Psychological and sociological factors in using code switching by teachers in classrooms

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Abstract

This study aims to explore the teachers' attitude towards code switching in terms of different psychological and sociological aspects. As a matter of fact, different social and linguistic backgrounds in bilingual classrooms shape code-switching. The current study is quantitative and uses closed ended questionnaire for the collection of data on the psychological and sociological aspects of code switching. The data was collected from a sample of 349 respondents selected randomly in order to participate in the current study. The findings reveal the reasons and attitude of the teachers for using code switching in language classes. In accordance to the results of this research, code-switching appeared to be a useful tool that facilitated the teachers to clarify, to emphasize the understanding and to socialize in the second language learning process. The findings of the research also implicate that code-switching should be considered as a resource and a strategy to be applied in the second language learning classes.

Key Terms: Code-switching, Bilingualism

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INTRODUCTION

In Pakistan, the dominant situation about the choice of the native languages as a medium of instruction is due to the fact that English is used in the higher level of society e.g. bureaucracy and military. They have grasp on English by their English medium schooling and trainings. They maintained the status quo and reinforced language policies that ensure the advancement of English (Rahman, 1999). According to Abbass (1998) the post-colonial epoch naturally trailed the pattern of the 'Raj'. It can be seen from the education policies that English continued to maintain an elitist status and could not be replaced with Urdu. Though Urdu has been superseded by English, this fact cannot be denied that Urdu is a second language of a majority of people and serves as a lingua franca. The uncertainties in the education policy associated with language use have made the teachers and administrators confused in the selection of medium of instruction. This hectic situation is becoming more severe due to the non-implementation of the sections of the 1973 constitution and the policy makers could not recognize the role of language(s) as a medium of instruction at different stages of education. Unfortunately, the position of Urdu and regional languages has not been developed so far.

According the researchers and in different articles code-switching can neither be random, nor meaningless, nor does it reflect a language deficit. Pakistani ESL classrooms can rightly be said as the bilingual classrooms because here English is considered second language and Urdu is considered as first language. The mother tongue if it is other than Urdu is not used for study because of the involvement of lingua franca. As a matter of fact, different social and linguistic backgrounds in bilingual classrooms shape code-switching. The interaction between students and teachers is often in the form of bilingual discourse in the ESL classroom in Pakistan. Language alternation, which is the other name of code-switching, is defined as the bilinguals' ability to switch from one language to the other in their linguistic competences Zentella (1998). In a bilingual classroom, both the teachers and learners exploit code contrasts to determine different types of discourse, to negotiate and re-negotiate joint frames of reference and to exchange meaning on the spur of the moment (Jones, 2000). According the researchers and in different articles code-switching can neither be random, nor meaningless, nor does it reflect a language deficit. Pakistani ESL classrooms can rightly be said as the bilingual classrooms because here English is considered second language and Urdu is considered as first language. The mother tongue if it is other than Urdu is not used for study because of the involvement of lingua franca.

Literature Review

The Language learning is the other name of enhancement the inbuilt mental qualities of an individual. In which the main factors that are influenced more in second language learning: acceptance of changes in thoughts and perspectives, mother

tongue barriers and social circumstances with different contextual meaning. The psychological aspects could not deny in the formulation of new language learning, especially in early stages, the mental relaxation in the realm of accepting words is in the favour of learners. Chazev (2006 as cited in Jones, 2010) discusses code switching facilitates to enhance the understanding level of second language learners. The acceptance of mother tongue words during the discussion of second language is manage learner's mind confusion and also built the credibility of smooth mental acceptance which is the key role in language learning development. Dicks Jones (2011) has lighten the need of switching code switching in L2 learning process, according to him code switching is only reliable way of delivering the other language vocabulary fruitfully. The learners feel comfortable to accept the wage grammar structure of second language, also its match their psyche motor formulations which is helpful in the progress of recognition new words and sentences. Second language learning in native ascent would be considered as a dynamic step in class room which develops the psychological thoughts of the learners in the perspective of second language (Ricky, 2001).

The ability of understanding the language structure builds the criteria of intelligence in human brain. Ferrer (1989) explains that code switching utilization also depends upon the intelligence capacity of an individual (Hikes, 1987) The inter-personal and intra-personal intelligence are main sources to narrate more clearly about the language formulation. The shifting of codes or variables of one language to another language presents the convenient way of acceptability in human's mind. Cognitive strategies plays a vital role in the perspective of mental development in L2 learning (Field, 2003; Rost 2007). These formulations of human brain explore the idea and thoughts that build in the result of psyche motor functions. The performance of cognition varies individual to individual (Oxford, 2003). The cognition presents the process of centralizing the L2 data into native language according to the ability of learner mind.

Meta cognition is for the dismissal of absurdity in adapting of other language. The L2 learner involves in the formation of understanding by utilizing his psychological formation. This process helps with the recognition of new words in second language. Also produce in short and long terms goal of making a command on L2 because the involvement of native involvement, it's quite adorable to grasp the new linguistics means (Oxford, 1990; Vandergrift, 1997). Muysken, 2000) presents that specific areas could be shift from one language to another. In this phenomenon, Deuchar & wang (2007) tries to evaluate the accurate variables that can be move usually in code switching.

Social

Flyman-Mattson and Burenhult (1999) segregates code-changing in conversation. They built a strong image that set pattern purpose in the utilization of code-switching for the leaners of second language support mother tongue as well. Flyman-

Mattsson & Burenhult (1999) likewise characterize the affective function of code- switching in the space of classroom, for instance, the spontaneous articulation of feelings and passionate comprehension in conversation with students. The phenomenon of code switching makes the world a global village. The exemplification of code switching Reyes (2004) conduct a research on young Spanish/English students and found that they have bilingual sense and also the ability to control the conversation patterns. In the perspective of diverse cultures, trans language phenomenon is very handy for teachers as well as parents. In article "Science and Education Center Canadian" of Fakeye (2012) regulates the teachers and parents for utilizing the code-switching terms socially to the betterment of their child. Because in coming days, the code-switching trend becomes the essential part of the communication for being a multi lingual society. Garcia, 2008 narrates trans language method of teaching makes feasible path to the students to adopt the new formation of language into their style of understanding as well social lingua bounding.

In bilingual social circumstances, it is dire need to teach L2 language with help native language. (Moore, 2002) identifies the importance of second language concepts with the help of native language. In the variations of two languages, teacher should rely on both aspects of communication. The social bounding is built by the developing of language interest which produces in accordance to code switching (Rodriguez, 2014) formulates the plans for teacher in language classes that they should familiar with the social impact of his students while they are learning second language Horasan (2014) researched that teacher should be taken code switching technique in language learning class especially. It is important to digest the student social norms of this language first with the help of code switching and then move to the learning process development. Moghadam, Samad & Shaharki (2012) reveal that code switching is considered as a necessary part of the modern society. In the sense of global village, the code switching makes the sense of communication that removes the differences of ethnicity.

In social use, code switching highly influenced the marketing industry as well Luna and Peracchio (2005) the American linguists add the famous words of every language into the English language for its survival which is also the example of pre code switching. Like, In America, they use English and Spanish both languages in advertisements to attract both communities. Same like in Pakistan, famous brands use Urdu and English together to develop the interest of their consumers. According to Bishop and Peterson (2010) code switching in business perspective is fabulous to spread information among most of people having different dialects. It is the sign of unity and communicative acceptance. Butzkamm, 1998, Castellotti & Moore, 1997) explains the dignity of code switching in social development across the world. They points out the formulation of two languages emergence because it develops the communication strategies and also a source of inspiration in the perspective of social acceptance.(McMillan & Rivers, 2011) two languages in same

board presents the concept of social unity and joint cultures as well, which is best for the marketing in environmental policy. The code switching provokes the ideal social circumstances among different ethnic groups of people.

Research Method

The current study uses quantitative approach and survey method for exploring the research problem. Fraenkela, and Wallen (2000) characterizes that "survey research is a standout amongst the most widely recognized types of examination". This quantitative study was directed to determine the educators' impression of the elements of codes switching at a large-scale level. The researchers adopted a questionnaire for acquiring information about the attitudes and functions of code-witching in ESL classrooms. The questionnaire was divided into two aspects: psychological factors and sociological factors. The data was collected from a sample of 349 respiondents and the selection was made randomly. The population included both the male and female teachers of every level of education in Lahore. A questionnaire was distributed with all the close ended questions in it and then analyzed through SPSS software. The analysis of data involved descriptive frequency for each type of responses besides calculating the mean score.

Data analysis and Discussion

This section examines the results of the quantitative data attained through the questionnaire from 349 subjects. The responses of the participants are analyzed to govern the importance of functions of code switching in the second language learning classrooms by implementing three approaches. These are psychological factors and social influence through code switching in language learning classes. A questionnaire was distributed with all the close ended questions in it and then analyzed through SPSS software.

Out of 349 participants 244 were males and 105 were females. So 69.9% were males and 30.1% were females. Age was distributed into 4 groups. 19 participants were less than 20 years (5.4%), 106 were in between 21 to 25 which means 30.4%, 107 were fall in the age of 26 to 30 years which percentage is 30.7 and the rest 117 participants were above 30 years which covers the main part of the research with 33.5 per cent. In this section, 116 reported as teacher with the percentage of 33.2 and the rest 233 were reported as students in different means of education with 66.8 per cent influencing in making views about code switching. There were 23 participants who reported Urdu as their medium of education (6.6%), 62 participants reported English for their medium of Education (17.8%) and 264 participants reported both English and Urdu as their medium of Education (75.8%).

Psychological Factors

No.	Statement	SA	A	N	D	SD	Mean
1.	Code switching grabs the attention of second language learners.	121 34.7%	151 43.3%	54 15.5%	17 4.9%	6 1.7%	4.02
2.	Usage of Code switching, develops the interest of second language learners.	107 30.7%	155 44.4%	64 18.3%	18 5.2%	5 1.4%	3.97
3.	Code switching gives sense of attachment with mother tongue.	123 35.2%	155 44.4%	52 14.9%	15 4.3%	4 1.1%	4.08
4.	Code switching increases mental ability to learn second language.	138 39.5%	127 36.4%	64 18.3%	14 4.0%	6 1.7%	4.08
5.	Code switching removes hesitations of second language learners.	143 41.0%	121 34.7%	65 18.6%	9 2.6%	10 2.9%	4.23
6.	Code switching reduces the confusions in concepts of second language learning.	124 35.5%	141 40.4%	72 20.6%	7 2.0 %	4 1.1%	4.22
7.	Code switching gives confidence to learn second language.	126 36.1%	154 44.1%	57 16.3%	9 2.6%	3 0.9%	4.12
8.	Code switching helps to reduce mental stress in second language learning.	137 39.3%	152 43.6%	47 13.5%	10 2.9%	2 0.6%	4.32
9.	Code switching alleviates anxiety of second language learning.	143 41.0%	154 44.1%	42 12.0%	9 2.6%	1 0.3%	4.22
10.	Code switching supports the logical reasoning of second language learning.	143 41.0%	158 45.3%	37 10.6%	6 1.7%	3 0.9%	4.47
11.	Code switching maintains the stamina of second language acquisition.	149 42.7%	166 47.6%	28 8.0%	5 1.4%	1 0.3%	4.30
12.	Code switching regulates the structural process of brain smoothly in second language learning.	234 67.0%	84 24.1%	22 6.3%	9 2.6%	00	4.55
13.	Code switching increases motivational level of second language learning	160 45.8%	160 45.8%	20 5.7 %	7 2.0%	1 0.3 %	4.49

14.	Code switching creates comfortable environment for learning second language.	141 40.4%	155 44.4%	48 13.8%	3 0.9%	2 0.6%	4.23

The psychological development plays a vital role in every type of learning. In this section, the researcher designs the 14 statements that narrate the importance of code switching in second language learning. With prominent mean score of 4.55, the statement in which researcher declares the regulation of structural process of brain smoothly is highly admired by the participants. Code switching evaluates the whole terms of understanding the words with the help of mother tongue involvement are closely relate with each other. The psychological feasibility comprises upon the usage of code switching in language classes. The psyche motor in human brain functioned strongly in the presence of their built in language understanding. The formulation of second language words in new dimensions can be transformed easily in native ascent, which develops the interest and place a boost in absorbing the information regarding second language learning classes. The development of understanding the phenomenon is actually the accessibility of learning language approach. Secondly, code switching creates logical reasoning and increase motivational level with the ratio of mean score is 4.47 to 4.54. Code switching implies motivational and comfortable environment in second language learning classes. Most of the respondents are in the court of code mixing techniques that establishes the motivation of the students and also provide smooth way of leaning. By the utilization of their built in approaches, it can be fruitful for second language learning in sense of logical development. It proves that code switching has impact in language learning in psychological understanding which influence mainly on the reliability of the learning and teaching phenomenon. In third section, two statements has close relevancy according to mean score 4.30 to 4.46 that statements are discussed the maintenance of stamina of second language acquisition and reduction of mental stress among second language students. This shows the importance of code switching presence in teaching perspective of second language learning classes. There is no doubt that code switching develops the seed of learning among second language learners. The code switching nourishes the imperial part of mental understanding of the students in second language learning classes. The psychological development increases the reliability of learning in every domain of education. In forth, having the ratio of mean score 4.22 to 4.29 the statement describes the removal of hesitations alleviates anxiety through code switching, gives comfortable environment and also decreases the ratio of confusions during learning of second language. The results of these statements highlights the dare need have code switching in bilingual approach of learning. It is easy to understand the ups and downs of second language as well as the students through code mixing. By using this technique most of the weak students are easily learn the new formulation of second language with the help of background or inbuilt abilities utilizations. In fifth domain of mean score evaluations, code switching in grabbing the attention of learners, sense of attachment with mother tongue ,increments of mental ability

and gives confidence to learn the second language have ratio of 4.04 to 4.21.Which dignifies the importance of code switching regarding psychological development. In the lowest mean score of 3.97, the participants accept this fact less comparatively with others that code switching develops the interest of language learning. The research highlights the issues of teaching which are smoothly done with the help of code switching. One of the main facts is to enhance the possibility to increase the learning ratio of the second language students. In this domain, code switching has a vital role to substitute the things into their own built in memory. Resultantly, every student of second language acquisition feel relax to grabs the knowledge that must be essential of his or her learning. Code switching relates the terms of second language with psyche motor features which proven positive impact on learners mind. Summing up with the hope that code switching is used in language learning classes for the motivation of students and also teacher comfortable level.

Social Factors

No.	Statement	SA	A	N	D	SD	Mean
1.	Code switching develops social encouragement of second language learners.	116 33.2%	175 50.1%	47 13.5%	8 2.3%	3 0.9%	4.12
2.	Code switching is easy to use with accordance to bilingual society.	109 31.2 %	166 47.6%	63 18.1%	7 2.0%	4 1.1%	4.05
3.	Code switching develops communication skills in social setting.	93 26.6%	186 53.3%	52 14.9%	10 2.9%	6 1.7%	4.20
4.	Code switching highlights the social norms of language.	102 29.2 %	171 49.0%	59 16.9%	14 4.0%	3 0.9%	4.01
5.	Code switching removes social hesitation of second language learning.	95 27.2 %	175 50.1%	63 18.1%	9 2.6%	7 2.0%	3.97
6.	Code switching creates friendliness between teacher and student.	100 28.7 %	158 45.3%	70 20.1%	17 4.9%	4 1.1%	3.95
7.	Code switching develops positive social attitude among second language learners.	108 30.9%	157 45.0%	64 18.3%	13 3.7%	6 1.7%	4.14
8.	Code switching helps the learners to attain the social proficiency in second language learning.	102 29.2 %	162 46.4%	63 18.1%	13 3.7%	8 2.3%	4.02
9.	Code switching relates social expressions in second language learning	115 33.0%	149 42.7%	64 18.3%	15 4.3%	6 1.7%	4.00

10.	Code switching develops social interaction in second language class.	123 35.2%	137 39.3%	62 17.8%	19 5.4%	8 2.3 %	3.99
11.	Code switching helps to portray about second language society.	137 39.3%)	136 39.0%	56 16.0%	15 4.3%	5 1.4%	4.10
12.	Code switching removes social lapses of second language learning.	126 36.1%	136 39.0%	70 20.1%	12 3.4%	5 1.4%	4.04
13.	Code switching relates first language society to second language society.	134 38.4%	139 39.8%	58 16.6%	13 3.7%	5 1.4%	4.10
14.	Code switching is conversational approach in second language learning.	113 32.4%	154 44.1%	58 16.6%	17 4.9%	6 1.7%	4.15
15.	Code switching builds contextual understanding in second language learning	132 37.8%	142 40.7%	64 18.3%	9 2.6%	2 0.6%	4.12
16.	Code switching serves as a bridge of social understanding between first and second language.	141 40.4 %	162 46.4%	39 11.2%	5 1.4%	2 0.6%	4.24

Society has important role in the development of human minds in every field of life. The social criteria of learning are means a lot for better understanding. In this dilemma, code switching depends upon the performance of learning, especially in language classes. Because interaction of the student necessary to pass on the information and communication is one the signs of society circle. The interference of social motifs in language learning classes must be focused in every domain of teaching. That is why researcher lightened the dignity of this aspect also where code switching impact a lot in social development of the learners in language classes specially. In this regards, researcher designs 16 lightening statement to improves the teachers performance in language learning classes regarding social aspect. In highly influence statements with mean score of 4.24 to 4.50, indicates that code switching serves as a bridge of communication between first language societies to second language society. It declares the dire need of comfortable communication zone that presence positive attitude on the learner's mind. This technique also highlights the chances of interaction between student to student and teacher to student which prominently influence in smooth learning of every domain. In second ratio scale of mean score 4.10 to 4.23, the statements focused on these factors that are social encouragement, easy to use in classes, positive attitude, contextual understanding, portray the second language society and relationship among both societies. These features of code switching are shines in the betterment of social norms during language learning classes. The formulation of code switching must be increased by the usage of code mixing in language classes. The atmosphere of learning matters a lot for

the nourishment of mind with social acceptance regarding language use. In third position of mean score is 4.00 to 4.09 and the statements of this section are, social proficiency, the development of communication and social expression are analyzed by the researcher, highlights the social norms and removal of social lapses are discussed. According the views of participants, the criteria of using code switching in language learning classes is impact superbly on the social acceptance. Students of second language feel easy to ask anything on anywhere basis. The reluctance between student to student and teacher to student disappear. The magical way of code switching implies the process of second language learning easy. In the rest of the statements, code switching justifies its presence in removal of social lapses in learning, relates the societies norms, built conversational approach, contextual understanding and serve as a bridge among first and second language societies. In statements having lowest mean score that are related to the hesitation absence and friendliness behavior of students in language classes, the respondents are less satisfy as whole term as compare to previous but it could not be denied in learning perspective accept of some flaws. The ratio of this section is 3.95 to 3.99. Which implies the fact is less reliable for pointing out the importance of code switching in language learning. The social impact in second language learning can be travel only a single way that is code switching because through the presence of native language it is easy to create frankly atmosphere which majorly helps students to learn about the second language social concept. It is dire need of cultural understanding in second language learning because contended study cannot stands alone without the contextual development. So, code switching fulfills this main part in social development and communication among the students in second language learning classes.

CONCLUSION

The use of English and Urdu as a medium of instruction is predominant without any difference at all levels of learning. This severe situation is a core reason for students' low proficiency in the English language and due to the same extreme situation teachers' production is also distressing. The dynamic dimensions that are psychological and social have impact to enhance the need of code switching in second language learning. The teachers can perform better in the shadow of the implementation that presented in this research. The findings prove the actual worth of code switching statistically and logically in the perspective of second language learning.

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