

Code Mixing in the KSA: A Case Study of Expatriate Bangladeshi and Indian ESL Teachers

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Abstract

This study investigated English-Arabic code mixing as a socio-professional phenomenon among the expatriate Bangladeshi and Indian English as a Second Language (ESL) teachers at the tertiary level of education in the Kingdom of Saudi Arabia (KSA). A socio-linguistic perspective was drawn to determine functional aspects of code mixing usage between the expatriate teachers and the native Arabian speakers. The study also examined the teachers' attitude towards the effect of code mixing in their socio-professional life. A triangulation method was adopted for the investigation: questionnaire, semi-structured interview, and observation. The findings of this study recognized the hypothesis that code mixing serves as a highly functional linguistic tool in the socio-professional life of the expatriate Bangladeshi and Indian ESL teachers in the KSA. It also identified code mixing as a common speech pattern in the communicative dynamics of these teachers' campus discourse through an analysis of domain exposure to code mixing. The study unfolded a significant socio-linguistic and socio-professional aspect of campus communication: how code mixing is intertwined with that of the professional and social needs of expatriate teachers in monolingual situations as in the KSA. This study clicked on the current linguistic situation in the KSA education and thus showed how far the English only educational language policy is effective in its implementation phase in higher education. The researchers believe that the teachers' attitude would provide supplementary data for the language policy makers and educators in the Kingdom to consider this phenomenon into deciding pragmatic institutional language policy in higher education.

Keywords: Code Mixing (CM), Socio-linguistics, Language and Education in the Kingdom of Saudi Arabia (KSA), English as a Second Language (ESL) in the KSA.

Introduction

The study of code mixing in educational backgrounds exposes assorted social, psychological, and linguistic attributes. Investigations on code mixing in academic domain have been carried on in many of the bilingual and multilingual settings like India (Kanthimathi , 2009), Pakistan (Abbas, Aslam, and Rana (2011), Hong Kong (Chen, 2005), Malaysia (Jdetawy, 2011), China (Leung, 2010),etc. However, the English-Arabic code mixing in the verbal repertoire of the expatriate Indian and Bangladeshi teachers in the context of Saudi Arabia is yet to be traversed. English-Arabic code mixing is prevailing in the verbal repertoire of the Indians and Bangladeshis, who form the bulk of expatriate population in the kingdom. This study focused on these teachers' motivation and perception to English-Arabic code mixing usage in their socio-professional communication. A sociolinguistic perspective into this code mixing manifestation is significant in understanding the language contact phenomena in the campus setting and into getting the mindset of the code mixers.

The researchers hypothesized that code mixing serves as a highly functional linguistic tool in the socio-professional domain of the expatriate Bangladeshi and Indian ESL teachers in the KSA. Additionally, frequency and use of this sort of mixing is deeply associated with the perception and attitude of the teachers. To get the insight into this language contact phenomena, the best way is to investigate the functional and attitudinal aspect of these instances.

The Linguistic Background of the KSA: An Overview

The Kingdom of Saudi Arabia (KSA) is a virtually monolingual country where Arabic, the L1, is the medium of all sorts of spoken and written communication. This predominant Arabic monolingualism is also deeply associated with the native Arabian's religious and cultural identity. The native speakers of Arabic take pride in their language as it is the language of the Holy Quran and the language of the last Prophet(sm). Arabic is the national-official language that is used as a medium of communication, education, government, and law and mass media (Khan, 2011). However, being one of the Gulf Cooperation Council states (GCC), the country is placing increasing importance on English and English Language Teaching (ELT) recognizing the role of English in achieving excellence in science and technology, white-collar jobs, higher education and international communication. Multibillion dollars are being invested in ELT to produce highly competent English speakers (Al -Issa, 2011). Students must attain a level of proficiency in English in order to be able to pursue their studies. Foreign language classes in KSA commence at the fourth grade and English is one of the subjects taught in nearly all government-sponsored and private elementary education (Alsamaani, 2012; Rahman, 2011).

This emphasis is picturesquely perceived in the higher education sector. Students from all disciplines in higher education now have to undertake basic courses on developing English language skills. The universities are also running bachelor and master's program in English language and literature. Since 1980, the English departments of Saudi universities have been assigned the task to train Saudi English teachers. As an ongoing part of flourishing the ELT field, the education ministry is also hiring competent English teachers from countries like India and Bangladesh (Javid, Farooq, and Gulzar, 2012; Al-Zubeiry, 2012). Despite the obvious emphasis, English finds a very limited use and has a very restricted purpose in the everyday lives of the Arabians since Saudis speak their native language at home and during their interaction with their friends, peers, and classmates. Consequently, the South Asian expatriate Indian and Bangladeshi teachers find a 'bleak chance' to communicate virtually in English in their socio-professional communication with the native Arabian speakers (Ansari, 2012; Khan, 2011). Because of this

stark Arabic monolingualism in the Kingdom, these expatriate teachers soon develop English-Arabic bilingualism. Therefore, in their regular verbal repertoire, English-Arabic code mixing instances frequently occur.

In this background, it is worth investigating how this code mixing phenomena is functioning in the socio-professional life of these teachers. Hence, this present empirical study endeavours to explore these teachers' perception and attitude to the code mixing instances in their socio-professional life. The research approaches to address the following questions:

1. What are the reasons and functions of code mixing in the communicative dynamics of the Bangladeshi and Indian teachers' campus discourse at tertiary level of education in the KSA?
2. What perceptions and perspectives do the expatriate Bangladeshi and Indian teachers have towards the effect of code mixing in their socio-professional life in the campus setting?

Literature Review

Code and Code Mixing (CM):

Code is a neutral term that implicates languages, dialects, language varieties, styles and mixed languages. Myers-Scotton (2006), Romaine (1995), and Rahman and Hossain (2012) echoed almost the identical proposition when delineating code. To Romaine (1995), the idea of code is confined not only to different languages but also to varieties of languages and styles. Myers-Scotton (2006), used code as a cover term for separate languages, dialects and styles. Rahman and Hossain (2012) added certain types of mixed languages to the range of code.

In steady bilingual and multilingual communities, code mixing replicates a consistently systematic pattern of speech in the verbal repertoire of the bilinguals and multilinguals who 'make use of both the languages with the same interlocutors, in the same domains and within the same conversational topic' (Poplack and Meechan, 1998, p. 128). Muysken (2000) propounded that code mixing designates "all cases where lexical items and grammatical features of two languages appear in one sentence." (p. 1). In other words, code mixing is that manifestation of bilingual interaction where the lexical and grammatical properties of one language are incorporated into the 'utterances' of another language (Appel and Muysken, 2005, p. 117). Poplack and Meechan (1998) defined code mixing as 'any use of two or more languages in the same discourse' (p. 127).

Types of code mixing:

Classifying code mixing occurrences poses the greatest controversy in the analysis of language contact phenomena. Linguists and researchers overlap and expose disagreement as regards code switching and code mixing. Principally, two types of switches have been proposed by linguists and researchers: intra-sentential and inter-sentential. Intra-sentential type of mixing occurs within a sentence and within clausal boundaries, whereas inter-sentential type of mixing occurs in between sentences.

Some linguists preferred the term code mixing only for intra-sentential and intra-clausal switches and claimed code switching to be a cover term for all types of switches, Poplack (1993), Grosjen (1996), Myers-Scotton (2006), while some others used code mixing as a cover term for any type of language contact phenomena, Muysken (2000). Some others, for example, Clyne

(2011) used the term 'transference' as covering mixing at all linguistic level: phonological, morphological and syntactic.

To Muysken (2000) code mixing is a cover term for all types of switches: insertion, alternation and congruent lexicalization. He characterized insertion as the process of incorporating lexical items of one language into the structure of another language. By alternation, he meant the juxtaposition of grammatical structures of two languages. Congruent lexicalization is related to the style shifting of languages. He claimed that code mixing is a more appropriate cover term for all types of switches since code switching is suitable for only alternational type of mixing. Unlike Muysken (2000), Poplack (1993) used code switching as the cover term for both intra-sentential and inter-sentential mixing of two languages when she indicated code switching to include switches at all level of linguistic structures, "Code-switching may occur at various levels of linguistic structure (e.g. sentential, intra sentential, tag) and it may be flagged or smooth" (p. 255). In Grosjen's (1996) definition, the cover term is code switching that involves switching in 'word, phrase and sentence level'.

Muyers-Scotton (2006) involved both inter-sentential and intra-sentential switches as instances of code switching. She explicated inter-sentential switching as containing complete sentences in the clause boundaries'. She preferred the term Intra-clause switching rather than intra -sentential switching for the reason that intra-clause switching involves switching within one clause rather than switching between two clauses.

The present study is based on Muysken's (2000) definition and classification of code mixing.

Functions of code mixing

Code mixing is no longer seen as the manifest of bilinguals' want of language proficiency rather it is empirically and ethnographically proved that with "great fluidity and ease' code mixing occurrence takes place in specific points and carries characteristically social, psychological and linguistic properties (Muysken,2000; Appeal and Muysken, 2005). Perspectives drawn from sociolinguistic, psycholinguistic and structural analysis of code mixing instances unfolded that code mixing is a systematic process of bilingual interaction and it denotes particular social and cultural meaning in specific settings.

Michael Clyne (2011) denoted that bilingual speakers 'cluster' languages together for reasons as such, 'religious and dietary ones and chain migration'. Grosjen (2013) clustered the general reasons behind every type of switching as: using the right word or expression, filling a linguistic need, marking group identity, excluding or including someone, raising status etc. Myers -Scotton (2006) depicted that in the business world, code mixers intend to expose their multi-dimensional persona, solidarity with customers, to assert their modernity and power dimension through mixing the codes.

Leung (2010) found that mixing English with Cantonese and Chinese is the norm in Hong Kong advertising industry. Commercial print advertising draws on visual and linguistic resources to attract consumers to 'achieve positive country-of-origin effects'.

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 an useful tool to classroom teaching and learning. Creese and Blackledge (2010) has argued that flexible blend of languages is 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 in the student and teacher rather than enforcing the separation of languages for learning and teaching.

In the sociolinguistic milieu of Bangladesh, Alam (2006) explored that Bangla-English code mixing characterized the socio-professional identity of the white collar professionals. Both intra-sentential and inter-sentential code mixing take place in their conversation for the following reasons: spontaneity, to draw the attention of others, to showoff, to impress for professional purpose, to impress the opposite sex, to alienate a particular group or to take the advantage of knowing a separate language, lack of translation equivalent, and euphemism. She identified the following arena of code mixing: social party, official party, club, every situation, out in shopping mall, writing Short Message System (SMS), family party and chatting. She conveyed a 'complicated attitude of the people towards code mixing'. Even though, they accept language alternation only in official environments, they apprehended that code mixing will 'eclipse Bangla, which is an essential part of Bangla culture' (p. 65).

Investigation in educational domain showed forth distinct functional and attitudinal dimension of code mixers.

Kanthimathi's (2009) study exposed that Code mixing of the mother tongue and English is a common speech behavior used by bilingual people in India. Code mixing in the form of lexical insertions is frequently found in the discourse of Tamil-English bilinguals. Less fluent bilinguals resort to mixing of nouns, verbs, or use the English words with Tamil inflections. Mixing is leading to a new hybrid language system. This study showed that the mixed code, called Tanglish (Tamil-English mix), is becoming popular among the youngsters.

Research Problem

Despite the English only institutional language policy at tertiary level of education in the Kingdom of Saudi Arabia, expatriate Bangladeshi and Indian ESL teachers are engaged in English-Arabic code mixing uses in their campus discourse. Whereas there is no formal instruction for bilingual use of Arabic and English in campus discourse, the teachers are found to do regular code mixing in their campus. This is worth investigating so as to apprehend why the ESL teachers are employing this language behavior and what attitudes they nurture towards code mixing in campus communication. Therefore, the researchers aimed at giving a sociolinguistic perspective into the socio-psychological orientation of the teachers behind their code mixing usage in campus discourse.

Hypothesis

Code mixing serves as a highly functional linguistic tool in the socio-professional life of the expatriate Bangladeshi and Indian ESL teachers in KSA.

Objectives of the study

This study primarily aimed at investigating English-Arabic code mixing phenomena at tertiary level of education in the KSA. It attempted to test the hypothesis which claimed that code mixing serves as highly functional linguistic tool in the socio-professional life of the expatriate Bangladeshi and Indian ESL teachers in the KSA. It also endeavored to explore these teachers' attitudes towards the effect of code mixing in their socio-professional life. Therefore, the objectives of this study are:

- To identify the domains of code mixing occurring as a regular speech pattern of conversation

- To find out the reasons and functions of code mixing in the educational setting
- To investigate the effect and significance of code mixing into the socio-professional life of the Indian and Bangladeshi ESL teachers
- To examine Indian and Bangladeshi teachers' attitude towards code mixing in campus setting

Significance

Investigation of this sort bears significance on both theoretical and practical level. At theoretical level, the study seeks to fill the gap on the sociolinguistic aspect of code mixing in educational context. It will also render pedagogic implications in the field of ELT by adding its significance and effects in teaching and learning environment. On the practical level, this study sheds light on the existing contradiction between the formal language instruction and the actual language use in educational context. This is expected to provide vital data for the Ministry of Higher Education, and language policy makers in the Kingdom to address the issue of bilingual campus discourse in the language policy.

Method

Participants

The study centered on a pool of 30 Indian and Bangladeshi ESL teachers at King Khalid University (KKU) situated in the Asir province of the Kingdom of Saudi Arabia. The ESL teachers were prudently chosen on account of their unswerving involvement in code mixing phenomena in the campus context. Among the participants, 10 were Indian teachers and 20 were Bangladeshi teachers. The mean age of the teachers is 28-40. Bangla is the mother tongue of all the Bangladeshi teachers; the Indian teachers have different mother tongues: Hindi, Urdu, Kashmiri, Asami. The mean year of their teaching in the Kingdom is 1-10 years. English is a second language to all these teachers. The study covered the university campuses situated in the following places: Abha, Boulquarn, Dahran, Mahayl, Khamis, Ahad Rufaida, and Al Namas.

Procedure

In this study, the researchers adopted a triangulation method to safeguard validity and reliability of the collected data. Data emerged from three primary sources: questionnaire survey, online interviews, and participant observation. Permission to conduct data collection in the campus was sought from the Dean of the researchers' respective campuses.

Questionnaire

The questionnaire was divided into 3 parts- Section A, B and C. Section A sought demographic information of the participant teachers. Section B was designed to identify the domain usage of code mixing. Section C contained 15 statements to test the teachers' attitude towards the effect of code mixing in their socio-professional life. To measure their attitude, they were given five-Point Likert-scale options of choice- *Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree*. The questionnaire was circulated online among 30 teachers; instruction to fill the questionnaire was illustrated in the email letter. The participants filled the questionnaire anonymously and emailed back to the researchers.

Semi-structured Interview

Interviews with 10 teachers were conducted online over Skype application on prior appointment to generate more personalized, in-depth information and free responses on the code mixing issue (Seligar & Shohamy, 2003). These teachers were given pseudonyms to sustain anonymity and confidentiality. The pseudonyms are: Sami Salman, Minal Mansoor, Tanya Hasin, Abeer Ali, Ryan Khan, Rana Islam, Saad Sharifullah, Fatma Zubaida, Nashid Ahmed, Plabon Barua.

Observation

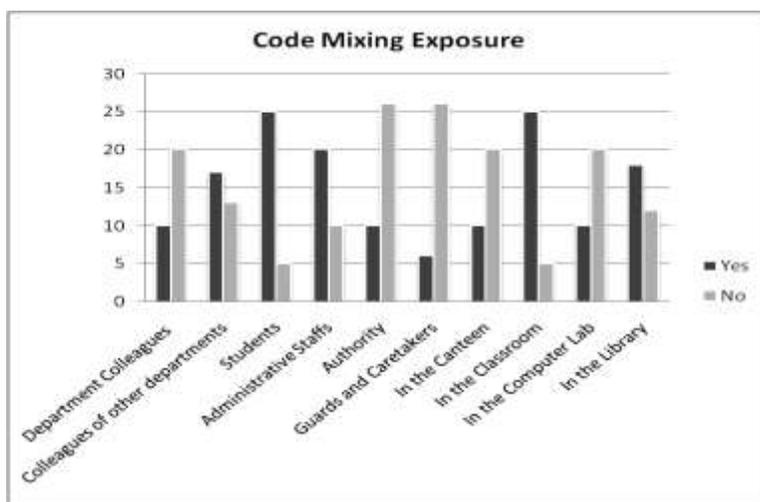
The researchers carried on a month long ethnographic participant observation data collection procedure in our respective campus during the second semester session of the year 2013. Being participant observant, they got ample space to collect audio-taped samples in naturalistic socio-linguistic context (Punch, 2005). Although the 30 teachers were the unit of analysis three teachers were chosen for observation in the researchers' campuses.

Results and Discussions

Domain Analysis: Code Mixing Exposure

To recognize code mixing as a regular speech pattern among the teachers, this part of the questionnaire presented a total of ten campus situations: department colleagues, colleagues of other departments, students, administrative staffs, authority, canteen, classroom, library, computer lab, guards and caretakers.

Figure 1: Domain analysis of code mixing exposure



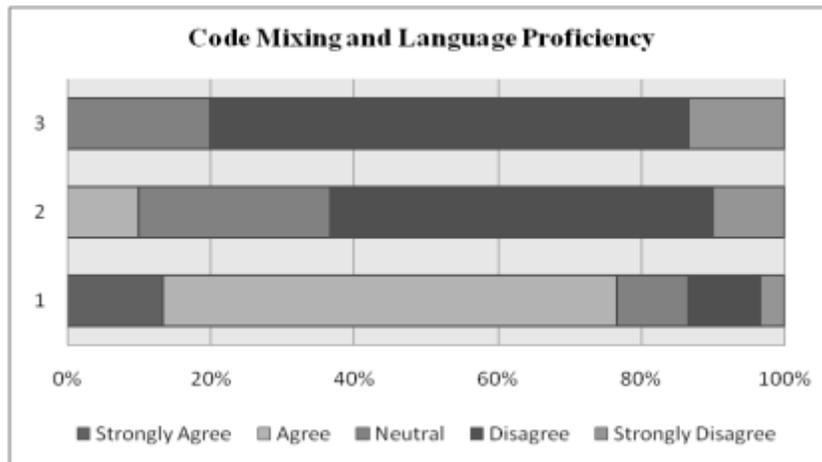
The dominant domains of code mixing occurrences are indicated by positive response: colleagues of other departments (17), students (25), administrative staffs (20), in the classroom (25), and in the library (18). By contrast, lowest usage of code mixing is indicated by negative response; department colleagues (20), guards and caretakers (26), authority (20), and in the computer lab (20). Conversation with students and classroom teaching are the highest scoring domains of code mixing; this is indicative of the real need of teachers to mix codes to communicate with students for pedagogic issues. Administrative staffs and library

are the second highest scoring domains. This finding indicates that the teachers mostly use code mixing to accomplish their pedagogic and professional purposes.

Attitude towards code mixing

The questionnaire data is analyzed under four principal themes: code mixing and language proficiency, language pedagogy, acculturation, and professional growth. Frequencies were produced manually and fed into Excel spreadsheet for percentages. Detailed results are presented using 2-D bar graphs in terms of percentages. The teachers expressed a highly positive attitude towards code mixing in relation to its functional role in their socio-professional life.

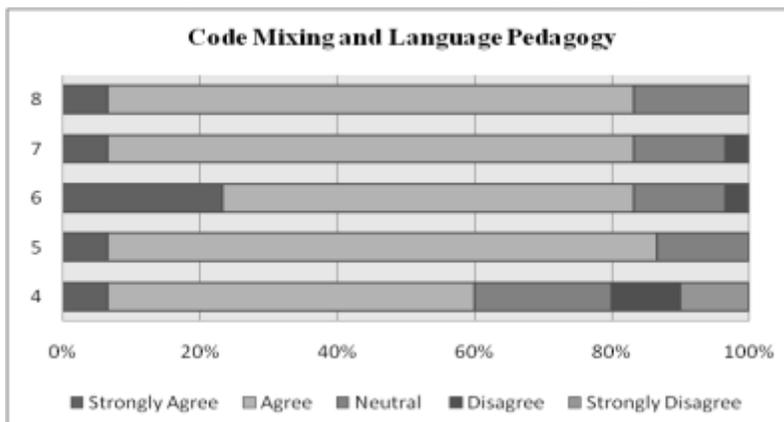
Figure 2. Code mixing and language proficiency



1. Mixing of English and Arabic lessens my English language proficiency
2. Mixing of English and Arabic should not be practiced since it distracts the language structure of both the languages
3. Mixing reveals lack of English language proficiency of the teachers.

In Figure 2, the highest score for item 1 appear to be in the positive (64% agreed) while highest scores in item 2 and 3 appear to be in the negative, 53% and 67% disagreed. This finding clearly indicates that the teachers perceived code mixing to have a negative impact upon their English language proficiency; yet interestingly they did not encourage a complete stopover of code mixing in the campus communication

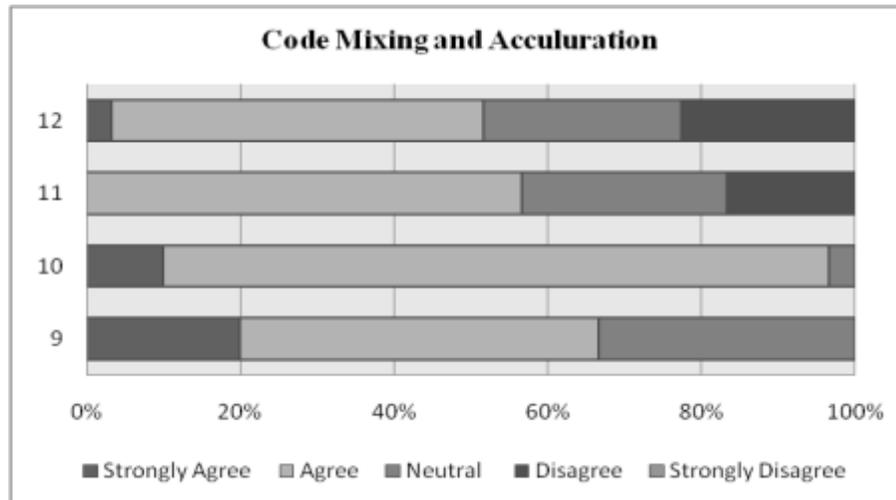
Figure 3. Code mixing and language pedagogy



4. Mixing of Arabic and English makes me a better teacher in the classroom.
5. Mixing of Arabic with English solves communication gap with the Arabic students
6. Mixing helps to clarify complex lesson content in classroom teaching.
7. Code mixing in classroom context increases student's level of motivation.
8. Code mixing lessens students learning anxiety since they understand the teacher more through code mixing.

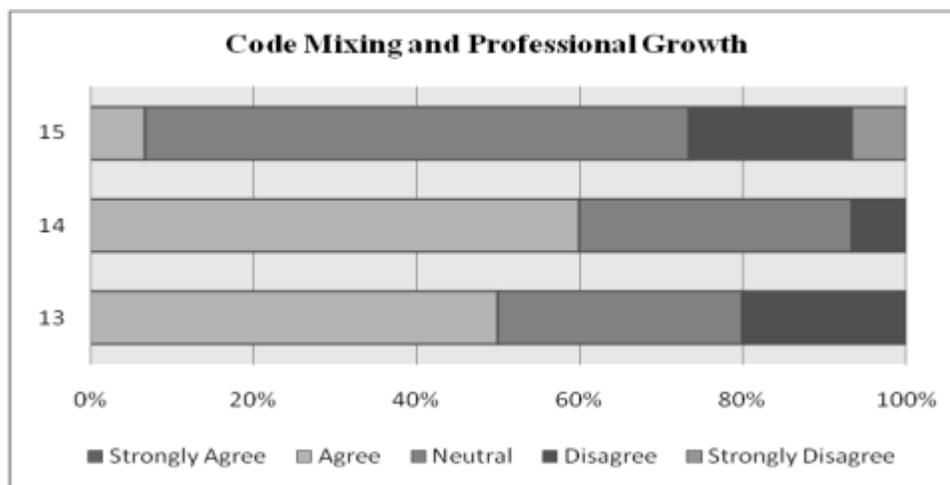
Figure 3 presents the teachers' highly positive attitude towards the functional role of code mixing in language pedagogy. The teachers agreed upon all the statements in higher percentage: 53%, in item 4, 80% in item 5, 60% in item 6, 77% in item 7, and 77% in item 8. This denotes that code mixing functions as a helping tool in teaching the Arabic students and in effect it acquires positive attitude of the expatriate teachers.

Figure 4. Code mixing and acculturation



9. Mixing adds fun, humour into the conversation with Arabic students and colleagues and office staffs.
10. Mixing of Arabic words brings comfort and happiness of students, office staffs, and colleagues who have little proficiency in English
11. Mixing is an effective way to acquire Arabic language.
12. Mixing helps to get exposed to the Arabic culture.

Figure 4 shows that participants agreed with the statements in higher percentage: 47% in item 9, 87% in item 10, 56% in item 11 and 46% in item 12. This again recognizes the social and cultural application of code mixing in the social life of the teachers. The teachers have perceived it to be a need for acculturation with the Arabic speakers in the campus.

Figure 5. Code mixing, professional growth and survival

13. Code mixing helps me to solve spoken and written official tasks.

14. Mixing provides me with better understanding with the college staffs and authority and helps me grow professionally

15. Without mixing Arabic into English, my survival is challenged due to the linguistic constraints with the native staffs in the campus

In Figure 5, the participant teachers recognized the role of code mixing for their professional activities and growth, 50% in item 13 and 60% in item 14 agreed. However, they have neutral standpoint regarding the role of code mixing in their professional survival, 67% expressed neutrality in item 15. This indicates the teachers' state of doubt on how far code mixing is progressive for their professional survival.

In brief, these findings indicated that code mixing in a greater way functions as a facilitative tool in the socio-professional life of the Indian and Bangladeshi teachers. They perceived it to be highly facilitative in classroom communication and acculturation. They found it to help them deal with their professional tasks. Hence, they discouraged a complete discontinuation of code mixing in campus communication.

Interview Findings

Reasons of code mixing

1.1 To ease communication with the native Arabian speakers: A commonly-perceived reason of code mixing in the campus discourse is to expedite communication with the Arabic speakers. They identified that except a few, most of the Arabic interlocutors cannot communicate in English and a potential communication gap inevitably emerges while they speak to them. To fill this gap, mixing is inescapable. This has been reflected in the following expressions:

It's mainly due to communication gap . . . Mixing the two languages facilitates the communication. This process helps the native Arabians understand me better. (Nashid Ahmed, Khamis)

Except the teachers of English department and a very few from departments like Computer Science, Chemistry and Mathematics, nobody in the campus understands English. So, in order to communicate with other staffs and co-workers, mixing is inevitable. (Fatma Zubaida, Mahayl)

1.2 To define the key terms in conversation: Most of the teachers exemplified that mixing some Arabic words into their conversation aids clarification of their message to the interlocutors. They recognized that mixing in defining key terms has solved some of their professional problems in the campus:

I had some terrible experiences in the first few days in my campus. For example, regarding my first plane ticket from Bangladesh to KSA, I had to struggle several times to make the man in the administration understand that I was not getting my ticket refund. So, I talked to my colleagues about it and learnt the Arabic words for the words like Plane, Ticket, and Money and then again when I talked to him, he understood and the problem was solved. (Plabon Barua, Bisha)

1.3 To exploit the pedagogic benefits of mother tongue in classroom: All the teachers denoted how code mixing is useful in the context of classroom communication with the Arabic students. One teacher explicated how code mixing increases the students' level of motivation and comprehension:

. . . I observe that when I continuously use English, students look blank, and some of them go bored and feel sleepy because they understand nothing. So I mix some Arabic words to make them active and get their attention. (Rana Islam, Bisha)

1.4 To meet students' expectations: One teacher reported that code mixing is inspired by the expectations of the students and their guardians:

The guardians and the students expect code mixing from me. In the class I have varieties of students and they are of different linguistic levels. So at the end of the class, I do mix codes. (Sami Salman, Khamis)

1.5 Students' linguistic level: Another reason outlined by the teachers is that the beginner students do not meet the required level of language proficiency to understand the lecture fully in English. In some cases, there are mixed-ability students in a single classroom. This requires code mixing uses on part of the teachers to accommodate students' linguistic level.

2. Code mixing as a necessity

A common view among the teachers is that code mixing is a necessity in the campus setting. They pointed to the pedagogic and social benefits of code mixing in the campus. They exemplified how over the year's code mixing has helped them manage the students and the Arabic staffs. Some of the comments are as follows:

It's a necessity for our survival in the campus setting. I always have the fear that may be the students will complain that they didn't understand anything in my lecture. Since it is a monolingual setting, I have to mix code; otherwise the communication is meaningless. (Minal Mansoor, Dahran)

I believe that code-mixing is a linguistic compromise in the campus. It may also regard as a middle-way to make people/students able to understand the text/discourse. (Saad Sharifullah, Abha)

3. *Code mixing and English language proficiency*

The teachers expressed a mixed reaction concerning code mixing effect on their linguistic repertoire. 6 of them felt it to have no negative influence on their English language proficiency and they considered it as a resourceful practice to achieve skills in another language, while 4 of them felt to lose their English language proficiency gradually. Some of the comments are as follows:

It lessens my proficiency since I go very slow and mix Arabic words. (Fatma Zubaida, Mahayl)

It's degrading our linguistic status as English language teachers. (Abeer Ali, Ahad Rufaida)

It doesn't have any negative influence on my own language; rather I am learning one more language too. (Rana Islam, Bisha)

4. *Students Motivation and Learning Anxiety*

All the teachers opined that code mixing has a great facilitative influence in flourishing students motivation and lessening learning anxiety.

I do mixing deliberately in introducing the topic. I make sure they get to know what they are going to learn. This helps me take them into the text. I must say this does motivate them. (Tanya Hasin, Dahran)

Their anxiety is reduced because it's kind of fun, because whenever I code mix and make some mistakes in Arabic pronunciation they laugh and they want to teach me Arabic. So this way it's fun. (Sami Salman, Khamis)

5. *Institutional Language policy versus code mixing*

The teachers expressed mixed reactions concerning the relevance of code mixing and the implementation of the institutional language policy. Three of them perceived the policy to be less pragmatic in its implementation phase and advocated code mixing uses in campus discourse. Their comments are as follows:

Theoretically, mixing can be discouraged, but the reality does not allow us to do so, because most students have very little knowledge about English. Even, some of them don't know the meaning of read and write. In this context, code mixing is very important. (Rana Islam, Bisha)

I think there is a gap between the policy and the practical situation. We cannot blame the teachers because at least the teachers are honest enough to teach the students something through code mixing. So the policy should reconsider all these issues. (Minal Mansoor, Dahran)

Seven of them spoke in favor of the policy and forwarded their suggestions to educators and language policy makers. However, they did not discourage mixing Arabic words until the interlocutors reach a certain level of linguistic competence in English.

In case of higher education, the policy is absolutely ok. If we use only English, there will be no problem, and in the course of time, it will be their habit to

understand everything in English. So, my suggestion is that, in higher education the teachers should use only English. (Abeer Ali, Ahad Rufaida)

My suggestion is something quite different. I would suggest to improve the primary and secondary the standard of English in primary and secondary level of education. Trimming the trees will not do much rather attention should go on what is happening in the root level. (Ryan Khan, Khamis)

English is a very widely accepted policy. I believe it to be a very effective. But use of learner's mother tongue cannot be banished completely until the learners reach a certain level of proficiency in target language. (Sami Salman, Khamis)

Observation Findings

Patterns of code mixing

1. Intra-sentential code mixing:

The teachers were observed to do intra-clausal mixing through the process of insertion i. e. where mixing occurs in word level within clausal boundaries (Myesken, 2000). The following is one selected manifestation:

Ia Gaeta, come here... I want **Shaei** with **Halib**. And **fi** chips? Give me **itnan** chips, Ok.
(Hello, Gaeta, come here... I want tea with milk. And do you have chips? Give me two chips, ok).

(Utterances in the college canteen in conversation with the Arabic canteen girl)

2. Inter-sentential code mixing

The teachers also employed inter-sentential code mixing. The mixing in this case occurs at sentence level.

Ostada Fatma, ana bukra fi ikhtebar. But no rooms for two sections at 11 O' clock.
Please see if any room is free at 11O'clock, **Ana abga itnan kaa.**
(Teacher Fatma, I have exam tomorrow. I want two rooms for two sections. Please see if any room is free at 11 O'clock.)

(In the control room with the Arabic Examination controller)

Functions of Code Mixing

Following are two adapted recorded transcripts to analyze the social meaning of code mixing:

Recorded Sample 1

1 T: Kullu, talibat ismaee. Today I will discuss 'Adverbial Clause'. **Hada** very
2 important for exam, ok. There are four types of adverbial clause: Adverbial clause of time
3 tani Adverbial clause of purpose **baden** Adverbial clause of reason, Adverbial clause of
4 contrast. Understood? **Talibat** talk to me. **Kam** adverbial clause? Heyfa, Tell me **awwal**.
5 S: Adverbial clause of time, adverbial clause of purpose, adverbial clause of reason and
purpose.

6 T: Now, see, Adverbial clause of time kalam time. when, before, till are used for this
Maslen, : "I met him when he came to my college." **Hina** WHERE **mouzud**, so **hada**

adverbial clause of time. **Hada** Adverbial clause of time because **hadakalam**time.

9 RanaMisfer, read hada example

10 S: "I met him when he came to my college."

11 T: **Ok. So hada khalas.**

(T refers to the teacher and S the students.)

This is an excerpt of code mixing phenomena in pedagogic context. The teacher, an Indian ESL teacher in the campus, is found to be a frequent code mixer. He is mixing Arabic in his grammar class to clarify the grammatical items clearly (Lines: 6, 7, 8,). Additionally, he is strategically doing the mixing to accomplish a number of classroom tasks: asking questions (Line:4), giving order (Line: 9) seeking students' attention (Line: 1, 4).

The following is another adapted sample between an Indian ESL teacher and an Egyptian Arabic Physics teacher. The Indian teacher mixes code to explain her problem, to make question and to inquire about certain official information.

Recorded Sample 2

T1: Dr. Ashjan. Can you tell me what I have to do now for resignation?

T2: **Inti** write letter to **jamiah**?

T1: yes, yes, letter, **khalas**. Now, **alan esh kalam** to do?

T2: Now. We wait. After one month, **jamiah** send form, **o baden kalam ruh Abha**.

T1: Ah! **Ruh Abha, Lazem**?

T2: **Aiuah, lazem**. After **kullu** finish **baden ruh Abha**. **Jamiah** tell you when go to Abha, ok.

(T1 indicates the ESL teacher and T2 the physics teacher.)

Limitations

The researchers have some limitations concerning this research. All the ESL teachers of the concerned university could not be included due to the problem of access with the teachers of different campus in different regions of the Kingdom. Only code mixing occurrences among the Indian and Bangladeshi teachers have been investigated, whereas it is also found among teachers of other nationalities for example: Egyptians, Sudanese, and Romanians. However, this leaves space for further research into this language contact phenomena.

Conclusion

This study designated how code mixing can serve a functional and facilitative role in the communicative dynamics of educational context in monolingual countries like Saudi Arabia. The participant teachers' highly positive attitude recognized the functional role of English-Arabic code mixing in their socio-professional life. Thus, the study exposed a significant socio-linguistic issue concerning the socio-professional life of the Bangladeshi and Indian ESL teachers in KSA.

The teachers have regular exposure to code mixing uses in different context in their campus conversation. They purported some pragmatic reasons behind their code mixing application in campus exchange. Being expatriates they found English-Arabic code mixing to be highly facilitative for acculturation, language pedagogy and professional growth. As non-Arabic expatriates, they observed mixing of Arabic as a helping tool for communication with the native Arabic speakers who have little proficiency in English. This led to the conclusion that code mixing is a need-based bilingual behavior for the expatriate non-Arabic professionals in KSA. This further recognized the role of code mixing in education as part of bilingual education.

The study also left some significant implication towards the language policy for education set by the Ministry of Higher Education in KSA. The suggestions and observation forwarded by the participant teachers not only concern the linguistic situation of tertiary level of education but also include the primary and secondary level of education in the Kingdom. For a smooth implementation of the English only language policy in higher education, the ministry needs to consider the present bilingual situation. This necessitates further investigation, especially into the relevance of language policy and code mixing issue while deciding the medium of campus conversation in higher education. Hence, the researchers recommended further investigation into this bilingual phenomenon so as to find out some more distinct aspect of code mixing in education setting. This sort of investigation will help build a mutually cohesive professional environment for the educators in the Kingdom.

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