Correlation Between Emotional Intelligence and Code Switching Phenomenon at Bilingual Platform

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Abstract

The present study was an attempt to see if there is a relationship between the Emotional Intelligence of the teachers and their attitudes toward Code Switching in Iranian EFL classes. Why some teachers use code switching in an EFL class and some others ignore it, is so challenging at the face of any foreign language class. The population in this study comprised of 140 individuals. To determine the sample size of EFL teachers, total numbering and simple random sampling method were used respectively resulting in the selection of 80 English teachers including 40 female and 40 male teachers. The mother tongue of the participants was Turkish/Persian ranging between the ages of 20 and 30.To collect the required data, first, two types of standard questionnaires were given to the participants; one of the questionnaires encompassing questions about code switching and the other one about the emotional intelligence. The reliability of both questionnaires was already established. According to the obtained results by means of SPSS software, it was shown that there was not any correlation between teachers' emotional intelligence and code-switching and the educational outcome of EFL students in Iranian context. The results of the present study will pave the way for more accurate EFL classroom conduct and also other factors of the related issues in question could be considered by some other researchers.
Keywords: Emotional intelligence; Code switching; EFL classroom; Attitude.

1. Introduction

In today's globalized world, mixing of two languages is a frequent experience during an interaction. In most cases, English is used with some other languages. Nowadays, most people use more than one language for communication. Grosjean has mentioned that bilinguals are more than half of the world's population (Grosjean, 2010). Bamgbose is in this view that English is now a global language in today's world (Bamgbose, 2001). English is nearly used all over the world for trade purposes and is learned as a foreign language in many parts of the world. Crystal has mentioned that in today's world, the total number of native English speakers is about 330 million, while the nonnative population of English is nearly 430 million and this does not include those who are learning English (Crystal, 2012).

Making the best use of any effort toward learning English as foreign language in any educational context involves the use of most effective methods the learner can adapt his/her background knowledge to. Therefore, the so called teacher of an English class is to select the educational strategies which best fit the context of current classroom members. Sometimes, it is needed for both teachers and students to switch the target language to mother (native) language in order to gain a vivid conception and understanding of the educational material. In this regard, both teacher and students' emotional intelligence play a key role in shifting in-between languages in which the teachers' emotional intelligence and their attitudes toward code switching is of great significance. Concerning the above mentioned issues in an English class, the researcher is to unfold the relationship between teachers' emotional intelligence and their attitudes toward code switching both in theory and practice.

2. Purpose of the Study

Speaking only English in EFL classrooms would lead to frustration and anxiety because the learners cannot get enough and proper comprehensible input as a result of the lack of entire English language knowledge and the newness of the language for them. Code-switching is a useful strategy which teachers utilize to help learners understand English concepts better and more comprehensively. Various positive functions of code-switching, such as explaining new vocabulary, grammar, and concepts and relaxing learners' mental status can improve the learners' comprehensible input during the learning process in an EFL class. To sum up, on the basis of the above mentioned

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discussion, the present study is an attempt to shed light on different aspects of mediating the relationship between Iranian teachers' emotional intelligence and their attitudes toward code switching in Iranian EFL classes. In other words, the researcher will investigate (a) the functions of code-switching used by teachers in Iranian EFL classes, (b) teachers' feedback and attitudes toward the use of code-switching in Iranian EFL classes, and (c) the relationship between teachers' emotional intelligence and code- switching.

3. Statement of the Problem

A bilingual speaker often resorts to both mother tongue and foreign languages during conversation with the target language (native) speakers; a phenomenon that is called code-switching/code-mixing in linguistics context(s).Code-switching to mother tongue by EFL teachers in the classrooms is a usual linguistic occurrence, and it is very difficult to have a bilingual classroom fully using a single code i.e., target language (here English). Whether this linguistics phenomenon is feasible in the classroom or not is a controversial issue among the linguists and scholars dealing with language education. Attitude towards code- switching/code-mixing means the extent to which speakers think it is favorable to use both their native and learnt foreign language in any conversational context. As such, the aim of this research is to investigate the relationship between emotional intelligence of the teachers and their attitudes toward code switching in Iranian EFL classes to see whether it would be favorable to make use of mother tongue in combination with the target language (here English) in the EFL classroom.

4. Significance of the Study

There have been various studies on the linguistic phenomenon of code-switching/code-mixing to L1 by EFL teachers. However, according to the ever changing atmosphere of any EFL class, the teacher needs to adopt the best way which suits the needs of his/her students and paves the way for gaining the ultimate desired goal even if it would show up a weak one. According to Luna and Peracchio (2005), teachers who used code switching had better results than the ones who used only English in the EFL learner classes. Therefore, the significance of this study is to unfold the relationship between emotional intelligence of the teachers and their attitudes toward code switching in Iranian EFL classes i.e., to see whether the way teachers are going to deal with different situations in which code switching may bring about better educational outcomes could impact their performance in classroom. Also the students' background may impose some impacts over the process of learning in class which could be mixed up with mother language through code switching and bridge in the existing knowledge gap. Hence, the study will enlighten other researchers/teachers to adapt their teaching strategies in the way that best fits EFL classroom requirements and results in favorable outcomes in Iranian English classes.

5. Design of the Study

As far as the present study is to investigate the Iranian teachers' attitudes toward code-switching and the relationship between their emotional intelligence and their code switching, the design of the study is of ex post facto co relational and quantitative nature. Quantitative research methods are primarily concerned with gathering and working with data that is structured and can be represented numerically. Quantitative data are typically gathered when a positivist epistemological approach is taken and data is collected that can be statistically analyzed (Matthews and Ross, 2010). Because parametric analyses explore relationships among variables then quantitative studies would therefore produce co relational evidence. The present study adopts an ex post facto co relational design since the two variables are not causal but the relationship between them is investigated. Emotional intelligence is the predictor variable and code-switching is the predicted or the response variable in the present study. Since there is no treatment, the present study cannot be considered as an experimental study.

6. Methodology
6.1. Participants

The statistical population in the present study comprises 140 English teachers at some of the English Institutes in Urmia city/Iran. To determine the sample size of EFL teachers, total numbering and simple random sampling method were used respectively resulting in the selection of 80 English teachers including 40 female and 40 male teachers as the participants of the present study. The mother language of the participants was Turkish/Persian ranging between the ages of 20 and 30. Teachers participated in this research study willingly and there wasn't any obligation on them. Anonymity considerations were also observed by asking the participants of the present research study not to write their names on the questionnaires.

6.2. Instrumentation

In order to collect the required data for the purpose of the present research, the researchers made use of two standard questionnaires regarding Emotional intelligence and Code-switching affairs.

To collect the required data for the purpose of the current study, the researcher made use of Questionnaire of Emotional Intelligence (Schutte *et al.,* 1998) including 33 items. The Questionnaire of Intelligence is scored on a five point Likert Scale, from 1, which is equal to strongly disagree to 5, which is equal to strongly agree. The reliability of the scale is 0.85 by Cornbach Alpha.

The second questionnaire was Code-Switching Questionnaire proposed by Yao (2011) including 20 items. The questionnaire is to measure the attitudes of the teachers toward code switching and reveals the attitudes of teachers

toward the issue of code switching. Both questionnaires are scored according to a five point Likert Scale, from 1 indicating strongly disagree to 5 indicating strongly agree. The reliability of the scale for emotional intelligence and code-switching questionnaires is 0.85 and 0.84 by Cornbach Alpha, respectively.

6.3. Procedure

To conduct the present research; First, the researcher distributed two standard questionnaires of emotional intelligence including 33 items and code switching including 20 items, among the English teachers of different English Institutes in Urmia city/ Iran. Both questionnaires were answered separately by the same teacher to evaluate the opinion of teachers on both issues discussed in this study. They answered these questionnaires consciously and not by chance and haphazardly. Second, after the questionnaires were answered by EFL teachers, they were collected and analyzed thoroughly. Some teachers answered the questionnaires immediately and some took them home and submitted them later. The questionnaires were first corrected by the researcher according to their correction manuals and then were transferred to SPSS for further analysis.

6.4. Data Analysis

Since the study is of quantitative nature, statistical analyses were run. In so doing, firstly, descriptive statistics were reported for the performance of teachers on emotional intelligence and attitudes toward code-switching. Then, normality tests were run and accordingly, the related co relational formulae were applied on the two variables to find out the degree of go togetherness between the two variables. First, the relationship between code switching and emotional intelligence is computed for males. Second, the same is done for females. Finally, the relationship between code switching and emotional intelligence is calculated for the whole population. After computing the correlations between emotional intelligence and code-switching, regression analysis is run to find out if emotional intelligence is a predictor of the response variable (code-switching). The study aims to answer the following research questions:

RQ1: Is there a relationship between attitudes of teachers toward code-switching and emotional intelligence among male and female English institute teachers.

H01: There is no relationship between attitudes of teachers toward code-switching and emotional intelligence among male English institute teachers.

Table-1. Case Processing Summary for males

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Code switching	40	100.0%	0	.0%	40	100.0%
Emotional intelligence	40	100.0%	0	.0%	40	100.0%

Table-2. Tests of Normality for males

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistic	Df	Sig.
Code switching	.085	40	.200[*]	.968	40	.301
Emotional Intelligence	.130	40	.085	.953	40	.097
a. Lilliefors Significance Correction						
*. This is a lower bound of the true significance.						

As Table 2 reveals, the distribution of scores for both tests is normal (sig>0.05). Therefore, the researcher decided to use parametric statistics. In doing so, he utilized Pearson correlation.

Table-3. Correlations between code switching and emotional intelligence for males

		Code switching	Emotional intelligence
Code switching	Pearson Correlation	1	.229
	Sig. (2-tailed)		.156
	N	40	40
Emotional intelligence	Pearson Correlation	.229	1
	Sig. (2-tailed)	.156	
	N	40	40

According to table 3, the correlation between code-switching and emotional intelligence was not significant (sig>0.05). Therefore, the researcher concluded that there is no relationship between code-switching and emotional intelligence among males.

The first research hypothesis, "*There is no relationship between attitudes of teachers toward code-switching and emotional intelligence among male English institute teachers*" is supported. In other words, there is no relationship between attitudes of teachers toward code-switching and emotional intelligence among male English institute teachers.

RQ2: Is there a relationship between attitudes of teachers toward code-switching and emotional intelligence among female English institute teachers.

H01: There is no relationship between attitudes of teachers toward code-switching and emotional intelligence among female English institute teachers.

Table-4. Case Processing Summary for females

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Code switching	40	100.0%	0	.0%	40	100.0%
Emotional intelligence	40	100.0%	0	.0%	40	100.0%

Table-5. Tests of Normality for females

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Code switching	.118	40	.168	.969	40	.336
Emotional intelligence	.192	40	.001	.838	40	.000

Regarding to table 5, the distribution of scores for emotional intelligence is not normal (sig<0.05). As a result, the use of non-parametric statistics conducting Spearman correlation is confirmed.

Table-6. Correlations between emotional intelligence and code switching for females

			Code switching	Emotional intelligence
Spearman's rho	Code switching	Correlation Coefficient	1.000	.052
		Sig. (2-tailed)	.	.751
		N	40	40
	Emotional intelligence	Correlation Coefficient	.052	1.000
		Sig. (2-tailed)	.751	.
		N	40	40

As table 6 shows, the correlation between code-switching and emotional intelligence was not significant (sig>0.05). Therefore, the researcher concluded that there is no relationship between code-switching and emotional intelligence among females.

The Second research hypothesis, "*There is no relationship between attitudes of teachers toward code-switching and emotional intelligence among female English institute teachers*" is supported then for females; in other words, there is no relationship between attitudes of teachers toward code-switching and emotional intelligence among female English institute teachers?

RQ3: Is there a relationship between attitudes of teachers toward code-switching and emotional intelligence among English institute teachers?

H03: There is no relationship between attitudes of teachers toward code-switching and emotional intelligence among English institute teachers?

Table-7. Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Code switching	80	100.0%	0	.0%	80	100.0%
Emotional intelligence	80	100.0%	0	.0%	80	100.0%

Table-8. Tests of Normality

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Code switching	.072	80	.200[*]	.973	80	.087
Emotional intelligence	.153	80	.000	.927	80	.000

As table 8 reveals, the distribution of scores for both tests is not normal (sig<0.05) for emotional intelligence. So, Spearman correlation as a non-parametric statistics is utilized again.

Table-9. Correlations between emotional intelligence and code switching

			Code switching	Emotional intelligence
Spearman's rho	Code switching	Correlation Coefficient	1.000	.198
		Sig. (2-tailed)	.	.078
		N	80	80
	Emotional intelligence	Correlation Coefficient	.198	1.000
		Sig. (2-tailed)	.078	.
		N	80	80

Considering Table 9, the correlation between code-switching and emotional intelligence was not significant (sig>0.05). As a result, there is no relationship between code-switching and emotional intelligence. The third research hypothesis, "*There is no relationship between attitudes of teachers toward code-switching and emotional intelligence among English institute teachers" is* supported then for the whole population; in other words, there is no relationship between attitudes of teachers toward code-switching and emotional intelligence among English institute teachers.

7. Discussion

Generally, English teachers of EFL classes adopt different strategies to manage the outcome of their classes and promote educational purposes in their teaching process. Use of code switching to ease the problem of students' conception and make them more understood is the most obvious way when facing meaning related and conceptual difficulties posed by the students of EFL classes. Whether this linguistics phenomenon is feasible in the classroom or not is a controversial issue among the linguists and scholars dealing with language education. Also, the students' background may impose some impacts over the process of learning in class which could be mixed up with mother language through code switching and bridge in the existing knowledge gap. However, as it was mentioned before and according to the results of the present study, it was found that code-switching and emotional intelligence do not share any interrelationship among English institute teachers whether males or females. The results of the study conducted by Yao (2011) i.e. "On Attitudes to Teachers' Code-switching in EFL Classes" showed that students have the similar opinions with the teachers in most of questions. This accordance suggests that teachers and students have a similar positive attitude to teachers' code-switching in EFL classroom. However, there are still discrepancies between the two samples in some question items. These discrepancies also suggest that the use of code-switching in EFL classroom should be adapting to the practical teaching. This might be an approving point that there is not a relationship between the issue of code-switching and emotional intelligence in EFL classrooms which is in accordance with the current study's findings. Also, Rukh (2014), in her study, "A Comparative Study of Students' Attitude towards EFL Teachers' code-switching/code- mixing to L1: A Case of Commerce and English Discipline Students'' concluded that English students have a negative attitude towards code-switching to L1 (Urdu) by EFL teachers in the classroom. It may be because the of the fact that English students have more fluency in English language as compared to other disciplines, that's why they do not want their EFL teachers to code-switch to L1. This might be a significant point regarding attitudes towards code switching in line with the results of the present study. Also, Jakobsson and Rydén (2010) indicated that the teachers' opinions when it comes to the matter of code-switching were quite clear: in most cases it is not accepted but, at times, code- switching is a necessary means to an end. One of those rare occasions is when teaching grammar, another is when a student or a couple of students do not understand the instructions given and clarification is necessary. However, some other teachers believed the use of code-switching is not acceptable in a learning situation and that English is used too seldom. Based on the teachers' responses in the questionnaires, it is apparent that the teachers believed that code switching is a useful teaching and learning resource which can be utilized to enhance the students' language learning experience. Some of the teachers stated that code switching is particularly beneficial when explaining unfamiliar words and sentences to students who have limited knowledge of the target language. In fact, it is observed that throughout the course of the interview, many of the teachers mentioned that the use of code switching is necessary when teaching students who have limited proficiency in the target language, which reflects the findings of the study by Cook (2001); Myers-Scotton (2002); and Sert (2005). But there are some other ideas which are in conflict with the other researchers' ideas that usage of code switching is beneficial for both teachers and students. It appears that teachers' beliefs are very much influenced by the prevalent anti-L1-in-the-L2-classroom attitude, which associates code switching with language population and undesirable language behavior (e.g. (Chaudron, 1998; Ellis, 1984; Hughes *et al.*, 2006; Phillipson, 1992)). Accordingly, Wardhaugh (2010) stated that the monolingualism approach is an "accepted norm in so many parts of the Western world that it is often assumed to be a world-wide phenomenon, to the extent that bilingual and multilingual individuals may appear to be unusual" (p. 96). From the perspective of teacher code switching, it is believed that the regular use of code switching by teachers during formal language instruction unintentionally encourages students to depend on teachers for explanations of target language vocabulary and expressions in the students' first language (L1). This is because when students are presented with alternatives, they will choose the easier option of relying on the teacher to code switch and not attempt to construct meaning in the target language by drawing on their existing linguistic repertoire.

8. Conclusion

Code-switching will be a useful strategy which teachers utilize to help learners understand English language concepts better and more comprehensively. Various positive functions of code-switching, such as explaining new vocabulary, grammar, and concepts and relaxing learners' mental status would improve the learners' comprehensible input during the learning process in an EFL class. To sum up, the present study was an attempt to shed light on different aspects of mediating relationship between Iranian teachers' emotional intelligence and their attitudes towards code switching in Iranian EFL classes. In other words, the researcher investigated (a) the functions of code-switching used by teachers in Iranian EFL classes, (b) teachers' feedback and attitudes toward the use of code-switching in Iranian EFL classes, and (c) the relationship between teachers' emotional intelligence and code-switching. According to the results of the current study, it was found that there was no relationship between attitudes of teachers toward code-switching and emotional intelligence among male English institute teachers. Also, it was revealed that no relationship existed between attitudes of teachers toward code-switching and emotional intelligence among female English institute teachers. In other words, it can be claimed that emotional intelligence is not a good predictor of code switching. It is to say that there was no relationship between attitudes of teachers toward code-switching and emotional intelligence among English institute teachers whether males or females.

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