



RESEARCH ARTICLE



THE ROLE OF CODE-SWITCHING AND CODE-MIXING IN ADVERTISEMENTS

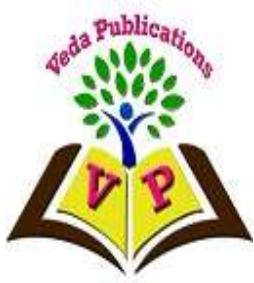
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ABSTRACT



Sociolinguistics is the study of the effect of any and all aspects of society, including cultural norms, expectations, and context, on the way language is used. Sociolinguistics differs from sociology of language. The focus of sociolinguistics is the effect of the society on the language, while the latter's focus is on the effect of the language on the society. A common phenomenon in bilingual /multilingual societies is Code-switching/Code-mixing across the languages in contact.

Linguists have stated many a time that there exists a neat compartmentalization of languages in the Indian multilingual contexts but now the urban Indian sociolinguistic scene is fast changing, especially after the advent of multiple TV channels, FM radios, and Internet etc. All this lexical borrowing is giving rise to extensive code-mixing and code-switching.

Code-mixing and Code-switching is a well-accepted phenomenon in Indian societies. Most of the Advertisements use Code-Switching and Code-Mixing to attract customers and to increase turnover. In this context the researcher attempts a sociolinguistic description of language contact instances such as code-mixing and code-switching, between English and Telugu/Hindi in the bi/multilingual, multicultural advertisements.

Keywords: Advertising, Society, Sociolinguistics, Code-mixing, Code-switching, Commercials (or) Advertisement, Multi-culture, Bilingual, and Multi-lingual.

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Sociolinguistics is the study of the effect of any and all aspects of society, including cultural norms, expectations, and context, on the way language is used. A common phenomenon in bilingual /multilingual societies is Code-switching/Code-mixing between the languages in contact.

Code-Switching and Code-Mixing are the inevitable linguistic consequences of Bi/Multilingualism. The present paper investigates the phenomenon of language alternation existing in Commercials. Usually bilinguals switch from one language to the second language according to their convenience or to appeal to the public they are addressing to. The code switching and code mixing is very much helpful in areas like advertising where code mixing comes up with creative and appealing ideas that can sound more interesting because of the linguisticshift being played. This paper deals with the role of Code-Switching and Code-Mixing in advertising and their effect on general public.

The central issue in multilingualism research is Code-Switching (CS), the alternating use of several languages by multilingual speakers in the same conversation. Sometimes switching occurs between the turns of different speakers in the conversation, sometimes between utterances within a single turn, and sometimes even within a single utterance. This form of speech behavior does not usually indicate lack of competence on the part of the speaker in any of the languages concerned, but results from a complex bilingual competence. The reasons why people switch codes raise many sociological, psychological and grammatical questions.

There are two main categories of Code-Switching, inter-sentential and intra-sentential, in which the alternate chunks are constituents of the sentence. Poplack (1980) further distinguishes what she calls 'Extra-sentential' code- switching, such as tags, fillers, etc. that the speaker introduces in his discourse.

Inter-sentential switching (between sentences) occurs at a clause or sentence boundary, and often takes place according to turns taken by speakers in a conversation.

Intra-sentential switching (within a single sentence) takes place within the clause or sentence and is considered to be the most complex form of switching because it represents a higher degree of syntactic mixing between the two codes, including also the modification of morphological word boundaries.

Extra- Switching: It is the insertion of a tag phrase from one language into an utterance from another language which constitutes a switch, and given the tags are monolingual utterances without syntactic rules (Romaine, 1995:122).

Code-switching of the third kind requires minimal competence in the second language; next in order of difficulty comes inter - sentential code-switching which makes more demands on the speaker's competence but less than intra-sentential code- switching, which demands a near balanced bilingualism. Poplack suggests that the extra-sentential code-switching might be a good test of balanced bilingualism.

Linguists have stated many a time that there exists a neat compartmentalization of languages in the Indian multilingual contexts but now the urban Indian sociolinguistic scene is fast changing, especially after the advent of multiple TV channels, FM radios, and Internet etc. All this lexical borrowing is giving rise to extensive code-mixing and code-switching.

Code-mixing and Code-switching is a well-accepted phenomenon in Indian societies. Most of the Advertisements use Code-Switching and Code-Mixing to attract customers and to increase turnover. In this context the researcher attempts a sociolinguistic description of language contact instances such as code-mixing and code-switching, between English and Telugu/Hindi in the bi/multilingual, multicultural advertisements.

Timm (1975), says that code switching is 'that pre-eminently bilingual mode of communication characterized by frequent shifts from one language to the other throughout the flow of natural conversation.'

Eg: Nightingale baithi pine par kisi Keats kiaasha se hi
apnechote rang kanth se mouth organ cherrahi



According to Kachru (1989), the role of code mixing in contemporary Hindi poetry in poets such as Naresh Mehta, Muktibodh, Madan Vatsyayan etc., shows that English expressions are not used because there are gaps in Hindi, but because of special stylistic effects. An example of Mehta's poem Aj makes it clear.

In this paper the researcher concentrates on some of the Telugu advertisements, which mixed with other languages to attract people.

Eg:



This example is combination of English sentence (SBI Account Phone Number Online) and Telugu sentence (Dwaramarchukovatam Ela?) the objective of such a combination to intensify the emotional colouring behind the sentence "SBI Account Phone Number Online". If this "Dwara marchukovatam Ela?" is converted to an English equivalent, it may mean "how to change through?" depending on the context. And actual sentence combination of the first half of the sentence "SBI Account Phone Number Online" and another half of the sentence may be altogether different but here that particular usage of "Dwara marchukovatam Ela?" will gain currency due to its affinity with the regional language and thereby forcing speakers in that region to use "Dwara marchukovatam Ela?" in their normal conversations rather than any other collocation combination so the researcher intends to identify systematic patterning and impact of such combinations technically which are called Code-switching and Code-mixing.

Airtel 4g advertisement in Telugu.



Glamour advertisement in Telugu



True Value car Advertisement in Telugu

True Value
The Best Value

జీరో డాన్ పీమెంట్
ఇప్పుడు ట్రూ వాల్యూ కార్స్‌పై ఉపలభ్యం

3 ఉచిత సర్వీసులు | 1 సంవత్సరం పరమ వారంటీ

ఎంత కుత్తి తప్పయి

₹ 5000 MOA

ఎంత కుత్తి యారింగ్

₹ 2227/- ఏంటి

ALTO 20 Units Starting Price ₹ 120,000*

SWIFT 118 Units Starting Price ₹ 225,000*

SWIFT DZIRE 81 Units Starting Price ₹ 175,000*

WAGON R 102 Units Starting Price ₹ 175,000*

RITZ 42 Units Starting Price ₹ 300,000*

ERTIGA 100 Units Starting Price ₹ 450,000*

OMNI 100 Units Starting Price ₹ 100,000*

Authorised Maruti Suzuki Dealers: ANANTHUPUR: Sri Durga: 9100984255, TIRUPATHI: Bhargavi Auto: 9248722999, KURNool: MSA Motors: 9700688058.

Sat., 29 April 2017
newspaper.vakasi.com/c/23146179

A FEW REASONS FOR CODE-MIXING/SWITCHING IN ADVERTISEMENTS

Code-switching/mixing is used to convey cultural stereotypes associated with the language in Indian language advertisements (Haarmann, 1989). Code-Switching/Mixing is not confined to English because the Indian languages are borrowed from other languages. For example Persian words are used to express an impress of elegance and Sanskrit to strengthen traditional attributes (Bhatia, 1992).

Code-switching/mixing is a recent phenomenon in English advertisements. English advertisements used only English until 1993 but this changed when multi-national companies entered into India after liberalization. 'The Josh Machine' was their slogan when Ford tried to trade their cars. And also some other companies began to follow their example in order to attract consumers. In doing so these companies are trying to reach bilingual consumers. One of the advertising executives explicated that if you use English "you may be understood, but not vibe with, so that all the multinational corporations now use Hinglish in their ads." (Baldauf, 2004).

In Andhra Pradesh people mix Telugu and English/Hindi. In Hinglish, speakers mix Hindi and English; this is the code used among many school and university students in urban centers, such as Delhi. As one student in an English medium school put it, "Anyone who speaks for a few minutes without using a couple of Hindi words in an English sentence or English words while speaking in Hindi is considered a big bore and outdated" (Pushkarna, 2003). It is important to note that Hinglish does not necessarily imply that speakers do not know English; when required to do so, they can speak and write accurate English (Viswamohan, 2004). According to sociolinguists point this code-switching/mixing between English and the Indian languages comes from a shift in perceptions of English in India. The English language is not a recent import in India (Kachru, 2006), so it is regarded as just another language in a multilingual country. This view is also shared by David Crystal who said that the younger generation in India is getting over the linguistic colonialism of English. "They're bending and breaking the rules. They're being creative because they're confident. That's the evidence that they now feel



they 'own' the language rather than are just borrowing it." (David Crystal quoted in Dhillon, 2004).

Khubchandani (1996) also points out that in India, English has been de-linked from Western lifestyles, distanced from standard native models, and complemented with Indian languages for intra-group communication. These perceptions about English have created a situation in which people work (and play) with the multiple linguistic resources that are available to them.

PEDAGOGICAL IMPLICATIONS

Review of literature throws some light on the pedagogical implications of code-switching in the case of English language learning with mother tongue either Telugu or Hindi or Urdu supporting vocabulary or structural scaffolding where necessary to maintain smooth conversations. Many teachers strongly believe that the use of mother tongue has a positive influence on the learners' L2 intake, it seems that mother tongue can be recommended as an academic tool in the low proficiency ESL classroom. It not only makes the input more manageable but also reduces communication breakdowns while making the classroom atmosphere less threatening. In intermediate level classes, mother tongue is advised to be used as an alternative strategy when all other techniques to modify input fail as students in intermediate levels have the ability to comprehend other strategies such as simplified L2 input. In higher proficiency level classes, where academic purposes are concerned, mother tongue may be avoided completely. In relation to the administrative information and classroom management, mother tongue can be used to reinforce information passed in lower proficiency classes. However, students of higher proficiency levels don't need such resort to mother tongue.

At the same time, mother tongue can also be employed as a strategy that would help in the creation of a supportive classroom atmosphere which is conducive to Second Language acquisition. In lower levels, this can be used more often than in higher levels. In higher proficiency level mother tongue needs to be cautiously utilized even to perform this function. If students are not satisfied about their teacher using mother tongue, it is advised to reduce or withdraw its use. Awareness raising among

teachers on the use of mother tongue is crucial. As Castellotti and Moore (1997) and Macaro (2001) remark, teacher's code-switching should be intentional if it is to benefit students. Freeman (cited in Polio and Duff, 1994) argues that teachers, before applying knowledge and skills they have learnt, must first of all become actively aware of their practices.

Hence, teachers should be trained to be more conscious of their classroom verbal behavior and to make deliberate choices where pedagogical strategies are concerned. Thus, it is crucial that teachers are trained to reflect upon their classroom behavior and to have a pre-planned schedule indicating strategies they use to modify input. For instance, the extent to which and for what purposes mother tongue should be used has to be predetermined. Teachers also need to be aware of the possible lack of actual learning that greater mother tongue use can entail. In other words, in order to utilize mother tongue as a tool, it is important that principles be established for the use of it in the classroom. Medawattegedara and Devendra, 2004, p.89) also note that "we need to create consensus on what we should teach and why". Thus, it would be advisable if teachers could establish common reason rules for using mother tongue. For instance, Macaro (2001) proposes that research is needed to establish parameters of L1 (mother tongue)/L2 use as a framework for teachers in training to bring them to an optimal balance of resources.

Atkinson (1993) argues on how to achieve this balance of mother tongue in the classroom without depriving the learners of valuable L2 input. Such equilibrium can be achieved by allocating the use of mother tongue according to carefully four considered factors: (1) the students' prior experience, (2) the students' level or level of proficiency (3) the phase of the course, and (4) the stage of the each lesson. Taking these points into consideration, it is recommended that ESL teachers are advised to assess when and where it is appropriate to use mother tongue in their language teaching pedagogy.

CONCLUSION

Code-switching and mixing between English and Indian languages has become a common advertising strategy in India. The 'Indian languages



are 'open' and borrow words from other languages, including foreign languages, and we now see a similar trend in English advertisements in India. As the examples in this paper show that code-Switching/Mixing in Telugu advertisements is highly creative and not a sign of linguistic deficiency. Code-Switching/Mixing is a marketing strategy that appeals to urban youth in metropolitan cities by using the language they use—a mixture of Telugu and English/Hindi. For sociolinguists, the shifts in bilingual advertising may provide a more accurate picture of language use than we get from educational and government policies.

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