

The Effect of Some of the University of Petra Instructors' Qualities on their Use of Code Mixing in their English Classes

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Abstract

The study tried to answer a question about the extent of the instructors' qualifications, years of experience and university of graduation affect their code mixing in the EFL classrooms. In order to answer the study question, a semi structured interview was prepared by the researchers so as to collect the needed data which was qualitatively analyzed. The findings indicated that the instructors showed high level of awareness of the uses of code mixing in their classroom practices. The results also showed that no differences were noticed that can be related to either the instructors' qualifications, experience, or university of graduation. Based on the findings, the study recommended more studies to be conducted so as to investigate domains other than the ones included in this study, and the faculties of Education were addressed to establish training programs in cooperation with the departments of English in the Jordanian universities so as to prepare the graduates for the appropriate uses of L1 in L2 classes.

Keywords: code mixing, EFL university instructors

Introduction

The challenges of globalization and its impact on nations and people first started as an economic juvenile, but it outreached different domains of life amongst which is education, where the effect of globalization can be noticed in terms of languages and technology. Linguistic colonialism symbolized by American English and British English came to an end. A diversity of Englishes in today's world can be detected. English is now considered as an International Language that belongs to no particular culture, but rather provides the basis for promoting cross-cultural understanding in an increasingly global village (McKay, 2001).

The very fact that English is an international language means that no nation can have custody over it (Widdowson, 1994). As English becomes more

international, it becomes less 'English' (Maley, 2005). English no longer belongs to the English-speaking peoples when it is spoken as a second or foreign language by a majority of people in the world.

In the Jordanian context, English is now part of most of the Jordanians' daily life. English is not only a subject that they study at school or university, it is the language they face in the street. It seems that globalization has made a wide change in the Jordanians' acceptance of English. People used to have a negative attitude towards English and students hated being forced to learn it (Fishman, 1971). They could not see any point of learning English. Later on people started to have a different attitude towards English, it started to be thought of as a classy symbol (Fishman, 1977). This positive attitude towards English became stronger in the post-colonialism era, people became more eager to learn it and accept the fact that it is the lingua franca through which they can reach up to their goals.

As for the educational situation in Jordan, English is introduced and taught to students as a foreign language in most public schools. Students in Jordan learn English as an obligatory subject for twelve years at school. They are exposed to English wherever they are. Despite all that, it can be noticed that students still resort to Arabic in certain occasions even when the situation needs all to be run in English. Arabic being the mother tongue of both the teacher and the students, it is very likely that there will be times during the class when the teacher or students tend to use Arabic instead of English; this sociolinguistic phenomenon is an example on code mixing.

Bokamba (1989) defined code-mixing as the insertion of different linguistic units such as affixes, words, phrases and clauses where the interlocutors, in order to realize what is said, have to relate what they hear to what they understand. Muysken (2000) described code-mixing as all cases where lexical items and grammatical features from two languages appear in one sentence. Although such definitions exist in the related literature on bilingualism, some researchers find it difficult to distinguish between code mixing and code switching. Code mixing transfers elements of all linguistic levels and units ranging from a lexical item to a sentence, so that it is not always easy to distinguish code-switching from code mixing (Grosjean, 1982). Code switching is defined as the alternation of two languages within a single discourse, sentence, or constituent. Intersentential alternations occur when the switch is made across sentence boundaries (Grosjean, 1982). It is interesting to note that most of code-mixing takes place automatically and unconsciously (Skiba, 1997). Code mixing also happens between bilingual or multilingual speakers to create linguistic solidarity especially between those who share the same ethno-cultural identity (Skiba, 1997).

This research is concerned with code mixing which occurs between two languages, English and Arabic and what might stand behind this mixing in an attempt to find out how crucial or beneficial it might be considered. It also tends to investigate the instructors' attitudes towards the use of code mixing in the EFL classroom whether it is a conscious or an unconscious act, or if it is done intentionally or unintentionally, and if variables such as instructors' qualifications, years of experience, or universities of graduation have any effect on its occurrence.

Statement of the problem

During the researchers' careers in teaching English as a foreign language, they have always been through situations where code mixing strongly existed in different classrooms no matter what the levels of students were. Students tended to code mix when they were not able to express themselves in English, they also code mixed when they were interested in the topic but lacked the right vocabulary, and when they worked in pairs or groups.

As for the researchers, they had, sometimes, to code mix when the students showed no interest in the topic, where they might raise a question in Arabic or throw a joke or comment on a situation in the class and on other occasions they had to code mix to give some instructions or to put class into control.

The researchers are interested in the existences of code mixing in EFL classrooms; when, how and why the instructors use it, in addition to the instructors' awareness of this phenomenon.

Purposes of the study

The present study aims at finding the effect of some variables such as the qualifications of the instructors on the use of code mixing in their classrooms. It will also consider their years of experience and the university they graduated at e.g. local / abroad, on the instructor's use of code mixing.

Questions of the study

The study intends to answer the following question:

1. To what extent do the instructors' qualifications, years of experience and university of graduation affect his/her code mixing in the FL class?

Review of Related Literature

As a result of globalization and the openness the world is experiencing nowadays, more and more people are using more than one code when they speak to each other. The spectacle of people having two codes or more is called

bilingualism or multilingualism. Spolsky (1998, p. 45) defined a bilingual as “a person who has some functional ability in the second language.” This may differ from an imperfect ability in one or more areas, to a very strong one of both languages. For Grosjean(2010, p.4) “bilinguals are those who use two or more languages (or dialects) in their everyday lives”.

Code mixing

Code is a tenure that signifies languages, vernaculars and language diversities. Code is widely used to represent or exemplify different facets of languages and their practices. To Romaine (1995, p.121) code refers “not only to different languages, but also to varieties of the same language as well as styles within a language”. Myers-Scotton (2006, p.17) introduced code by stating that it “is just one of the cover terms for ways of speaking, so it can refer to separate languages, dialects, or styles.”

In normal contact, people generally pick codes that differ according to the situation they are experiencing. They may choose a certain code to discuss a specific subject about work, school, everyday life or any other topic. A code is a system people use to interconnect. When people talk to each other, they choose a specific code that differs according to the topic they are dealing with. According to Stockwell (2002, pgs.8 and 9) a code is “a symbol of nationalism that is used by people to speak or communicate in a particular language, or dialect, or register, or accent, or style on different occasions.”

Ronald Wardaugh (1986, p.101) also articulated that a code can be defined as “a system used for communication between two or more parties used on any occasion.” When two or more people talk to each other, the system of communication they use is called a code. Accordingly we conclude that the code is a system of the language difference that is used by a society to make communication with other people. Ayeomoni (2006, p.95) defined the code as “a verbal component, that can be as small as a morpheme or as broad and complex as the entire system of language”.

Code mixing takes place when a speaker uses some constituents of one language while speaking another. Sridhar et al. (1980) elucidated code mixing as a type of alteration of elements of one language and using those of another within a single sentence.

Woon (2007, p.1) introduced code-mixing as “change of one language to another within the same utterance or in the same oral/written text”. Poplack and Meechan (1998, p. 127) stated that code mixing is “any use of two or more languages in the same discourse”. Celik (2003) said that code-mixing is the

mixture of two languages which involves one word from one language in the syntax of another, with the majority of words coming from the second language.

In bilingual and multilingual communities, code mixing replicates a consistently systematic pattern of speech in the verbal repertoire of the bilinguals and multi-linguals who “make use of both the languages with the same speakers, in the same domains and within the same conversational topic” (Poplack and Meechan, 1998, p. 128). Muysken (2000, p.1) advocated that code mixing entitles “all cases where lexical items and grammatical features of two languages appear in one sentence.” In other words, code mixing is “that appearance of bilingual collaboration where the lexical and grammatical properties of one language are unified into the speech of another language” (Appel and Muysken, 2005, p. 117).

Spardlin et al. (2003) defined functional-lexical codemixing as an element made by a functional morpheme from one language and a lexical morpheme from the other. Jisa (2000) proclaimed that, intersentential codemixing involves the use of sentential constituents from two languages in the same discourse. Each sentential constituent keeps the grammar of its own language. Intrasentential code mixing happens within a single sentence or clause.

Causes and reasons for code mixing

It has been a while since the research on bilingualism started to boom. More and more linguists and researchers expressed interest in discussing and analyzing its different aspects, among which is the phenomenon of code mixing. Researchers have been trying to find out the reasons that cause code mixing. Gumperz (1982) and Auer (1984) defined code mixing as a speech indicator that leads to understanding the speakers' intentions.

When bilinguals lean towards code mixing there might be causes and reasons for such an act. Grosjean (1982) proposed some reasons for that. For example, some bilinguals mix two languages when they cannot find appropriate words or terminologies or when there is no suitable translation for the used language. They can also code mix for many other reasons: to quote what someone has said, to stipulate the addressee, to second on what has been said, or to talk about past events. Bathia and Richie (2004) believed that bilinguals make their language choice in reference to the situation they are experiencing, when, where and whom they are addressing at that time.

In Jordan, bilingualism can be noticed through the use of hundreds of English loanwords and expressions (Hazaymeh, 2004; Kailani, 1994). Jordanians code mix in different domains such as work, education, travel, tourism, technology, trade, sports, media, and even in everyday conversations.

The interaction between Jordan and English speaking countries has introduced many domains of English culture and loanwords into Arabic in the Jordanian society (Hazaymeh, 2004). In Jordan, people from different backgrounds and ages tend to code mix using English terms and expressions in their daily interactions as a sign of social prestige and knowledge of the language.

Code mixing in classroom

Code mixing in the language classrooms was and is still considered a controversial issue. For some it is helpful for both students and teachers, while others see that it hinders the learning process. Baynham (1985) noted that bilingual usage of languages functions as a communicative resource in the ESL teaching in UK, and mother tongue is considered as a useful tool to classroom teaching and learning. Creese and Blackledge (2010) argued that flexible blend of languages is used by teachers as an instructional strategy to make links for classroom participants between the social, cultural, community, and linguistic domains of their lives. Pedagogy in these schools appears to emphasize the overlapping of languages between students and teachers rather than enforcing the separation of languages for learning and teaching.

Bilinguals' ability to code mix and switch while having a conversation can be clearly noticed. They use words or phrases from their first language in speech acts that are held in the second language and vice versa. The phenomenon of code mixing can be noticed, as well, among Arab bilinguals who tend to use English loanwords and expressions in their speech acts. Code mixing has been the focus of many researchers in different countries, but with fewer attention in the Arabic context, therefore the literature in this area is not as rich as it is expected to be. This research is meant to shed light on the use of code mixing among instructors and students in the university setting in addition to their attitudes towards this mixing.

Simon (2001, p. 312), explained that code mixing which is a common act in a bilingual or multilingual language classroom interaction has been thought of as a banned practice, if not banned it should be totally avoided. She added that teachers who had code switched felt embarrassed of doing so as that was not considered as a good act. Simon (2001, pgs. 314-315) suggested that foreign language classrooms are specific code mixing settings as, first, they can be considered as a multilingual group in the sense that the members share the same first language with all its rules and uses. Second, the students' knowledge of the foreign language is shallow while the teacher knows it very well. Third, teacher and the students have fixed roles: teacher-status is related to the usage of foreign language and learner-status is related to the imbedded obligation of using it (Simon 2001, pgs. 316 and 317)

Contrary to views on code mixing as some an unaccepted act in classrooms, Cook (2001) contended that teacher's capability of using both the mother tongue and the target language generates an authentic learning atmosphere. Cook also proposed that this is a natural phenomenon in a situation where the speakers share two languages, so the teachers should not discourage it in the classroom. Cook suggested constructive methods of using the mother tongue in the classroom. Firstly, teachers can use it positively in explaining meanings of words or sentences, explaining grammar, and organizing the classroom. Secondly, students can use the mother tongue as part of the learning action and in classroom activities.

It can be clearly noticed that no agreement has been reached on the benefits of using or avoiding code mixing, especially in the language classrooms. Investigating the related literature indicates that, there are diverse attitudes towards code-mixing.

A group of linguists and researchers have presented a number of advantages of code-mixing. One of which is teaching vocabulary, where Celik (2003) indicated that code mixing shortens the time needed for the application of that particular task. Ying (2005) said that people with negative thoughts on code mixing call for the total avoidance of its occurrences.

Review of related studies

Research that has been run so far on code mixing, had different views for and against the phenomenon, so the researchers have looked into various empirical studies concerning this topic, some of them ended up to results that support the use of code mixing while others resulted to a constrained use of code mixing, a very limited number of studies the researchers could find ended up to totally oppose its use. The researchers selected some of the recent studies and reported them in these pages.

Al-Absi (1991) inspected the effect of integrating the mother tongue (Arabic) in the teaching of the target language (English) to Jordanian students. The findings of his study indicated that this strategy was more favorable than solely using the target language.

One last Arab scholar who is in favor of the use of Arabic in an English class is Dr. Suleiman Awad Musa Al-Abbas (1996) whose PhD focused on the use of Arabic as a mother tongue in teaching English as a foreign language in the Schools of Jordan. He collected the data for his research from 400 students and 100 teachers. He came up with some realistic results such as:"most of English teachers use Arabic in their English classroom to explain new and difficult items, and to lesser degrees for other purposes. First year university students

who were taught English vocabulary and grammatical structures bilingually outperformed their counter parts who were taught without any use of Arabic." (Al-Abbas, 1996: iv)

Schweers (1999) examined the use of L1 in L2 classrooms, he inspected the rate as well as the reasons for its use, in addition to the teachers' and students' attitudes towards such a use. Four English teachers were observed and their lessons were recorded at the beginning, middle and end of the term. A questionnaire was distributed to investigate the attitudes of the four teachers and other nineteen university teachers and students towards the use of Spanish during teaching and learning English. The study ended up to show a high percentage of both teachers' and students' positive attitude towards a reasonable use of Spanish in English language classrooms.

In his study on using L1 in EFL classrooms, Aqel (2006) investigated the instructors' and students' reactions to using Arabic language in teaching EFL in the Department of English and Modern European languages at the University of Qatar. According to the questionnaires prepared for this purpose, it was found that all of the instructors felt that it was acceptable to use Arabic in EFL teaching. As for students' reactions, it was found that students favored the use of Arabic. The paper recommended a sensible use of Arabic in EFL teaching and when it is the shortest possible way to make learners understand the required points.

Andrea Koucka (2007) looked into the use of the mother tongue in EFL classrooms in the Czech Republic. She considered the number of times and reasons why trainee teachers used the first language in English classrooms. She found that some of the thirty trainee teachers involved in the study overused the first language in their classes. The amount of first language use ranged from no utterances to 79 per class. The teachers used the first language in a total of 14 situations in the classroom. The first language was used for introducing the objective of the lesson, for evaluating and giving feedback, etc., which showed that the first language was used all through class time. The study also showed that the highest amounts of first language use were when giving instructions and translating vocabulary and new words. Asking questions as well as introducing activities also caused a high frequency of first language use. Furthermore, the results of this study stated that about 64 percent of the total use of the first language was not done efficiently and that other teaching techniques could have been used instead of the first language.

Al-Khatib and Sabbah (2008) examined the linguistic structure and sociolinguistic functions of Arabic English code-switching in mobile text messages used by a group of Jordanian university students. It also investigated

the distribution of the switched elements by syntactic category. The corpus was collected from 46 male and female undergraduate and post-graduate students studying at different Jordanian universities: Jordan University, Yarmouk University, University of Science and Technology and Petra University. The data was collected using both a self-report questionnaire and key informant interviews. The main results of the study showed that there was a number of technical elements that caused the wide use of English or switching between English and Arabic “with Arabic Roman scripts” in mobile text messaging. The results indicated that code switching could be affected and formed by the dynamics of the relationship of the speaker–addressee and by cultural features rooted in the Arabic language. Furthermore, the results showed that code switching could function as a communicative strategy for facilitating communication by lowering language barriers as well as by consolidating cultural identity. Moreover, it was noticed that the process appears to be conditioned, among other factors, by the gender of the text writer.

Al-Abbadi (2010) in his study of 6 EFL supervisors, 130 EFL teachers and 390 students showed that teachers used Arabic in explaining meanings of new words, checking comprehension and in giving instructions. No congruence was found between the participants which was related to the absence of self-assessment. The study also found that the teachers were not aware of when and why Arabic can be used in an efficient manner in EFL classrooms. Teachers were of two groups: one used Arabic excessively and the other did not use it, it favored the reasonable use of Arabic in EFL classrooms.

Ehsan Rezvani (2011) investigated code-switching of 4 Iranian English language teachers in elementary EFL classrooms in Isfahan, Iran, through classroom observation. The results determined that code switching was a commonly used strategy and an essential source for bilingual teachers in foreign language classrooms and it, moreover, concluded that “skillful use of code switching can lead to better teacher-student classroom communication that enhances the quality of teaching, helps students’ comprehension, and fosters a healthier friendlier teacher-student relationship, especially for the lower levels” (p.23).

Hidayati (2012) study aimed at finding out whether or not using the first language to teach receptive skills would enhance students’ participation and understanding in the English classroom. The teachers who were observed in this study used about 30 percent to 49 percent of total class time using the first language and between 2 percent to 8 percent of class time using both first and target languages. However, about 36 percent of the students thought that the first language should be used for about 30 percent of class time.

In his research, Hidayati also found that when the teachers used a higher amount of the first language, the degree of the students' interaction was higher than when the teachers used less of the first language. Students claimed that their interaction was higher when the first language was used because they felt less lost during class, and that with a familiar language, they were better able to understand, communicate, and participate during class. The situations in which the teachers used the first language were similar to the situations in the previous studies. The teachers used the first language to explain difficult vocabulary, grammar points, classroom instructions, and social interaction among teachers and students on topics not connected to classroom activities. However, the study indicated that there were some instances of first language overuse among teachers when English was a better choice than the first language such as when giving instructions for activities and for warm-up activities.

Damra and Qudah (2012) pointed in their study, using a prepared grammar achievement test and a questionnaire, on ninth grade EFL students in one of the model schools in Amman, Jordan, that there should be a careful use of L1 when teaching grammar in L2 classes as one of the tools to be used by the teacher. They also found that it can be used to raise the students' awareness about the similarities and differences between the two languages.

The previous studies can be seen as a reflection of the situation in the EFL classroom, in the sense that no definite stance is obtainable yet either by teachers or students concerning the use of L1 in FL/L2 classes. Despite the various contradictory findings on code mixing in EFL classroom from different backgrounds, more can be learned about instructors' use of code mixing. With this in mind, since there is no consensus on code mixing's benefits or deterrents, this study aims to investigate the effect of a number of variables: the instructors' specializations, years of experience, and the University of Graduation on their code mixing in EFL classrooms. The study investigates this phenomenon in the context of the English department at the University of Petra, the targeted group are 12 instructors.

Methods and Procedures

Participants of the study

The research was conducted in the Department of English at the University of Petra during the first semester of the academic year 2015/2016. The participants of the study consisted of 12 English language university instructors, among who were two associate professors of literature, one associate professor of linguistics, four professors of linguistics, three MA holders in linguistics, and two MA holders in literature. This variety meant to show the situation of code

mixing in the Department of English as a whole. The instructors interviewed were all native speakers of Arabic.

Table 1: Instructors' qualifications, years of experience and universities of graduation

Instructor	qualification	Years of experience	University/ Country
1	PhD	28	Edinburgh/ UK
2	PhD	20	Georgetown/ USA
3	PhD	45	Toledo/ USA
4	PhD	40	Lancaster/ UK
5	PhD	4	Sanford/ UK
6	PhD	15	University of Jordan/Jordan
7	PhD	7	University of North Texas/ USA
8	MA	6	Petra/ Jordan
9	MA	5	University of Jordan/Jordan
10	MA	4	Coventry/UK
11	MA	10	University of Jordan/Jordan
12	MA	24	University of Jordan/Jordan

Instrument of the study

A semi-structured interview was prepared to inspect the use of code mixing in EFL classrooms to find out how much they were aware of it and what are the reasons behind using it. It also inspected if the use of code mixing was helpful in enhancing the student/ teacher interaction and henceforth reinforced their language competence at large. The interview was made up of two parts: the first invited the instructors to provide their biographical data such as qualification, field of specialization, teaching experience and university of graduation. The second part comprised six open questions on the instructors' awareness and of their use of code mixing; they are the following:

1. What areas make you use code mixing while in class; grammar, vocabulary, comprehension of passages, content of the lesson or to organize the classroom? Any other?
2. Do you think that using Arabic helps students' comprehension of the content of the lesson in English? In what sense?
3. Do you consider code mixing, helpful to increase your classroom interaction with your students? Explain.
4. Do you think that using English only in the language classroom helps students learn the subject matter better and interact fluently? Could you illustrate that? Any examples?

5. Do you think that switching to Arabic frequently will facilitate students' fluency? Any examples?
6. Do you think that your students feel more comfortable when switching to Arabic? Please specify?

Data analysis

To reach the inferences of the study the instructors' responses to the questions of the interview were analyzed, the results were reported in terms of percentages, and the different reflections of the instructors were described in details in order to answer the question of the study.

Findings and discussion of the study

To answer the question of the study; the instructors were grouped into three groups according to their qualifications, years of experience and university of graduation. Table 2 presents the figures in this respect.

Table 2: Distribution of instructors according to their university of graduation, qualifications and years of experience.

University of graduation		Qualification		Years of experience	
National	International	PhD	MA	Less than 10	Above 10
5	7	7	5	6	6

Table 2 shows that 7 instructors graduated from an international university, in the USA or UK as displayed in Table 1 previously, and 5 graduated from national universities. As for the qualifications, the table shows that 5 instructors were holders of MA degrees, whereas, the other 7 were holders of PhD degrees. The last variable was, the years of experience, where 6 of the instructors had less than 10 years of experience and the other 6 had been in the field for more than 10 years.

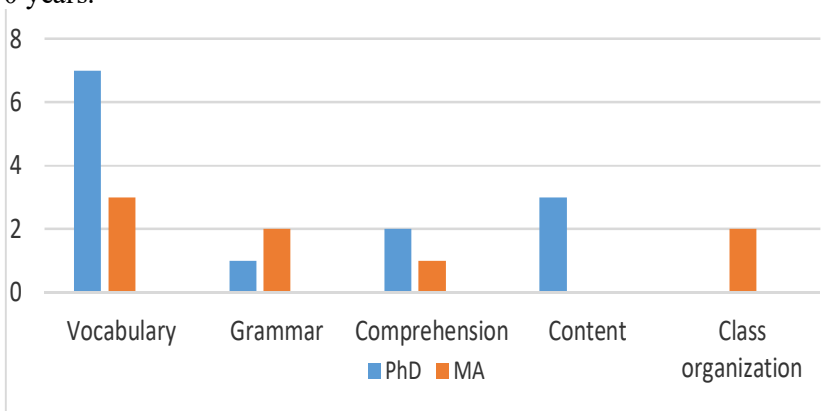


Chart 1.

A comparison between the instructors' responses according to their qualifications.

Chart 1 introduces the instructors' responses according to their qualifications.

The chart shows that both groups agreed on that they use code mixing when introducing vocabulary with 7 PhD holders and three MA holders. While for code mixing in discussing grammar it shows that one instructor with a PhD degree said he would use it in addition to two MA holders. The instructors who said it might be used to guarantee students' comprehension were two PhD holders and one MA holder. Now for the content it was only advocated by three PhD holders and none of the other group. Finally, the two instructors with MA said they would use it in classroom management.

The results show that both the PhD and the MA instructors agreed on that they would use code mixing when introducing vocabulary, grammar and comprehension. This agrees with EhsanRezvani (2011) and Hidayati(2012). On the other hand, the difference was that the PhD instructors would use it for introducing and discussing the content while MA instructors said they would use it for organizing the classroom. The researchers think that the difference might have resulted from the fact that most of the MA instructors teach primary and mostly non specialized courses where they deal with junior students, who need to be reminded of the class organization and instruction. On the contrary, PhD instructors teach senior students who do not need to be reminded of class rules and disciplines, but to discuss more difficult topics in their specialization.

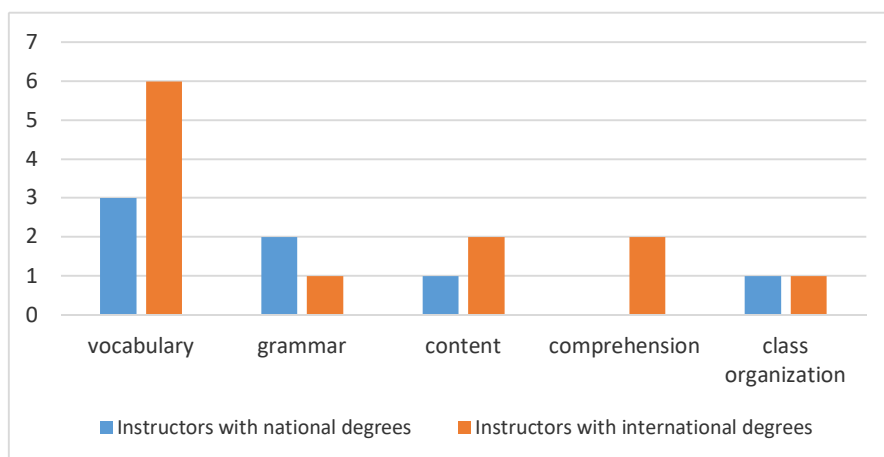


Chart 2. The instructors' responses according to their university of graduation.

Chart 2 presents the instructors' responses according to their university of graduation.

Both groups supported the use of code mixing in introducing vocabulary where six instructors with international degrees and three with national degrees said they would code mix when introducing vocabulary. As for grammar, the two groups seconded on that use with one instructor with an international degree and two with national degrees. Content was also a field that both of the groups admitted they use code mixing in with two holders of international degrees and one with a national degree. The instructors who said they would code mix when discussing comprehension were two with international degrees, while one instructor with an international degree as well as one with a national degree said they would code mix for classroom organization.

The results revealed that all the instructors agreed on that they use code mixing in introducing vocabulary, grammar, in discussing the content and in class organization. The only difference was that two instructors with international degrees said they would use code mixing to check students' comprehension. The researchers think that not having vast variances stemmed from the fact that the instructors were from relatively similar backgrounds and they teach students with similar abilities so the circumstances that govern the whole situation and their attitudes and practices are very much alike.

Chart 3 presents the instructors' responses according to their years of experience whether less or more than ten years.

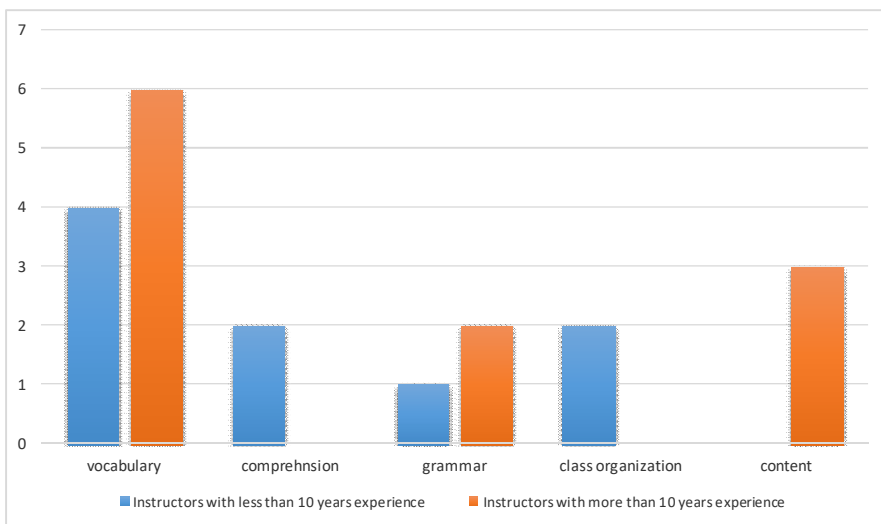


Chart 3. The instructors' responses according to their years of experience.

Chart 3 shows that four instructors with less than ten years' experience as well as six with more than ten years' experience said they would code mix when introducing vocabulary. Two of the instructors with less than ten years' experience said they would code mix to guarantee students' comprehension. As for grammar one instructor with less experience said she might use it for grammar besides two in the other group. On the other hand, only two instructors with less than ten years' experience said they would use it for classroom management. Finally for the use of code mixing in discussing the content, three of the more experienced instructors said they would but none of the other group.

The analysis of the results show that the instructors, with less than or above ten years of experience, would use code mixing in presenting vocabulary. They agreed on using code mixing in introducing grammar as well. This does not agree with Al Abbadi (2010) who noticed that the experienced teachers with more than 10 years' experience had made use of Arabic more than the teachers with less experience. The results here revealed that experienced instructors along with less experienced ones would use code mixing in introducing grammar and vocabulary. The instructors with less than 10 years' experience said they would use code mixing to check comprehension and for class organization. The content was the part that only instructors with long experience would consider when teaching.

Conclusions

The conclusions that originated from the findings of the present study can be summarized in that the instructors' use code mixing in their teaching and a fairly complete agreement on its aspects resulted. Above all, the instructors' qualifications, years of experience and university of graduation revealed no significant differences.

The researchers believe that code mixing cannot be eliminated from students or instructors minds for that they equally share it as the milieu of this study was instructors whose mother tongue is Arabic. Although varied methodologies were called for to be implemented in the field of teaching English as a foreign language in Jordan with more focus on the communicative approach, but none of them was proven completely beneficial yet in this area. The researchers think that the instructors have to decide on the best practices to follow in the English classroom and vary their techniques in order to help their students learn better. They might consider when using code mixing the students' levels and needs. If they use code mixing in introducing grammar, vocabulary, or checking comprehension they need to be concise and selective and decide on which comparisons they can make between the two languages to help students learn better.

Recommendations

Since to the best of the researchers' knowledge this study is the first to examine EFL instructors' code mixing based on the differences in their qualifications, years of experience and university of graduation. The researchers recommend the following:

- More studies of this kind need to be conducted to explore the phenomenon of code mixing in other universities in Jordan to investigate domains other than the ones included in this study.
- Teachers should be aware of the phenomenon and its appropriate uses so as to facilitate but not hinder students' learning.

The faculties of Education need to establish certain training programs in cooperation with the departments of English in the Jordanian universities so as to prepare the graduates for the appropriate uses of L1 in L2 classes.

أثر بعض خصائص أعضاء هيئة التدريس في جامعة البترا على خلطهم اللغوي في صفوف اللغة الإنجليزية

جهينه الموسى وعقله صمادي، قسم المناهج والتدريس، جامعة اليرموك، إربد، الأردن.

ملخص

حاولت الدراسة الإجابة على سؤال يتعلق بمدى تأثير كل من مؤهلات المدرسين، سنوات الخبرة، والجامعة التي تخرجوا فيها على استخدامهم للخلط اللغوي في صفوف اللغة الإنجليزية. من أجل الإجابة عن سؤال الدراسة، أعد الباحثان مقابلة شبه موجهة من أجل جمع المعلومات المتعلقة بالبحث وتحليلها نوعياً. أشارت النتائج إلى أن المدرسين قد أبدوا مستوىً عالياً من الدراية باستخدامات هذا الخلط اللغوي في ممارساتهم الصفية. كما أظهرت الدراسة أنه لم يكن هناك فروقات ملحوظة يمكن أن تعزى إلى مؤهلات المدرسين، أو سنوات خبرتهم، أو حتى الجامعات التي قد تخرجوا فيها. واعتماداً على النتائج، فإن الدراسة توصي بإجراء عدد آخر من الدراسات التي تتناول أبعاداً أخرى غير التي تم التطرق إليها في هذه الدراسة. كما وجهت الدراسة توصية إلى كليات التربية في الجامعات الأردنية بأهمية إيجاد برنامج تدريبي بالتنسيق مع أقسام اللغة الإنجليزية في كليات الآداب، من أجل إعداد خريجين على معرفة كافية بالاستخدامات المناسبة للغة الأم في تدريس اللغة الأجنبية.

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