A critical discourse analysis of impact of code-switching on modern adult language learners' motivation in Pakistan

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Abstract

This research yields a review on demotivation among students due to poor language skills resulting in less participation in classrooms. It provides code-switching, the alternating use of languages in the discourse, as a solution to this problem. It is mixed-method research in which the data was collected from university teachers and students on a survey. The study followed Fairclough's model of Critical Discourse Analysis and helped reach conclusions regarding the use of code-switching in classes. It finds out that our university teachers are already using code-switching in their classes to help reduce foreign language anxiety and motivate learners towards learning. The study also highlighted the possible harm code-switching may bring to the students: students suffer in the long run due to their reliance on the usage of code-switching, and this complete dependency ultimately results in poor language skills development. Thus, the study recommends that teachers be careful and judicious in the use of code-switching in classes and that too only in the initial phase of university education.

Keywords: code-switching; demotivation; language learning; critical discourse analysis; fairclough's model

1. Introduction

Motivation is a crucial component in academic studies. The study is the investment of a limited sacred resource – time – with abstract gains like the knowledge that may initially seem minimal. Since the investment is substantial and the gains are not visible until much later, adult learners are often derailed from their initial objectives. The slightest hindrances can lead learners to become demotivated and eventually give up on academia altogether. Since motivation is crucial for modern-day learners, any limitations that may reduce the desired motivation need to be eliminated. This paper is a discourse analysis of a specific type of language tool that helps to minimize demotivation in modern-day learners.

The tool of choice for this paper is 'Code-switching'. In this paper's span, we will introduce the problem and explore its significance in adult language learners. We will then discuss the usage of the tool

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mentioned above to resolve the said issue and discuss its merits and demerits. By the end of this paper, the reader should have a complete understanding of what affects student motivation, what code-switching is, and how it can help resolve demotivation and any adverse effects this tool may or may not bring.

Motivation is a crucial factor in modern-day learners. Learning has matured in years and has drastically changed from what it used to be a few years ago. The information age (the age of technology) has brought countless blessings to modern-day learners. In older times (roughly 30 years back), learning was utterly different. Students in academia had to travel all around the world to muster information and build a comprehensive study on their topic of choice.

Nevertheless, nowadays, with the digitization of content, times have changed. Access to information is a lot easier and effective. Everything can be found in one place in the comfort of your own home.

However, this ease of access to information is affecting student motivation. The focus of academia has shifted from the actual content to its delivery. Since information is so readily available nowadays, how you deliver, it matters even more now. It has a massive impact on the motivation of modern-day learners. The demotivation in today's' language learners takes place due to many apparent reasons:

First of all, demotivation occurs due to poor content delivery. A person's speaking ability and control over the language of delivery is a significant factor in delivering the content. If a person does not have a strong command over the language, he fails to make an impression, failing to effectively deliver his findings. This failure in effective delivery negatively affects students. No matter how good a student's content, maybe, if he fails to deliver it effectively, it is of no use. You can have a box of nothing, but with the appropriate presentation, you may be able to present it as the most wonderful thing. Similarly, you can have the finest of technologies in the world, but without proper presentation, it may seem useless.

Poor language skills result in poor delivery and demotivation. Bad language skills hinder content quality and make it look like that one does not have the content of good enough quality to show. This leads to demotivation for students, who may have excellent content to present but not good language skills to complement it. Poor delivery skills make studies look like fruitless efforts since their menial presentation skills downgrade their content quality.

Second, learners' limited participation in academic activities also affects their motivation. Often, the mode of academic delivery is in a language foreign to the student. A teacher might choose to deliver content in a language the student is not comfortable with, leading to multiple issues. For starters, a student may not be able to comprehend what the teacher is trying to communicate. This could be quickly resolved if the student were to clear their doubts and concerns with the teacher beforehand. However, due to poor language skills, the student might not feel comfortable enough to ask the teacher about clearing the doubts. Even if comfort was not the problem, students might not be able to get their concerns across since the worries and doubts are to be discussed in the language used to deliver said content. Hence, students are discouraged from interacting in classrooms and other sources of education. The fear of getting embarrassed due to their poor language skills leads to students limiting their participation in classes. This holds them back and eventually demotivates them from further learning.

Therefore, limited language skills lead to demotivation in students. Due to poor language skills, students cannot effectively deliver their content; they find their efforts fruitless, which leads them to be unmotivated to study. Moreover, poor language skills lead to limited participation, which once again demotivates students. Thus, it is the anxiety, the result of poor language skills, that demotivates them to study further. Research on language shows the effect language anxiety can have on students' performance and achievement, along with the adverse effects it has on their learning of the English

language. Student anxiety in the classroom increases the possibility of having a frustrating and bad experience with the foreign language (Gregerson and Horwitz, 2002).

Code-switching is a popular tool of choice when it comes to teaching Pakistan. It is because most of the education in Pakistan is delivered in the English language, which is a foreign language to all. Modern-day learners are not very comfortable with the language and lack the confidence to adapt to it. This is because the language has become a stigma in the average modern-day Pakistani society. The continuous reinforcement of this language in academia, coupled with the stigma that the language has become, leads to a lack of confidence in students, so much so that they get demotivated in learning.

The present study is an attempt to address this problem and to explore if code-switching can prove to help learners resolve these problems and stay motivated on their learning track. According to Ahmad (2009), opportunities to communicate and enhance students come up when Code-switching is involved. Furthermore, it is time effective because teachers do not waste time to explain or search simple words to simplify any confusion that arises. Code-switching may help learners overcome their fears and express themselves more freely.

Code-switching can be alternatively known as code-mixing, code-changing, or code-shifting. Code-switching occurs when a bilingual introduces a completely unassimilated word from another language into his speech (Haugen, 1956). Code-switching is the act of alternating between two (or more) languages within a single sentence, discourse, or constituent. English is a foreign language to many, and its use is expanding daily. Because of this reason, code-switching has become an ever-increasing paradigm throughout the globalized world of English language speakers. The application of code-switching is typical among bilingual and multilingual speakers depending on situational factors such as the speaker's motivations and different social settings.

In Pakistan, the switching of languages can be between Urdu and English. Here students can harness both languages to deliver content and interact in classrooms effectively. A study conducted by Ahmad and Jusoff (2009) revealed that learners showed a positive perception of Code-Switching by teachers while teaching them the English language.

Code-switching is not student-specific. Teachers, too, can use code-switching while delivering their lectures. Code-switching can be made use of by teachers to illustrate points to students better. If a child (or many) is having difficulties understanding specific problems, the teacher may alternate between usage of languages to help the student better adapt to the content. Code-Switching is also known to improve class participation by inducing a relaxed class atmosphere that allows students to recite and understand more often (Metila, 2009).

The present research tries to explore the benefits of code-switching in terms of its positive impact on motivation and better comprehension of the modern-day learners, whether it boosts their morale and propels them further in academia. The study also attempts to find if code-switching can be harmful, too.

The major harm that one may think of code-switching is that the learners become habitual of using it, which in turn may affect their language skills negatively. The learners can use code-switching to comfortably study something by taking the support of their native language. Still, if they are ever placed in a global environment where they can no longer utilize code-switching, they may suffer much.

Therefore, the objectives of the study are as follows:

1. To identify code-switching in the modern-day learners' learning cycle and its perceived merits and demerits.

2. To understand the teachers' perspective to establish an aggregated majority opinion on code-switching usage and its pros and cons.

3. To establish clear statements on what role code-switching plays in student motivation.

4. To specify the positive impact of code-switching on student motivation.

5. To highlight the adverse effects of code-switching, if any, on students' learning.

1.1. Literature review

The present study focuses on the anxiety the modern-day adult learners face due to the pressure of using the foreign language in class, which results in demotivating them, and the role of code-switching in facilitating the learning process by reducing the language anxiety in learners and thus boosting their motivation. The study also considers the use of code-switching not only by the learners but also by teachers to relax the learners and facilitate them in comprehension and tries to find any possible harms of the use of code-switching.

Foreign language anxiety is the unease, worry, nervousness, and apprehension experienced by language learners. A student may have a good piece of content, but if he/she has poor language skills, then his/her confidence will inevitably collapse. The fear of getting embarrassed is one of the significant factors which stops students from learning and ultimately develops anxiety among students. The students who suffer anxiety would lack academic participation, and hence they would not be able to clear their doubts. According to Gardner and Macintyre (1992), language anxiety can be best described as a negative emotional state; hence, it will negatively impact learning or acquiring a particular language. Language anxiety is recognized as an essential factor when learning a foreign language.

Anxiety is essential, but the most worrisome aspect of learning. Sadiq (2017), in her case study, proves that language anxiety frustrates students and hinders their learning and participation in classrooms and brings hurdles in student's achievements and attainments as well. Mehmud, Sultana & Adhikary (2016) pointed out four emotional factors that affect students' ability to learn: attitude, motivation, anxiety, and intelligence. Anxiety demotivates students from class participation, along with how it limits a child's learning capabilities by stopping them from clearing their doubts and uncertainties due to fear of embarrassment.

Code-Switching can function as a specific language tool to help students overcome the gap in their language skills. Our paper will demonstrate how students can use code-switching to interact with others and effectively deliver their content. Code-switching is an English language tool that enables mixing of two languages to comprehend and understand something helpful. Code-switching is an ever-increasing paradigm that helps students adapt to new content in a much more effective manner; code-switching helps boost student morale and motivates them to accomplish their academic goals. However, if they face a global environment, their skills would substantially collapse. Simasiku, Kasanda & Samit (2015) studied the benefits of code-switching in English language learning. They concluded that it enhanced the learning of the English language, improved the way learners answered questions, and enhanced the learning and teaching of English as a foreign language. By using code-switching, learners actively participate in learning and better understand the subject matter. They feel more comfortable with teachers who use code-switching. Code-switching builds a bridge and connects the learner between the known and the unknown, and how it can be a useful element in the teaching of a language when used efficiently. Code-switching can be used to build a bilingual community and accordingly create relationships amongst its members. Code-switching is, thus, a supportive aspect of communication of information in casual and social interactions.

Code-switching is not student-specific, and it can be used by teachers as well. Teachers can use code-switching to help their students understand difficult concepts and ideas, thus motivating their students to participate more in class. Code-switching has also come into use in language teaching classes, either within the teachers' or students' discourses (Sert, 2005). Bensen & Çavusoglu (2013) studied the use of

code-switching by university teachers in EFL classrooms and found it to be a useful and vital tool to improve language learning. They presented some classroom functions that the teachers employed to understand the students better. Topic Switching and the use of Affective and Repetitive features are two essential functions that they used. Topic switching is used in grammar teaching, where the teacher may choose to alter their language per the topic of discussion at hand. When faced with situations of grammar instruction, the teacher shifts their own language to the mother tongue of their students. This helps them in dealing with points of grammar that are comparatively difficult for students to comprehend. Useful functions are those in which teachers use code-switching to express their emotions. This helps in building solidarity and good rapport with the students. Teachers also use this to create a supportive learning environment in their classrooms when teaching a language. Repetitive functions are those in which teachers use code-switching to transfer the necessary knowledge towards students to convey clarity. The teacher switches from the language of instruction to the student's mother tongue; thus, the teacher stresses the importance of the content (for the foreign language), which in turn ensures adequate comprehension. It manifests that code-switching is a meticulous strategy that teachers (as well as the students) employ when teaching (or learning) a second or foreign language. Therefore, code-switching should be carefully used by the teachers while teaching a second or foreign language without preventing students from mastering the target language.

1.2. Research questions

-What role does code-switching play in the motivation of modern-day learners?

-How do modern-day learners and teachers perceive the use of code-switching?

-What are the possible issues and implications of code-switching in a critical discourse perspective?

2. Method

2.1. Theoretical Framework

This research is descriptive in nature to obtain systemic responses to our research questions. It is mixed-method research, starting with the quantitative data collected on a survey followed by a qualitative analysis. The research mainly focuses on the language anxiety faced by the students and the role of code-switching in resolving the issue. The study is carried out through Fairclough's model of Critical Discourse Analysis. CDA regards discourse as 'a form of social practice' (p. 258), which follows a critical approach to social problems. It endeavours to make explicit power relationships that are frequently hidden and aim to derive results that are of practical relevance to social, cultural, political, and even economic contexts (Fairclough & Wodak, 1997). CDA, thus, is interpretative and explanatory, and beyond textual analysis. Fairclough's analysis is based on three components—description, interpretation, and explanation, and is an attempt to establish a systematic method for exploring the relationship between text and its social context. This analytical framework informs the present study, and the data is analyzed by finding the recurrent themes in the responses given by the participants. Thus, the text is at the base of the interpretations and the results derived from them.

2.2. Method

A mixed-method approach was used in our research methodology. The mixed-method approach includes both quantitative and qualitative data analysis. The data collected on the closed-ended statement survey was quantified to locate the social perception of the problem under study. The qualitative analysis of these and results on the open-ended questions included in the survey help reach the conclusions

regarding the use of code-switching in classes to help reduce the foreign language anxiety and motivate learners towards learning.

2.3. Sample / Participants

The survey was electronically distributed to 50 teachers and 100 students at GC Women University, Sialkot, University of Management and Technology, Sialkot, and Professionals' Academy of Commerce, Sialkot. However, 25 teachers and 70 students responded to the survey. Random sampling was used to collect data online. The respondents were from all those disciplines which require the students/teachers to use English (the foreign language) as the medium of instruction. The sample was delimited to the Sialkot region only.

2.4. Instrument

An electronic questionnaire was distributed amongst university-level students. An alternate and structurally different survey was created to understand code-switching from the teachers' perspective and was distributed to various instructors and teachers at various institutes.

The questionnaire was divided into two parts. The first part consisted of opinion-based closed statements about the foreign language anxiety faced by the students and the effectiveness of code-switching as a solution. The survey included 14 questions, each having either a yes or no answer, or a scale rating between 1 to 5, where 1 represented strongly disagree, and 5 represented strongly agreed.

The second part consisted of open-ended questions to determine the motivation behind the usage of code-switching in modern-day learners.

The results of these surveys were then aggregated into a quantitative data collection, which was then used to calculate the average opinions on code-switching. The answers gave a complete and comprehensive idea about code-switching propensity among modern-day learners. These results were verified and validated by the qualitative analysis of the opinions gathered on open-ended questions to reach conclusions.

2.5. Data analysis

2.5.1. Quantitative Data Analysis
A summary of the survey questions and the average opinion on the survey are shown in Tables 1 and 2.

Table 1. A summary of the questions and responses of the student survey

Question	Averaged opinion (Yes / No)
Modern-day learning has become more difficult in comparison to learning in the previous years	Yes (45%)
The English language plays a vital role during education in Pakistan	Yes (84.8%)
Do you believe that Pakistani students suffer due to poor English language skills?	Yes (83.9%)
Poor language skills demotivate students from further studies	Yes (73.1%)
Failure to present due to poor language skills demotivates students from new learning	Yes (80.4%)
Poor language skills demotivate students from participating in class	Yes (92.4%)

Have you ever knowingly or unknowingly used Code-Switching in your day to day life?	Yes (93.9%)
Have you ever knowingly or unknowingly used Code-Switching in your academic life?	Yes (87.9%)
Code-switching makes/would make explaining things easier	Yes (78.8%)
If Code Switching was encouraged by teachers, would you participate more in class?	Yes (71.2%)
The inclusion of Code-Switching would help you to present better in class	Yes (77.3%)
If you are/were to start using Code Switching, would you rely too much on it? If you are already using it, do you feel that you are too reliant on it?	Yes (51.5%)
Code-Switching may negatively harm an individual's language skills in the long run	Yes (42.4%)
Keeping this in mind, would you still promote the usage of Code-Switching?	Yes (56.1%)

Table 2. A summary of the questions and responses of the Teacher survey

Question	Average opinion
In your experience, how would you rate the average student's motivation towards studies	Average (72%)
In your experience, how would you rate the English language skills of an average student	Average (52%)
Do you agree that poor (English) language skills affect students' motivation?	Yes (84%)
Do you agree that if a person cannot appropriately deliver content, their final evaluation suffers?	Yes (76%)
Do you agree that students may be demotivated from studies if they cannot adequately present content due to poor language skills?	Yes (72%)
In your professional experience, do you feel that students will limit their participation if they are not comfortable with their language skills?	Yes (92%)
Would you feel comfortable allowing the usage of code-switching in your class?	Yes (68%)
Do you feel students can boost their motivation if they were allowed to make use of code-switching?	Yes (88%)
Do you feel that students may start to rely too much on code-switching?	Yes (80%)
Do you agree that code-switching on the teacher's part makes the class environment light and the lectures or studies more meaningful for the students?	Yes (84%)
Do you think that code-switching in class helps increase students' participation in class and improve their overall results in studies?	Yes (84%)
Do you agree that code-switching in class makes students suffer as they struggle with their language skills when they are ever put into an environment where its usage is not suitable?	Yes (92%)
Do you think code-switching brings more harm to the students than good, and should it be avoided?	Yes (92%)
Do you feel that usage of code-switching is worth the risks that it may bring to students in the long run?	Yes (56%)

Following is the detailed analysis of the data:

Hypothesis 1: Foreign language (English) anxiety demotivates modern-day learners and hinders the learning process.

One major premise of this study is that the English language is one primary reason for demotivation in modern-day learners. Failure to present because of language can hinder the learning process. The responses on the closed-ended questions/statements reflect that the hypothesis is valid. The following figures show that the majority of the respondents consider poor language skills a significant hindrance in the way of learning and motivation.
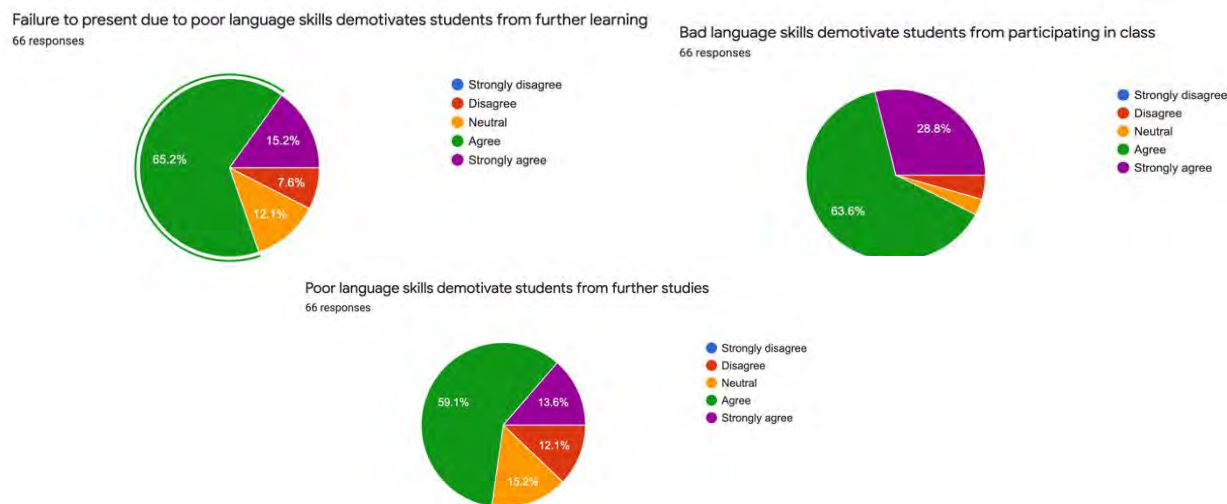
Failure to present due to poor language skills demotivates students from further learning
66 responses

Bad language skills demotivate students from participating in class
66 responses

Poor language skills demotivate students from further studies
66 responses

Figure 1. Students' Survey Results for Hypothesis-1

Figure 1.1 shows the aggregated results of a few questions, which resonate with the hypothesis. 80.4% of the surveyed students agreed that failure to present demotivated them from studying. Moreover, 73.1% agree that poor language skills demotivate them from studying, and a whopping 82.4% believe that poor language skills demotivate them from class participation. Overall the results showed that a vast majority agreed with this hypothesis.
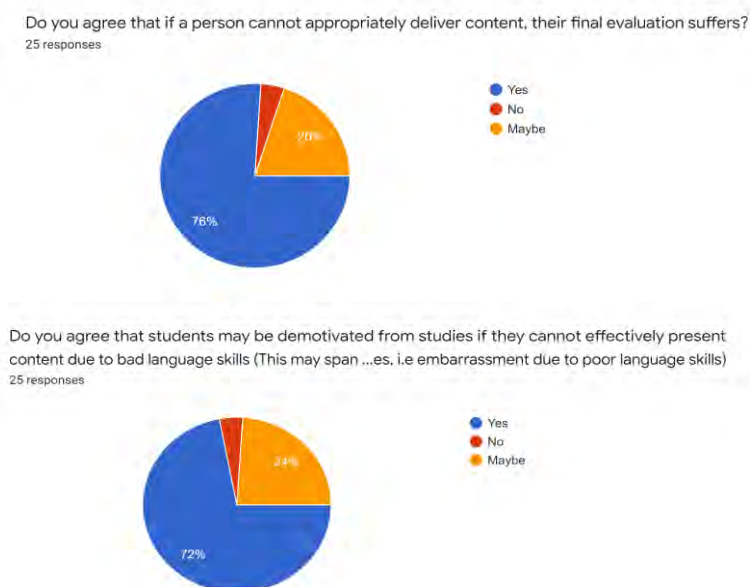
Do you agree that if a person cannot appropriately deliver content, their final evaluation suffers?
25 responses

Do you agree that students may be demotivated from studies if they cannot effectively present content due to bad language skills (This may span ...es, i.e embarrassment due to poor language skills)
25 responses

Figure 2. Teachers' Survey Results for Hypothesis-1

The above figure 1.2 shows how the teachers' responses on hypothesis-1 directly correspond to the students. The majority of teacher-respondents also believe that no matter how good a student's content

is, if he fails to deliver it, it is of no use; thus, poor language skills in students are among the leading causes of academic demotivation. 76% of the surveyed teachers agreed (strongly or otherwise) that if a student cannot appropriately deliver content, he will suffer. Moreover, 72% of teachers agreed that students might be demotivated from studies if they cannot adequately present content due to poor language skills.

Hypothesis 2: Code-switching leads to increased student participation and is helpful for students.

The hypothesis is based on the assumption that in a situation where poor foreign language skills create hurdles on the way of learning, code-switching may help resolve the issue and encourage students to participate more.

The survey results show a majority favoring the use of code-switching to increase students' participation in class. In Figure 1.2, It can be seen that 88.8% of students believed that code-switching would make explaining things more natural; this would, in turn, encourage students to participate more. This can be validated once again from the responses, with 71.2% of the surveyed agreeing that they would participate more in class if teachers promoted code-switching and 77.3% agreed that code-switching would enhance their presentation skills.
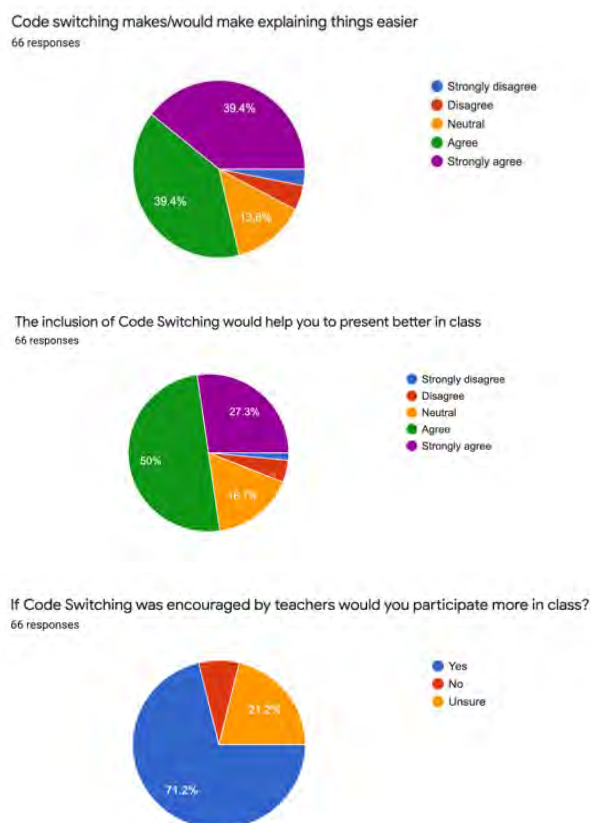

Figure 3. Students Survey Results for Hypothesis-2

The Teacher-respondents also seem to favor that code-switching would motivate students to learn and interact more. Figure 1.4. shows that 88% of teachers believe that if students are allowed to use code-switching, it will boost their confidence, and this would, in return, help them to learn further.

Do you feel student can get a boost to their motivation if they were allowed to make use of code switching?
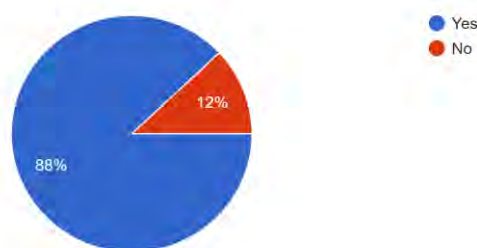25 responses

Yes
No

12%

88%

Figure 4. Teachers Survey Results for Hypothesis-2

Both teachers and students were given the questions with alternate opinions too. These questions referred to the drawbacks or harms of code-switching in class, thus null hypothesis-2. Figure 1.5 shows that 84% of teachers agree that code-switching could bring many benefits to student motivation. However, keeping in mind the possible drawbacks it can bring, 86% of teachers believe that code-switching has drawbacks as students may start to rely too much on its usage, and their language skills may collapse. Thus, the usage of code-switching is not justified when faced with the threats that it may bring to the students in the long run. 56% of the surveyed teachers agreed to the risks it can bring to students.

Do you agree to the above mentioned benefits that code switching may bring to student motivation?
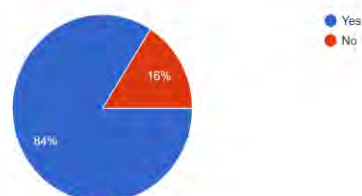25 responses

Yes
No

16%

84%

Figure 5. Teachers Survey Results for Null Hypothesis-2

The comparison between the results of teachers' responses for Hypothesis-2 and for Null-hypothesis-2 shows that there were 88% of teachers who favored the use of code-switching in class to bring about the positive changes in students' performances, whereas 84% of teachers claimed that the code-switching in class might make the students rely too much on it and create hurdles in their future endeavors where they are required to avoid it.

2.5.2. Qualitative Data Analysis
In the open-ended questions, the teachers were asked to comment on the use of code-switching and its impact on students. The teachers pointed out that most of the students who enter university come with poor English teaching/learning background and are unable to cope with the continuous English instruction at the university level. Considering the fact, most of the teachers opt for code-switching. In terms of facilitating the understanding of the content knowledge and class participation, code-switching helps. However, in terms of language skills and presentation skills development, code-switching is more harmful than good. T1 spoke of the same in these words, "…. continuous use of the first language or too

much reliance on code-switching means sacrificing the true purpose of university education, that is, making them (students) independent learners." T8 opined, "code-switching is good for making difficult things easier for students to comprehend; it saves time, too. Students feel relaxed…., but too much of it cannot be fruitful!". T10 thought, " …if I continue with code-switching, throughout the term, my students will definitely suffer in their future". T17 said, "We (university teachers) prepare our students for the job market, where they are required to perform their work in English only. If we use code-switching all the time, they will not come out to be fit for the jobs".

When asked what the teachers recommend using code-switching in classes, most of the teachers suggested a fair and cautious use of code-switching.   Some even approved its use in the initial phase of university education and reducing and then altogether avoiding it over time so that the students gradually become independent in using the foreign language and may develop themselves according to the demands of the job market. T6 suggested, "When students university education starts, teachers must facilitate their learning by using code-switching, but once they have got comfortable with all new things like the teacher, environment, syllabus, methodology, etc., the teacher must avoid using code-switching or make its usage less and encourage the students to avoid it too." T15 recommended the foreign language courses to be made a part of the students' first-year classes at the university level, "Code-switching is not the solution of the problem but merely a way to ease the tension of the students…. We must look for a solution. The universities must provide limited proficient students with language courses in their first term to give them a chance to overcome their language weakness".

3. Results

Following findings have emerged from the quantitative and qualitative data analysis:

1.   In their respective teaching and learning processes, both the teacher and the students employ code-switching intensively.

2.   Code-switching is considered beneficial since it facilitates teaching as well as learning. Teachers save time and make difficult concepts easy for the students through code-switching. Students feel more relaxed and comfortable when the teacher uses code-switching; they feel more motivated and interested in classes, and participate more in discussions.

3.   Code-switching has its harms too. Students suffer in the long run due to their reliance on the usage of code-switching, and this complete dependency ultimately results in poor language skills.

4.   By careful and judicious use of code-switching at the initial phase of university education, teachers can reduce its harms and enjoy the benefits.

4. Conclusions

This paper studied code-switching as a language tool that helps to minimize demotivation in modern-day learners. After discussing its merits and demerits, one could easily understand the concept of its usage and how it can help to resolve demotivation. This paper also explained the factors that may bring demotivation among learners, including poor content delivery, limited participation in class, limited language skills, and provided code-switching as a resolution to the problem.

 Furthermore, the paper discussed the usage of code-switching by students and explained how teachers could use it to illustrate their points to students better. This fact also provided a building block for data collection as both students and teachers were selected as a sample for two different electronic questionnaires.

Thus, with this research and the facts that it provides, it is safe to conclude that code-switching can play a vital role in motivating students in further studies. Teachers can also use this tool to explain their points with much more clarity and provide a basis for smooth interaction for students. However, its use must be reduced over time to help students develop foreign language skills to prepare themselves for the job market.

5. Ethics Committee Approval

The authors confirm that ethical approval was obtained from G C Women University, Sialkot, Pakistan (Approval Date: August 17, 2020).

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Pakistan'daki modern yetişkin dil öğrenenlerin motivasyonu üzerindeki kod değiştirmenin etkisine dair eleştirel bir söylem analizi

Özet

Bu araştırma, sınıflara daha az katılımla sonuçlanan zayıf dil becerileri nedeniyle öğrenciler arasındaki motivasyon kaybına ilişkin bir inceleme ortaya koymaktadır. Bu soruna bir çözüm olarak kod değiştirme, söylemdeki dillerin alternatif kullanımı sağlar. Bu çalışma, verilerin üniversite öğretmenlerinden ve öğrencilerinden anketle toplandığı karma yöntem araştırmasıdır. Çalışma, Fairclough'un Eleştirel Söylem Analizi modelini izledi ve sınıflarda kod geçişinin kullanımına ilişkin sonuçlara ulaşılmasına yardımcı oldu. Üniversite öğretmenlerimizin, yabancı dil kaygısını azaltmak ve öğrencileri öğrenmeye doğru motive etmek için zaten sınıflarında kod değiştirmeyi kullandıkları ortaya çıktı. Çalışma ayrıca, kod değiştirmenin öğrencilere getirebileceği olası zararların altını çizdi: öğrenciler, kod değiştirme kullanımına güvenmeleri nedeniyle uzun vadede acı çekiyorlar ve bu tam bağımlılık nihayetinde zayıf dil becerilerinin gelişmesine neden oluyor. Bu nedenle çalışma, öğretmenlerin sınıflarda kod değiştirme kullanımında dikkatli ve mantıklı olmalarını ve bunun da sadece üniversite eğitiminin ilk aşamasında olmasını önermektedir.

Anahtar sözcükler: kod değiştirme; motivasyon kaybı; dil öğrenmek; eleştirel söylem analizi; Fairclough'un modeli

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