4)
	Finish your soup

Table 10. Clip 10: Watching T.V and tag-switching

4.2 Lexical and Syntactic Analysis

From the previous presentation of sentence-level switching, it is apparent that the boys have switched codes while following the semantic and syntactic rules of both Arabic and English languages interchangeably which aligns with Poplack's theory (Poplack 2015) and the literature on CS. However, within the lexical insertions of English words, some were tag-switches that were commonly used at home and in our speech community in daily conversations such as: burger, hotdog, sharing and band. Additionally, all the conversation excerpts started in Arabic which imposes its structural patterns to a great degree, whereas English appears in the form of inserted phrases and morphemes, which supply content details.

As for the syntactic level of analysis, six categories surfaced: the use of Arabic definite article, Arabic plural forms, English possessive structures, Arabic prepositional phrases, English adjectival structure, and the use of English signal words (see Figure 4 which demonstrates a visual representation of lexical and syntactic codes). This finding is entirely congruent with the literature that tackled Arabic-English CS.

Firstly, the insertion of the Arabic definite article 'el' before the English noun phrases was largely applied by all three speakers, and sometimes the plural form in English is kept the same, for example in Clip1: el-shops, Clip 2: el-exaat, el-skip jump, el-one leg jump. Secondly, there were few incidents in which the Arabic inflectional suffix of plural form 'aat' was added into an English lexicon, such as in clip 1: 'nosaat' and clip 2: 'el-exaat'. Thirdly, in the adjectival CS, English seems to dominate structurally. For instance, in clip 6, K said 'specific pathway'. This order of the adjective follows English structures not Arabic. Finally, three signal words were only used by **K**, which could indicate a high competence in English since he used them accurately as a cohesive device at the beginning and in the middle of sentences: Clip 3: actually, and in Clip 6: although, actually, specifically.
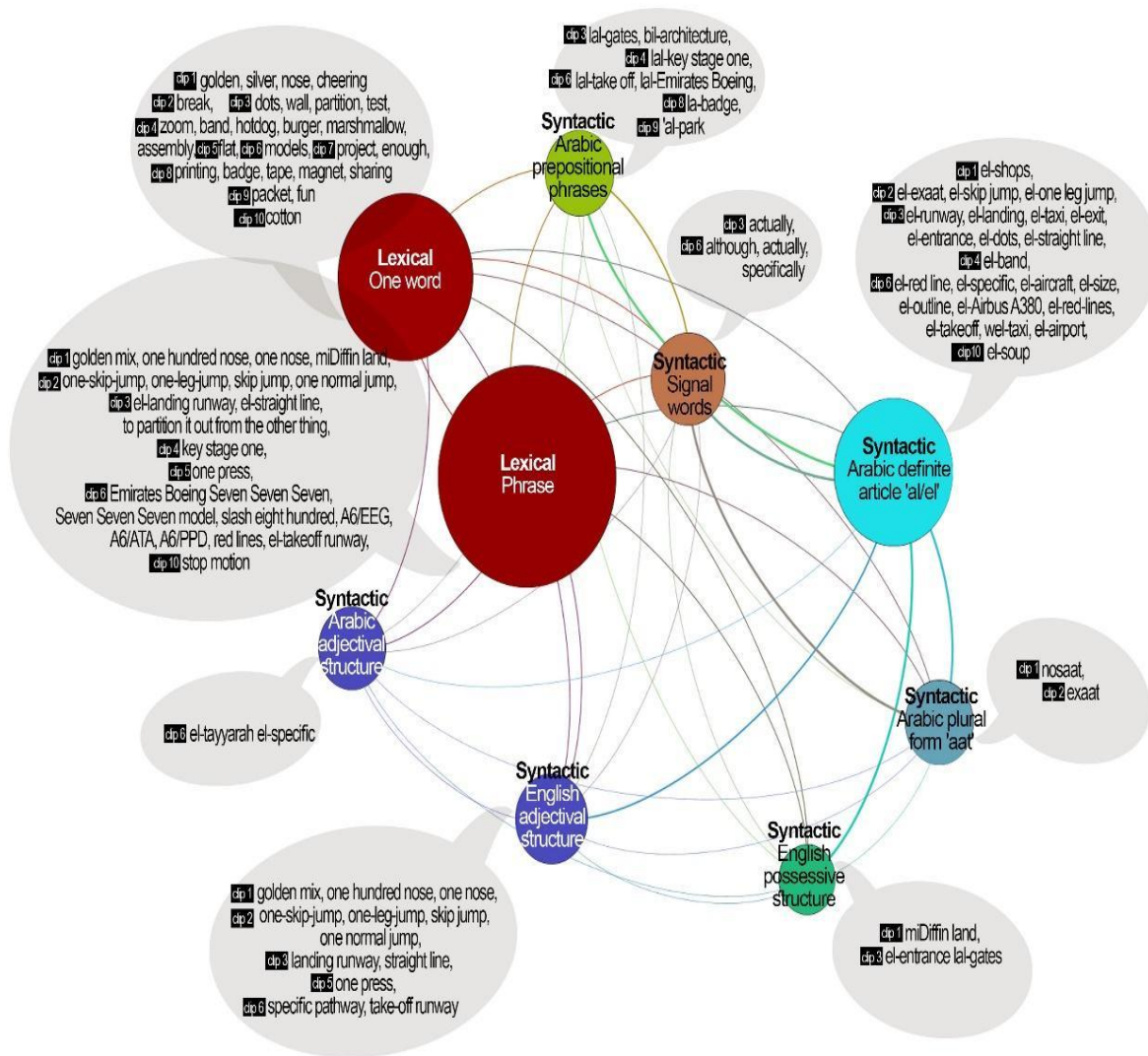
Figure 4. Lexical and syntactic codes

4.3 Conversation Analysis: Functions of CS

CS in all the analysed clips share two major functions: means for effective communication and a crucial manifestation of communicative competence of bilingual children. In fact, in every video the boys maneuvered and employed CS creatively in ways that enabled them to participate effectively within their respective turn-taking sequence. Though there were some instances where speech was overlapping, the motivation behind the overlap could be interpreted as enthusiasm to participate and share their knowledge. For example, in clips 3 and 6 that emerged as the richest in codes, all of the three boys interacted and competed to showcase their knowledge of aviation, responding and replying back and forth by using technical terms like 'landing runway' to types of planes such as 'Airbus A380'. It is quite interesting that in clip 6 **K** not only used three signal words, which is an indicator of complex language skills, but also inserted a full phrase in English. As part of marking their identity, **K** and **A** had more switches than **M**. Language choices differed yet can be an indicator of negotiating identity especially that the data analysis highlighted that **M** mostly uses tag-switches. I also realised that CS occurred in all interactions with varying degrees, and the direction of switches were from Arabic to English which can be seen as means to promote social interaction and make meaning of content. Hence, CS was employed as a supplementary resource to attain certain conversational objectives in interactions amongst bilingual speakers which answers the study's third sub-question whilst offering potential future studies.

5. CONCLUSION

This paper endeavoured to explore the linguistic aspects of CS among my three bilingual Arabic-English expatriate children living in Dubai from an autoethnographic approach and utilized Transana Software for data coding and analysis. The research contributed insights to the study of CS of expatriate children that have been scarcely investigated in Dubai context. In terms of the types of CS, from the discussion and findings section, intra-sentential CS emerged as the predominantly recurring switch amongst the participants which is a marker of fluency according to Grosjean and Poplack. The analyses unravelled a corpus of lexical one-word and phrase CS types and six syntactic types of switches which call for more in-depth research in the future.

In addition, pragmatic aspects of CS were analysed and results showed that children tended to codeswitch as a communicative strategy. A hybrid of functions was identified: CS as part of their verbal repertoire, as means to bridge the lexical gap (technical terms), as a reflection of their identity and meaning making, to facilitate communication, and to demonstrate their capability and knowledge. In addition, employing Transana Software helped analyze the multimodal data in showing the frequency of code occurrences in descriptive quantitative terms, for instance, showcasing that **M** hardly used intra-sentential CS, while **A** and **K** used them more frequently. Using videos can be a useful tool for families concerned with bilingualism to observe and reflect on their languages practices, which can inform Family Language Policy (FLP). Moreover, the methodology that incorporated autoethnography and videos guided me as a researcher to reflect on my own language use and choice, which provided evidence of the diffuse use of tag-switching among my children. This method enabled me as a mother to become more cognizant of the seemingly tacit and differing aspects of language practices of my children, which in turn invoked ponderings on language shift and bilingual language practices in the family.

5.1 Limitations and Ethical Considerations

The present study was carefully carried out within the scope of available time and resources. Still, the scope of this study is limited as it is an autoethnographic case study that has three participants and was carried out in a limited time frame during the lockdown in 2020. This implies that conducting ethnographic research on children raises a number of methodological and ethical challenges and implications. Parents naturally are unable to cross the boundary between themselves as adults and their children "because they are in an inherently supervisory position" (Poveda, 2009, p. 4). This challenge was dealt with by being mindful and reflexive as much as possible while being involved in the research. As an ethical and legal requirement for approval of including children in research studies, I informed my husband and children of the purpose of the research and discussed fieldwork possibilities of recording them very often and that my involvement might be in activities and spaces in which I would not normally be present, such as when they are occupied with their playtime or having peer conversations that do not involve me as a parent. Their consent was paramount and fully respected.

Since this paper is qualitative in nature and offers a limited insight into CS and participants are selected not through applying statistical sampling, generalisation is not intended or expected. In spite of the aforementioned limitations, the findings will illuminate certain aspects of CS as a sociolinguistic phenomenon and could possibly be a basis for many potential future studies in the field of autoethnography, language contact, bilingualism, and CS in the Arab region.

5.2 New Directions for Future Research

Further exploration of the notion of CS in bilingual expatriate children is crucial as CS is a complex multi-layered concept that reflects the multiplicity of social, psychological and linguistic factors. Due to the multilingual context of Dubai and various contact situations, it would be intriguing to explore further the application of ethnographic approaches to various situations within CS as a whole. In particular, comparative studies between CS of Arabic-English bilingual children of different Arab origin/nationalities living in Dubai and perhaps the other Emirates and highlighting CS as a marker of language shift towards English. Another path to follow in future research would be the exploration of CS practices in families from different vantage points, employing mixed-methods, longitudinal studies, including more participants, and approaching CS from an interdisciplinary lens while unpacking the Family Language Policy. It is in the researchers' contention that this study may possibly pave the route for more in-depth research to fill several research gaps in the Gulf region.

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APPENDIX A

Transliteration Key

The following transliteration system will be used throughout the study applying Qalam Method (Lawson 2010)
a. Consonants

Arabic letter	Transliteration	Articulatory features
ء	'	Glottal, voiceless stop
ب	b	Bilabial, voiced stop
ت	t	Alveolar, voiceless stop
ث	th	Interdental, voiceless fricative
ج	j	Alveo-palatal affricate
ح	H	Pharyngeal, voiceless fricative
خ	kh	Uvular, voiceless fricative
د	d	Alveolar. voiced stop
ذ	dh	Interdental, voiced fricative
ر	r	Interdental tril
ز	z	Alveolar, voiced fricative
س	s	Alveolar, voiceless fricative
ش	sh	Alveo-palatal, voiceless fricative
ص	S	Alveolar, voiceless fricative
ض	D	Alveolar, voiceless fricative
ط	T	Alveolar, voiceless fricative
ظ	Z	Interdental, voiced fricative
ع	`	Pharyngeal, voiced fricative
غ	gh	Uvular, voiced fricative
ف	f	Labiodental, voiceless fricative
ق	q	Uvular, voiceless stop
ك	k	Velar, voiceless stop
ل	l	Interdental, lateral
م	m	Bilabial, nasal
ن	n	Interdental, nasal
ه	h	Glottal, voiceless fricative
و	w	Bilabial, semivowel
ي	y	Alveo-palatal, semivowel

| | δ | h,t | Glottal, voiceless fricative OR Alveolar, voiceless stop |

b. Vowels

		vowels	symbols	Articulatory feature
short		ـَ	a	Low, cetntral
		ـُ	u	High; back
		ـِ	i	High; front
long		١	aa	Low, central
		و	uu	High, back
		ي	ii	High, front

Appendix B

Transana Timestamped Transcription in Arabic Script, Transliteration and Translation (Sample)

Transcription Conventions

E: Episode (a segment taken from a video recording-a clip)

A: Participant 1

M: Participant 2

K: Participant 3

R: Mother

D: Dad

Highlighted in Yellow: Children's switched word

Highlighted in Green: Parents' switched word

Sample of Transcribed and Analyzed Conversation

Clip: 02

Episode: Partial

Context: At home

Action: Skipping exercise

Duration: 3:30 min

Speakers: K - R - A

Transana Conversation chain: 15 exchanges/ 23 timestamps

Total words: 94

Children CS: 28

Percentage of CS: 0.3%

	28 Children CS vs. 9 Parent Percentage of Children CS: 0.3%	
1	Original Conversation in Arabic Script	ك: راح أعمل ون سكيب جامب و ون ليج جامب..و هلّا ال اكسات
	Transliteration	K: raH a'mil one skip jump o one leg jump….o hallah el_exaat ¤ (0:00:23.4)
	Translation	I'm going to do one skip jump and one leg jump… and now the x's
2	Original Conversation in Arabic Script	ر: اللّي بعديها. اوكي. يلّا.
	Transliteration	R: illi ba'deeha. OK. Yallah¤ (0:00:24.7)
	Translation	the next one. Ok, go ahead
3	Original Conversation in Arabic Script	ر: اه. هيكا الاكسات.
	Transliteration	R: Aa heka el exaat¤ (0:00:26.2)
	Translation	oh yes, this is time for exes
4	Original Conversation in Arabic Script	ك: و هلّا راح أعمل بريك و سكيب جامب
	Transliteration	K: o halla rH7 a'mal break o skip jump¤ (0:00:36.8)
	Translation	and now, I'll do a break `move' and a skip jump
5	Original Conversation in Arabic Script	ر: بريك، بريك، بريك، .....يلا سكيب جامب هلّا
	Transliteration	R: break, break, break, …..yallah skip jump halla¤ (0:00:43.4)
	Translation	break, break, break, …..ok now skip jump
6	Original Conversation in Arabic Script	ك: بريك، بريك، بريك، بريك، .....سكيب جامب
	Transliteration	K: break, break, break, break, break…..skip jump¤ (0:00:49.0)
	Translation	break, break, break, break, break…..skip jump
7	Original Conversation in Arabic Script	ك: لأ، هاي هيّه شوفي.. هاي هيك
	Transliteration	K: la' hay hiyye shoofi..hay haik¤ (0:00:55.4)
	Translation	No, that's it, look….it's like this
8	Original Conversation in Arabic Script	ك: خلّيني أعمل ون نورمال جامب.....هاي هيّه ال سكيب جامب
	Transliteration	K: khalleeni a'mal one normal jump…….hay heyyeh el-skip jump¤ (0:01:05.3)
	Translation	let me do one normal jump….here comes the skip jump