THE USE OF ENGLISH WORDS IN URDU MEDIA DISCOURSE AND ITS IMPACT ON STUDENTS' COMMUNICATION SKILLS

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Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis **<u>Use of English Words in Urdu media discourse and its impact on students's communication skills</u>** submitted by me in partial fulfilment of MPhil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

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ABSTRACT

Title: The Use of English words in Urdu media discourse and its impact on students' communication skills

This research explores English words that are commonly used in Urdu advertisements and their effect on the communication. Youngsters normally use them in day-to-day conversation. As it has obtained a status of the Lingua Franca and used as a language of communication in most of the countries, therefore, the phenomenon of code mixing and code switching can be observed with reference to the English words and structures in the mother tongue. The purpose of this research is to identify lexical items used in code mixed language of Urdu advertisements aired on Pakistani channels, and to find out the extent of the effect of this code mixing on the communication, especially the productive skills: speaking and writing. Fifteen Pakistani television commercials in Urdu have been chosen using convenient sampling technique. The total words and code mixed words have been counted and then their grammatical category has been identified. Further, the data was collected using a questionnaire, which has been administered to 200 students of third and fourth semesters in order to measure the effect of English words used in Urdu Advertisements on students' communication skills. Further, five recordings of campus talk of students and interviews from ten teachers of the same department were also conducted. The data has been analyzed using SPSS, and NVIVO. After analyzing the data it is been found that English words in phrases commonly used in Urdu Advertisement have a strong influence on the youngsters' communication skills. It is recommended that the advertisement use appropriate language in order to avoid any bad influence on the students' language.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

ARY   Abdul Razzak Yaqoob

GEO Tv Global education Organisation

PTV   Pakistan Television

SPSS   Statistical Package for Social Sciences

NVIVO   In the Vivo.

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DEDICATION

To my parents, better half and family

CHAPTER 1

INTRODUCTION

1.1. Introduction

Language is a tool that differentiates human beings from animals and it has given humans a superior position among all living creatures. Language serves a threefold purpose; talking, communication and mode of expression of our feelings. Communication cannot take place without knowing the social use of language. It can be observed that a society's growth depends upon its exposure and interactions with other societies, their norms, and culture, when languages due to immigration or colonization experience a chance of coming close to each other. No doubt, this variation helps the people of one society to learn and master another language resulting in making that society bilingual or multilingual.

Things can be understood and interpreted differently by different people, but there are some sort of informations that can be common for all and the mode of communications helps to transfer such kind of understanding from sender to the receiver in a very easy way. Sometimes this kind of transmittion process slows down or cannot perform well due to certain factors and the communication can get desired results if they can be spoted, controlled and fixed well in time and in a better way. (Lenonburg, 2000)

Nicoleta , Georgeta , and Ion-Ovidiu (2003) explained that communication skills play a vital role in teaching learning process. Learning process is dependent upon expert communication abilities of a teacher. A lively communication style develops interesting learning environment.Communication is two sided process, students always find fun while communicationg with friends or peers. According to Murphy and Faulkner (2002), famous peers always possess good communication abilities and children can develop and improve their communication skills while communicating with these famous peers, Therefore, these popular and strong communicators can help them overcoming the shyness factors and to improve their Englsh.

1.1.1. Background of Code Mixing in Urdu language

Language is not a phenomenon that can remain static. It keeps on growing along with the development of societies. New words assimilate as such or in translated form, from other languages according to the need of communication between two or more communities. The phenomena of code mixing and code switching are observed in living languages because of influence of some language that is used by elite or educated class as per supremacy level. Urdu is the national language of Pakistan and is an amalgam of different languages; Arabic, Persian, Sanskrit. After the partition of Pakistan from India, the influence of English on Pakistani society and that is, its traces can be seen in the change of Urdu language in the perspective of routine communication.

Borrowing, loan translation, code mixing and code switching are the phenomena that show the effect of sociolinguistic on language change. It can be said that code-mixing is not due to gap filling or grammar change but because of the value of this language as per a status symbol of elite class and symbol of educated people, people have more tendency of code mixing. The present study has been done through focusing on advertisements aired on Pakistani channels.

Media is playing a very vital role in the promotion of English language by simple method of code mixing of everyday words of English into Urdu. This is not the language of media but people are also using this phenomenon in daily life, which can be a threat to the features, and composition of Urdu language that is our national language. This change may bring the modification in Urdu language.

Urdu is the national language of Pakistan. Some regional languages are alive and widely spoken in the relative areas, which have given a status of multilingual society to the country. However, English is the official language of Pakistan having supreme status. It is the effect of British colonization, influence of western culture and probably country's relaxation of language policies that English is not only a symbol of educated people but also a trait of high status, which resulted in the use of English words in our daily routine

conversation; code mixing. It is observed in different researches (Zahra & Mushtaq, 2012; Rasul, 2006) that media (electronic and print) played a very vital role in the development of communication and spreading the phenomenon of code mixing among people and emergence of a hybrid language can be observed easily. However, in a multilingual society, this change grows rapidly, and this is a threat to the national language of Pakistan "Urdu."

When we observe Urdu in the terms of assimilation of English words in it, we see there are many types like borrowing, Loan-translation, code-mixing and codeswitching at both micro and macro levels. Borrowing is taking words from other languages as such where there is no equivalent word in L1 like television, pizza. Loan translation means using words by translating it into own mother tongue like black board(takhta e siyah), tea-pot (chaey dani), cattle (keitly) etc. Code- mixing is the use of English word in Urdu sentence like "mein aap ko bohat miss kerti hon", and codeswitching means saying one full sentence in one language and next in other, for example; " Aaj mein bohat hi ziada masroof hon but I have to manage time for buying gift for my husband".

Urdu language is said to be a "lashkari zuban" as it has many words of Turkish, Arabic, Sanskrit, and Persian, or in other words, it originated from these languages. In the sub-continent before partition, it is obvious that Sir Syed Ahmed khan emphasized to use Urdu language in simple form for education but also insisted to learn English language. In the start, people resisted badly against using simple Urdu but gradually people started accepting it and "Urdu Assan Tehreek" simplified Urdu and then there was slow but firm turn towards acceptance of English for the survival and growth in the society. This change made its roots so deep in society that even after independence of Pakistan, people could not take English out of the society, but gave the status of its official language.

If we look at the history of Urdu language that it is obvious that during 1857, Urdu was very complex and there were many words of Persian in it, this fact can be judged by the language of "national anthem" of Pakistan that is

completely in Persian language. However, with the passage of time under the influence of Sir Syed Ahmed Khan's movement during 1857-1947, many words of Persian were omitted and the language was simplified. At the time of partition, Urdu had developed a remarkable different status and form than Hindi and it became a strong reason for an independent country. During 1947 and afterwards, English got a privileged status in Pakistan.

1.1.2. The Role of Urdu Electronic Media in Code Mixing:

Like all languages, Urdu also gets effected by the communication channels. Researches have shown that media whether social, print or electronic exerts effects on language. Media plays a very important role in our lives by providing us entertainment and education, but it contributes much in communication in modern societies. There is a very close relation between media, language and society. All modes of programs revolve round communication like news, talk shows, dramas, features etc. and there is a race between all channels to increase their viewers by providing them excellent programs and information. It is not only these programs but there is another world, that is very popular and active on media named, "Advertisements". So in this way we can say that media not only expresses the voice of society but also shapes the choices, desires and attitudes of the society. As English is said to be a language of educated people or of elite class, so mixing of English in Urdu has become a normal phenomenon in our society. That is why; this socio-linguistic phenomenon of Code-Mixing is reflected in the language.

1.2. Statement of the problem

Media is playing an important role in promoting the value of English through code mixing in commercials/advertisements. Every person watching these commercials is exposed to the English assimilated Urdu used in them. It can be observed that the students at the master's level have slang and ungrammatical structures in their communication, which is may be related to the influence of English assimilated Urdu of the media discourse. The purpose of this study is to measure the impact of English assimilated

Urdu of the media discourse on the student's communication at master's level.

1.3. Research Questions

1. What lexical categories of English are code mixed in Urdu media discourse of advertisements?
2. How does the use of English words in Urdu advertisements affect students' communication skills during study at master's level?
3. How far does code mixing in advertisements affect communication of master's students at NUML?

1.4. Objectives

1. To find out the lexical items used in English assimilated Urdu by university students at master's level.
2. To investigate the impact of code mixing of English in Urdu through advertisements in the students' communication.
3. To analyze the effects of code mixing on the students' communication skills at masters level.

1.5. Delimitation

This research focused on one view of English assimilated words in fifteen Urdu advertisements regarding code mixing. The effects on the outcomes of two hundred master's students at NUML are analysed.

1.6. Significance of study

In the bilingual communities, the extent of communication broadens because of competence in both languages. Variation is observed in the novel sentences because of code mixing and code switching. It is observed that the most affected language is of youngsters that are studying at university level and academic language is required for educational purposes, which during study is highly affected by English assimilated Urdu of media discourse. The researcher's present study explores the lexical items that are used in Urdu media discourse because of code mixing from English language. This study investigates its impact on the students' communication skills at the master level in English. The study of this phenomenon is helping to explain

code mixing in Urdu advertisements in our country where multiple languages are already spoken on regional basis. It will be a help in developing a good understanding of sociolinguistic culture of a society and the role of media in promotion of language policies of a society. This study will be a benefit for the upcoming researchers that want to explore the effects of code mixing on the communication of students and the lexical items used by them. This study will be beneficial for the teachers too as certain recommendations are suggested to help overcome the effects of language media discourse on communication and the studies.

1.7. Chapter Break Down

The major body of the thesis comprises five chapters.

1. Chapter 1 is Introduction that provides the background to the topic. It also specifies statement of the problem, objectives, research questions, significance, and delimitation and a brief methodology of the study.

2. Chapter 2 is about the Literature Review. It throws light on the previous works done on the same topic. It includes essential terminologies, definitions, and philosophies, needed for the research. This part of the thesis contextualizes the research. It highlights the gaps within a wide-ranging existing knowledge.

3. Chapter 3, the Methodology describes the strategies, procedures, and tools that are used for the collection of the data and analysis.

4. Chapter 4 of this study includes the Analysis that is about the understanding and interpretation of the data. The emphasis is on exploring the research questions in detail.

5. Chapter 5 concludes the discussion of the analysis. Suggestions and recommendations are given in this chapter.

CHAPTER 2

LITERATURE REVIEW

This chapter explains in detail review of relevant literature to the present study. The present study aimed to analyze the use of English words in Urdu commercials. It also aimed to find out the extent of the impact of English code mixed Urdu on student's communication. The previous chapter presented the introduction to the study and the present chapter brings in discussion the following broad areas; Lexical items, Vocabulary learning, Communication skills, Development of communication skills, Influence of media, Code mixing.

2.1. Lexical Items

Lexical assimilation of English words is integrated in Urdu into three groups: (a) those which are fully integrated in Urdu, (b) words used in Urdu as alternative terms for their equivalents of Arabic and Persian origin, (c) words used as grammatical shift (Diebold, 1961). The research follows the second type but code-mixing is seen for those words having equivalent in Urdu too.

A research by Abbot, Smith and Behrev (2006) and Morris et.al (2000) concluded that schema helps in learning new lexemes because of already learnt almost similar concept. This existing concept in mind helps to learn a new lexical item quiet easily. This similarity can be of the same meaning that the sender might wants to convey using new lexeme.

Life means growth and growth needs improvement in different aspects, this growth can be observed easily. Every speech community has its own culture, tradition and language, but a live language needs to grow day-by-day. This growth is somehow dependent upon the frequency of addition of new words in it and its number of speakers that are keeping it alive. Addition of new words cannot happen abruptly, but a process is involved in this matter.in a multilingual society the speakers use a variety of words of different languages comfortably according to the people they are talking too. So we can say that sooner or later they also not only fully understand these

words but also start using them. We can conclude it as a source of codemixing and finally resulting as new additions for language growth.

We can say that according to culture different communities use certain vocabulary words that are not present in other culture. For example for the word "uncle" in Urdu we have "chacha, taya, mamoon, khaloo, phupha", as in our culture relations matter more than in English speaking societies. So only ' Uncle' cannot replace all these words and the affection related to all these relations respectively. On the other hand, the word "sharbat/ mashrob" in Urdu have equivaents like " drink, soft drink, fizzy drink, juice, cold drink, hot drink etc" these words are not only welcomed in Urdu but people have started using them at the place of vocabulary words present in Urdu. It is found that the source of these words is electronic media.

2.2. Vocabulary Learning

Vocabulary items though have meaning in isolation but they can perform well when used in sentence at a proper position, and this ability to fit them in a sentence for conveying meaning can be achieved by learning process of the speaker. There are certain techniques to be followed during this learning process. For example, vocabulary plays a vital role in good communication and it can be learnt well using different techniques realated to vocabulary learning. A survey research on vocabulary learning strategies by Heshmaatifer and Amirian (2012) found that among different strategies for learning vocabulary, guessing from context and dictionary are mostly, while taking help from teachers and peers in understanding the meaning of vocabulary items were seldom practiced by the students.

Nodilak (2013) discovered that good languge learners are those students, who followed recommended vocabulary learning techniques.. Another survey by Reza (2013) explored that the students mostly prefer using vocabulary strategies like, guessing, memory and social contact strategies.

From the above researches, we can say that in a language use vocabulary plays a very important role. Proper meaning cannot be understood as superficial or deep level, unless we are not familiar with the meaning of new vocabulary word. It can be guessed through context, or asked from fellows

or teacher, but the confirmed meaning can be understood by using dictionary. Learning meaning of new vocabulary items through any proper vocabulary learning strategy is good for mastering a language but definitely will be forgotten if not used practically using all four skills.

Lawson and Hegbah (1996) concluded that students are found learning more vocabulary if they reading aloud. While reading, they read, repeat and recall the meanng of these words in isolation and understand their message for comprehension.

In a Language learning process, all four skills are important to have a good grip in a language use. While reading aloud, firstly sense of sight (eyes) is actively working, secondly speaking skills while reading aloud and finally listening skill, by listening our own voices help in learning quicker than silent reading.

While Joung Gu (2008) during a research on Chinese students, found that passive vocabulary helps a learner to learn and use active vocabulary quite effectively during communication.

Vocabulary learning strategies work differently in varid situations as well as for different disciplines, Kojic and Lightbourne (1999) found that among all vocabulary learning strategies guessing and dictation are the best in achieving better results. On the other hand, Jenhim and Joseph (2000) asserted that the reader extracts and gain better knowledge of vocabulary items from its context than others. So learning vocabulary during school-age more than the pleasure reading afterwards by published studies.

What so ever is the process of learning a language the importance of the desire and interest of the learner is at prime position. Huan et. al (2012) declared that reading skills are very important in learning a language, and the interest of the learner helps in gaining more knowledge. Wu et.al (2013) asserted that the reading tasks should contain different stages of complexities to learn and enhance language more effectively.

All these above studies are focusing the more use of skills , the better will be the learning. We know that we come in contact of a new vocabulary item either by listening or by reading now after understanding its meaning,

there is a clear chance of forgetting it, if we have not used it practically through speaking or writing. Now for writing its proper use matters and its correct spelling is a matter of well presented work, so there is a need to learn its spellings through dictations exercises. On the other hand, speaking needs well phonetically articulated word to use it with confidence and for this purpose the importance of reading aloud cannot be denied.

Vocabulary can be improved by concentrating on similar words (synonyms) (Barcraft, 2009). With this strategy new vocabulary items can be learnt and used for conveying same message in a diffenert way. While Holmes (1998) exclaimed that the strategy of translations helps more in enhancing vocabulary. Translation iunderstanding of a new and foreign language word with the help of mother language containing similar meaning word.

Vocabulary can be enhanced if it was once learnt and is actively used from its passive state stored in mind.. A study by Corber (1999) declared that vocabulary that was learnt alongwith concept can be used actively in sentence forms for communication process and good understanding. Youngqi and Gul (2003) found that the vocabulary item learnt in isolation has fear to be forgotten if not used in sentence construction.

These above researches concentrate that any prior learnt vocabulary item will remain passive, unless it is used actively in senteces and finding out its synonyms and antonyms and transtlating them into mother language, The more these items are used the better will be the language learning process.

2.3. Communication Skills

McChesney (1997) asserted that media has expanded the spectrum of the scope of communication. All forms of media not only effected the communication skills but it also plyed a vital role in facilitating our lives. Kasturirangan and Rangarajan (2000) concluded that communication is must to develop social contacts with each other at all places without binding of time and for this purpose media and adverstisements are playing their role with same efficiency.

Social interaction is the need of time and communication is the only way to remain in contact with others socially. The use of language for communication is different from official use. Now a days people are learning the communication skills and commonly used words through media, whether it is social, print or electronic media actively or passively.

Moreale, et al. (2000) asserted that during education the whole personality of a person develops, during that process communication plays a very important role. Communication helps him to learn to live a successful life of citizen that can deal all situations regarding, culture, social or business enterprise.

These above studies focus that in the present time there is much competition in all fields of life. A person can excel well if along with educational qualifications he has good communication skills. These skills are needed everywhere, no matter its job interview, job promotions, marketing, Academic career or personal life as a good citizen. Therefore, communication skills are very much necessary for the social survival

2.4 Development of Communication

Communication is dire need of human beings to live in a community, as the survival is not possible in an isolation. Every practical field needs good communication skills more than outine matters of our lives. The more proficiency is of communication skills the more will be the chances to achieve the goals especially promotions and the weaker ones have less chances to excel in their fields. A study on working people that have partial or total disability of speaking skill by Storey and O'Neil Provost (1996) demonstrate that the language learners that have disabilities of speaking or hearing can take help from books of communication which may result in improvement of social interactions.

During communication not only proper vocabulary and content is needed, but actually speaking skills is of prime important. A good speaker spell bounds his audience and achieves his goals very easily through his communication abilities. Some people are God gifted in this respect, and others need to polish their communication skills with the help of proper

coaching and training, keeping the fact in mind that everybody can be a good speaker or communicator with a little effort.

A language learning class can achieve its goal quite well if the environment of class is healthy specially teaching g. This healthy teaching environment is comprised of concern with the level of understanding, student's time and the activities designed for their active participation in language learning activities, their ability of independent learning, and confidence. Communication in class is not only about teacher-student about there is a need to develop student–student relationships and interpersonal skills. Language process give improved results if besides good teaching, the relations between teacher and student and student-student interactional and with focus on active participation in communication. (David & Dorisy 2005)

Language learning cannot be done only by reading books or attending class but in involves personal interest and effort. The learnt concepts are to be used actively keeping mind the view that practice makes the man perfect. This practice includes self practice also to develop good communication skillsand also finding out personal errors of interpersonal skills and correcting it. Therefore, the oral communication skills can be mastered. Loa, Lajunia, and Yeeb (2007) asserted that more confidence is gained due to self-practice that makes the learners to communicate in comfortable way.

These above studies have focus on good communication skills, some are saying that self-practice at home helps more in developing good communication skills. One way is to stand in front of mirror and read or speak aloud but the draw back behind it is that there is no one who can give us feedback. Whatever is practiced either right word or pronunciation or wrong will become a part of our communication skills. Other studies have suggested good interactional activities in class to improve communication skills. In a speaking class of a language-learning course if a student comes in the front and starts speaking, he can be guided by the teacher to improve verbal and non-verbal communications skills and in group tasks with the fellows help him to improve public speaking and learning strategies to deal in different situations through class activities. Therefore, in researcher's

point of view a group discussion can give better results than speaking in isolation. The present study also collected recorded casual talks of students to identify the English words (right/ wrong) in student's communication in Urdu.

Mart (2012) worked on improvement of speaking skills through reading skills. He explains that speaking skills can show improvement due to good effects of reading skills on it, as if you read well then you can speak well. When we read authentic texts, we are learning new vocabulary items through the context and this improvement in vocabulary in turn improves communication skills. There are four language skills that are to be focused when a student is learning a language and out these four Speaking skills is the most important regarding good communication skills. During first and second language learning process.Boonkita (2010) indicated that for good speaking skills one has to be confident, knowledge about varid topics to talk on and capable of speaking to the audience during one to one conversation or public speaking.

Luthra and Dahiya (2015) studied that communication skills are needed the most to act as a leader. A leader is supposed to be equipped with good communication and inter personal skills.

A good leader always has the best communication skills. His grip on speaking skills is far better than others ability, which helps him to convey the message properly and get desired results.

It is studied that not much work is done on Speaking skills regarding academic studies but Alam and Bashirudin (2013) insisted that the focus of educators is mostly upon reading and writing skills of English, due to which there are not much activities designed to improve communication skill regarding speaking. It is observed that student learn how to read and write but is unable to participate actively in the conversations without shyness. This study also emphasized that due to passive speaking skills a second language learner cannot master over filler of pauses and code switching.

Communication skills cannot be gained in a jump but there is need of focus on speaking activities from schools. Unfortunately the syllabi of

English at school level have no focus on speaking activities that is why they are not good communicators. In college or universities when they are asked for presentations they cannot perform well due to hesitation, shyness, lack of confidence, lack of proper pronunciation kind of barriers. So they learn though social or electronic media but not the standard language. There is a need to give importance to speaking skills too while designing syllabi of English at school level.

2.5. Influence of Media

The fast time has its own demands and one have to be active in the same way to get aware of all things. Media accompanied humans in this regard, especially social meadia. A study by Murad Ali et. al (2017) explores that the Technology used by social media helps in learning specially language learning by their providing varios channels and conversational methods.

At one hand technology of social media is playing a prominenet role in providing language learning strategies and on the other hand Face-to-Face Communication is badly effected. A survey by Emily Drago (2015) suggests that technology the more the use of social media technology the more it will impart negative effects upon face-to-face communication regarding quantity and quality both.

It is really very heart felting that due to use of social media people sitting in a group and even on family dinners are not talking to each other but communication on social media increased distance among them. Researches on use of social media have no encouraging results in learning of a language rather learning improper and slang language from peers is observed.

Sim Monica et.al, researched that facebook has gained much popularity for the means of communication. If facebook is used educational purposes, it will help in achieving goals to teach foreign language through code mixing and code switching, but the factor of learning wrong spelling, grammar rules and contractions also can't be denied.(2007)

It is studied that not only facebook but other modes of social media: twitter, myspace, skype, youtube, blogs, search engines, electronic dictionaries and encyclopaedias, forums, dating are also imparting a negative effect on the structure and form of Turkish language resulting as damaging the essence of Turkish language especially writing skills. (Dr. B Mesut ,2013)

The technology of social media is tried to be used by some of the educational institutes, and it is found that it is not providing some good results, rather texting using short forms like 'U" at the place of you and "fyn" at the place of fine. It resulted as learning misspelled Code mixed English words that are effecting their writing skills too.

Dr. K .R. Subramanian (2017) insisted the impact of the technologies of that Social media in negative way on the inter-personal communication skills can't be denied. Communication is the need of people to get As people need interaction to be in touch with each other, and technology plays a very important role irrespective of time and distance.

Linguists keeping in mind the importance of digital technology of social media, focusing for studies. As it is not only used for communication but also to share knowledge, files, and pictures, online. This whole process helps in transferring information and also a source of learning wrong English.(D.B. Trisha, 2017)

Although print media in the form of books has its importance but class environment is made interesting with the help visual images, auditory effects, especially multimedia helps in proving both texts in written form as well as videos. Therefore, it can be used as an integral part of tools to be used in a class. (S. Ladislaus,2003)

At one hand social media is used to connect socially at world level and people have started learning casual words and using them even at formal settings that distort their image in front of others. On the other hand print media is still playing its important role by providing standard and grammatically correct content in that language on regular basis. Newspapers, magazines are good sources for learning a foreign language.

The role of media regarding learning speaking skills is important. The programmes aired on radio and television are focusing on speech and it is a great source for the people to learn language through. Radio and Television Stations like British Broadcasting Service, (BBC) Voice of America (VOA) Cable Network (CNN) Digital Satellite Television (DSTV) Nigerian Television Authority (NTA) are reffered to the language learners to listen the native speakers for improving language and conversational skills. (G.O. Oyinloye,2005).

It was observed in the past that audience learn language from electronic media, not only the words but also the manners and language use according to formal and informal settings. There was a language policy that would examine the material before it goes on air. In the present time the programs broadcast by BBC are still popular for learning correct pronunciation, pauses fillers and good gestures.

Media played a very vital in the promotion of English words through codemixing. According English with phrases like*"shaandaar offer"*, *"aur haasil kijiye amazing discounts"*, *"fun ko on karo"* or my personal favourite, *"raho connected everyday"*. These examples show that how English words are code mixed in Urdu and broadcast through TV & Radio channels. In these examples we can see that all Eenglish words have equivalents in Urdu too but still English words are preferred to catch the attention of the audience and to promote the language that is lingua franca at the present time.

Recent technological advancements uals like cellare more popular among the individuals they can use it through their cell phones, but these all types of socoal media are putting a very negative effect on the face-to-face communication, as they use it even during parties while sitting with other people. (Drago 2015)

A study by Murad et.al (2016) explored that social media helps in learning language but it is playing an important but from negative role in diverting their attension from people, that are aound them as ignoring them tiring mind and wasting time. Dr. Subramanian (2016) asserted the way of communication has gone through a great change, that is; reduction of face to

face communication, but its contribution in study purposes can't be denied too. According to Trisha (2012), Social media technologies , so orks without any delay in every part of the world, so it can be used for teaching language through texts and voice messages. Among social media, texting is popular , therefore, the user can learn language alongwith the effect on language as errors and mistakes.(vanDijk et al, 2015)

The above studies show that this technology of social media is tried to be used by everyone in this world. On personal level which declined face to face communication and this social interaction have no check and balances and people have started using casual and bad language which effected the language of receiver too and as a result these wrong words become a part of their languages too.

 The technology like multimedia can be used in teaching learning process in classroom activities as a part of curriculum , using internet, texts, visual effects, and sounds.(Ledislaus, 2010)

The possible use of media on learning process has gained much importance among researchers Some educational programs are aired through radio and television for teacahing purposes.. A research on by Oyinloye and Adeleye (2010) reveals that speaking can be learnt by the audience through the media by the programs aried on radio and television. There are a number of studies focused on learning through media . Laura Stein and Anita (2009) assert in syallabus media will play a vital role if used for teaching learning purposes, as it helps in motivating and making the learners more attentive towards the lesson in different and interesting way.

The above studies focused on the use of multimedia or other forms of technologies for the study purposes. Though these are some advanced things that can make a lecture interesting but still the slide displayed is like a text and people and reading it from their seats , neither the teacher is doing effort to write something on board not the student's response is required. Therefore, no gain in the language learning process can be achieved as speaking skills or communication is not focused.

Strickler and Farr (1998) have studied the effect of tool of Television on improving communication skills. Thgis study was done on youngesters, special programs were made for proving them instructions and providing activities, with the help of which they can improve their speaking skills and oral communication skills. It was found that these instructions and activities helped the learners in improving their skills to a great extent. Another researcher Clark (1983) has conducted a research that was just opposite to the above research , as he asserts that learning process cannot be enhanced by using media as a tool for learning purposes.the use of media for the study purposes. Using media can help working for saving the time but it cannot provide long lasting effects in a language learning class.

Watching TV programs can compel someone to copy his favorite character or anchor person and the viewer can learn language but this learning process is not long lasting, only few words can remained stored in the memory that can be seen in the language of that person. Children watching cartoons in dubbing start learning Indian words and soon forget their equivalent in Urdu language along with learning its culture and religion through them. This fact is so threatening for the survival of Urdu language and Pakistani culture.

2.6. Code Mixing

Code mixing is present in all multilingual societies of the world. Urdu contains words of Arabic, Persian, Hindi, and Punjabi. It shows that it is a highly absorbing language. The traders who came to the Sub-continent brought in, these words but after partition the influence of English increased much on Urdu and it is made an official language of Pakistan.

According to Muysken (as cited in Lau et al., 2011), Code-mixing lies within the sentence where lexical items or ggrammatical features of both language can b observed. In the same esentence, that conveys complete message..Asghar (2012) asserted that hybridization is the cause of code mixing. Accoding to him when two or more languages come close to each other and their speakers used lexical items and grammatical structures of

moth in a mixed form time and again, then a new hybrid variety of languge emerges.

Addition of words from language that is more powerful into other helps that language to remain alive and these code mixed words help the speakers to become familiar with that powerful language and can understand it too.

Furthermore, Talaat (2002), in her study titled "The Form and Functions of English in Pakistan", she has compared "standard British Englsih" with the sentence structure in Urdu and she concluded that the sentence structure of Urdu is effected by English , the Urdu sentences are not following standard sentence structures due to literal translation and code mixing.

In Bilinguals, the use of code mixing and code switching is more frequent depending upon the proficiency on both languages.. Alegendro (2000) explained that in a language learning class of bilinguals the learning of target language takes place because of code mixing.. A study on Chinese magazine in Malaysia by Lau et.al (2001) on the entertainment news shows that the language of them is not formal and due t, so it o iis done to a greater extent in sentences. But there are certain hurdles, as in Chinese there os no pronoun,and English proper nouns are used as such, because they cannot be used in translated form. In the same way Code-mixingof Chinese language is done in Malaysia language is done in the Chinese entertainment news for Malaysian audience. And it has different features.

It is observed that it is not only Urdu but other languages are also code mixed with the words of a powerful language, that is, English. Now after English China is seen doing business in almost all important countries of the world. The demand of learning Chinese is increasing day by day for the trade purposes. Code-mixing of Chinese in other languages is also studied by some linguistis. With this we can conclude that the powerful language is code mixed in other languages.

English is language of educated people and symbol of prestigue among elite class, people that want to be among educated people try hard to

learn English perfectly. In Hong Kong English has a status of pride and the people using code mixing of English in Cantonese language are considered respectable. Judy (2009) studied that the dialect of Cantonese-English is considered a symbol of pride and this kind of code-mixing plays a string of connnectivity among educated bilinguals in Hong Kong. This register is a binding force for that special educated group and they feel pride in communication using this code mixed language. They communicate in day to day matters, express their emotions without any fear, rather they feel more comfortable to communicate in this language as it doesnot reuire cautios speech.

Children like adults also do code mixing and code switching in bilingual communities as words and examples of both languages are present in the surroundings of them.. Mileidis (2011) in a qualitative study analysed written tasks of six children and found code mixing in their writings.

A study done of first grade children of Spanish-English bilingual showed that there Spanish and English language are not socially and linguistically equal. Here English plays a good role in explaining concepts of Spanish language but Spanish language can not properly explain the texts of English duo linguistic constraintsA language learnt at childhood takes less time than in adulthood. Whatever a child learns, it becomes an important part of his personality. A totaly new language or code mixing both are learnt and used by them effectively. In this multilingual society code mixing is a natural phenomenon.

A study is done focussing on the phenomenon of code mixing and code switching used in a language lerning class as a strategy yo master a target language.. According to Eva (2017), the use of code switching in the language learning class helps to make the learning process easy and effective. The analysis showed that the teacher uses the tool of code switching and code mixing to make the meaning understand, then to repeat, explain the things and to take feed back, and to ask their queries and to explain. It also helps in the form of translation and to help the learners to actively use the learnt vocabulary in communication.

As code mixing is done at word level but code switching means complete one phrase or sentence in one language and other in other language, this code mixing and code switching can be used by the teacher to familiarise the students with a foreign language and help them to use it in full sentences.

A research was conducted in Indonesia on the language used by the Indonesian Radio in the code mixing form. And it is found that this code mixed language plays a very important role in connecting the listener to the speaker at radio. According to Sari, et.al, the code mixing of English, in Indonesian have words of English in Indonasian language to make the listener to undertand the message conveyed. According to this research this kind of code mixed communication serves the same purpose as if two speakers are talking to each other and showing a very close relationship.

Goyal et al (2006) present a bilingual syntactic parser that operates by giving sentences from Hindi as well as from English. Its also provided, code mixing and code-switching data that was of these both languages. The parser hat was made here was capable of spoting the pure words of English used in the pure words of Hindi to make a sentence or so. This study revealed that the English Hindi mixed language used by the mother Idia is considered as prestigious dialect, as it is spoken by the educated and elite class of that area.

Code mixing at the level of electronic media shows that the power of that country is not only accepted at higher level, but also is supposed to learn it to be termed as language of prestige. In the present time all private schools are focusing on the use of English fully or in code mixed form to look educated.

More recently, educators explored that in a language learning class, the strategies of code-switching and code mixing can be used as aeffective tool to get good results. (Aguirre, 1988; Hudelson, 1983; Williams, 1983).

A survey was done to find out the need of code switching and code mixing in Arabic context regarding there day to day matters. (Kiranmayi & Celta, 2010). The code-mixing strategy may help in language learning process in five pedagogical ways. (a) to develop and improve bilingual

learning, (b) to help in reconsidering syllabus taught to ESL and all-English learners, (c) to help in learning linguistics of both through translation, (d) to have knowledge of the culture of mother language and target language, and (e) to have good understanding of crosscultural differences. Yih-Lin (2014) suggest that if during teaching ;earning process code mixing of L1 and L2 is used as techniques to learn language then it will improve their learning abilities.

The above studies are focusing that code mixing can be used as a tool to learn a new language effectively. As the language learnt in comparison to already learnt language helps it learning process. But according to researcher point of view if the code mixed words are not learnt from some reliable source, that is peers then the quality of L1 is also effected at speaking as well as at writing level.

David (1997) believed that New English is result of the extent of the increase of code mixing and code switching in multilingual societies.

A study on code mixing in Pakistani advertisements shows that young listeners are strongly effected by it specially to achieve marketing targets. (Hammad and Taskeen p. 428). According to one of the study on the Institutional Outcomes of the entire Schreiner University community showed that lake of communication skills effect the analytical abilities, personal and social responsibility, and professional achievements, use of Skills and all matters of life..

The phenomenon of Code switching and code mixing were studied in 1940's and properly it was accepted as a part of bilingualism in 1970's. The work that was done on code mixing is mostly focusing on its importance in changing the ideology of audience about target things but no remarkable work is done regarding youngsters especially its effect on productive skills regarding study and campus talk. Previous studies focused on code mixing in TV news, code switching in talk shows and newspapers. The concept of code mixing is found more effective through television commercials, on daily conversation but there is an area that is still unexplored and that is; to analyse its effect on students' outcomes. The students' outcomes especially

on communication skills (reading and writing) are never studied under effect of the use of English Words in Urdu advertisements. The present study is focusing on that aspect. The purpose and aim of this research is to identify the extent of code-mixing in the television commercials on Pakistani channels, and to analyses the impact of code mixing on the viewers of these channels

CHAPTER 3

RESEARCH METHODOLOGY

This chapter explains the theoretical framework, research methodology used in the present research. First, the researcher has explained the mixed methods approach, that is, the qualitative and quantitative methods. Then the triangulation research design that is being used in this research. Finally, population, sampling of research, research instruments, and data collection techniques and analysis procedures for qualitative as well as quantitative data have been explained.

3.1. Research Design

The research design for the present study is the mixed method that involved both qualitative and quantitative methods for the analysis of data to find out the effects of Urdu Media discourse in Advertisements on the communication skills of students at University level. The study involves fifteen Advertisements to analyse the code mixing of English words in Urdu commercials broadcast, at ARY, PTV and GEO.

3.1.1. Mixed Method

Mixed method research has been used for better analysis and interpretation of the data. According to Baran, and Jones (2016), the research based on mixed method is comprised of both the qualitative and the quantitative methods. It helps firstly, in reaching the results in a better way and secondly one method covers the weaknesses of other. They described the way in which both methods work; a close-ended questionnaire is used for the collection of data through quantitative whereas qualitative method involves open-ended questions from participants, and this mixed method according to them is more effective in providing a deep insight in dealing with the data; collection, analysis, and finally interpretation.

The present study utilized mixed method both, that is; qualitative and quantitative to analyse the use of English words in Urdu commercials and its

effect on the routine communication of students. The researcher by using mixed method collected data following triangulation that helped in the analysis of data and finding out the impact of English used in Urdu commercial, on students' communication. Flick (2007b, p41), explains that triangulation is the process that gives expansion to the range, extent, and consistency to the procedure of data collection and analysis. He asserts that triangulation becomes a source of providing knowledge more than the knowledge that could be possibly gained by focusing only on one approach, so in other words we can say that it enhances and improves the quality of research and helps to reach a bias free result.

3.1.2. Rationale for Using Mixed Method

Mixed-method studies are found to be more reliable to get a clear conclusion without confusions. Dörnyei's (2007) defines mixed-method studies as a combination of the two, that is; quantitative and qualitative approaches in a study (p. 163) when the researcher wants to get 'a fuller understanding of a target phenomenon' (p. 164). The present study involved a mixed-method approach to probe in depth of the phenomenon and reach a transparent finding. According to (Dörnyei, (2007), there are many studies that followed a methodology based on mixed-method research and out of them mostly are survey studies that involved interviews and questionnaires.(p.45)

William and Clark, (2007) Explained five purposes of using mixed methods studie: firstly, to find the best of using more than one approach, that is; triangulation, secondly, to analyse various aspects of a fact, that is; complementarity, thirdly, following a systematic procedure of methods, that is; development. Fourthly, discovering an opposite aspect but new perspective, that is; initiation, and finally, increasing depth to the insight of a project, that is; expansion. They are of the view that keeping in mind the purposes and the main characteristics of the research, mixed methods design is useful to bring valid results.

Hong (2007) explains some advantages of using mixed method for research. On one hand, mixed method helps to build reliability of the data that is collected through different sources. On the other hand, the validity of

collected data and the analysis of findings to reach a clear and strong conclusion becomes easy. The present study involved both ways; qualitative and quantitative analyses. Moreover, a qualitative measure or tool of recordings also involved quantification in numeric to understand the phenomenon on code mixing in Urdu commercials and in students' communication.

Qi and Lapkin's (2001) during case study explored that many qualitative researchers have reported their analyses of qualitative data in the form of quantification. According to them through this way, the findings are described in numeric specially, when analysing data for language learning process. It becomes easy to relate the findings, conclusions with the research theory followed and to infer the result with logic, (p183). The researcher has analysed the phenomenon of code mixing in advertisements and students casual talks, through quantification involving the content analyses.

3.1.3. Triangulation approach

The present survey study involved Triangulation research approach. Johnson (1992) explains three types of triangulations: in the first type many theories followed to analyse the collected data (theoretical triangulation), second type (investigator triangulation) involves multiple researchers to gather and analyse data and the third type (methodological triangulation) gives a researcher freedom of using varied tools or methods to conduct the research.(p 145). The researcher has adopted the last one; methodological triangulation, as it has given an opportunity to entail the use of multiple measures to collect data and to reach a reliable and valid conclusion, which was not possible with only one way of collecting data.

3.1.4. Rationale for Using Triangulation Approach

Johnson (1992) noted that if the data is only gathered through one way, like interview, there might be a chance of interviewer bias and to minimise this fear, triangulation; that involves more than one way of research can make the study valid and reliable. (p. 146). The researcher has used triangulation method as none of the method was supposed to work alone to give a valid and reliable conclusion of a survey study. Therefore, this

research used different measures; analysing advertisements, questionnaire, interview and recorded casual talk to study the impact of code mixing used in advertisements on students' communication.

3.1.5. Survey Research

The present study was a survey research that includes questionnaires from 200 students of Masters of English, Five random recordings of casual talk of students and interviews from fifteen teachers, teaching at the same level . In this research, the English words used in first fifteen Urdu commercials of PTV, ARY and GEO, are analyzed as independent variable, and the communication of MA English students is dependent variable.

 The impact of this English mixed Urdu on students' communication is analyzed involving a design of survey method of students, interview from teachers, as well as random recordings of students' casual campus talk.

In the present study: survey design is used because it was the most appropriate design to analyze the impact of English mixed Urdu commercials (fifteen) on the communication of 200 MA English students.

3.1.6. Rationale for Using Survey Research

The present study is a survey research involving two hundred participants. There is a need to do it firstly on a smaller scale, to check its reliability and validity, so that if needed, some changes might be done in the research methodology. This researcher has also conducted Pilot study before doing the survey research on a larger sample of two hundred students. W. Lawrence Neuman (2014) also suggests that do a survey research when the questionnaire is prepared then an organized plan of recording, transcribing and analysing procedures are to be thought off before hand and to finalize them there is a need to check its reliability by applying it on a smaller participants group from the same selected sample for survey. If they have no problem in understanding these questions means, its validity is also checked. The researcher followed the pattern of checking validity and reliability through pilot study before conduction of survey research.

The reason of selecting the Students of English 3rd and 4th Semesters was that the number required for a survey that is; 200, which was easily be

coped to collect the data. Therefore, the impact of Urdu Commercials on students' communication was analysed through questionnaires and casual recordings. The collection of data of open- ended interviews from teachers and students' casual communication is done through recordings and then documenting was for the purpose to get a detailed and deep insight into their responses.

W. Lawrence Neuman (2014) asserts that a nonreactive measure needs a variable system to document the observations systematically and it can be easily done through recordings. By analysing documented recordings (transcribed), every single aspect of response can be researched well to reach valid conclusion and solution of research questions. The present study also involved recording, transcribing and then analysing Urdu commercials, students' casual talks and interviews from teachers to find out the impact of code mixing in Urdu commercials on students' routine communication.

The reason for selecting the university was firstly, that the researcher has been teaching students of MA English for eleven years. It is observed that the students have a tendency to use English words in their routine Urdu conversation that is sometimes not even grammatically correct. They come from diverse backgrounds of education, family and areas across Pakistan and a large number from distant areas of Pakistan where English is not spoken in a routine. Therefore, they appeared to be a suitable sample for this study. Secondly, easy access to the required sample that is; two hundred students, was a great help to collect data effectively. Thirdly, the present research did not rely only on the results of questionnaire, but it included five casual recordings from the same sample to help in getting good findings. Lastly, the data collected from fifteen teachers in the form of interviews enabled the researcher to reach a very clear result, in this way triangulation of the data in the form of a questionnaire, casual recording and an interview was the research design that is followed. The qualitative data involved interview and casual recording and the quantitative data involved a questionnaire.

3.2. Theoretical Framework

This study is guided by the methodology of use of linguistic items of one language in another Language that they felt embedded and part of sentence for the completion of complete meaning.

This study is based on the theory on code-mixing by Nicole and Eva (2000). They have presented their view that code mixing and code switching is a phenomenon that can be observed in the communities of bilinguals or multilinguals. They believe that the brain of bilinguals functions differently during code mixing and code switching than monolinguals. There are certain factors that can be possibly responcible for selecting either of those languages during communication of these bilinguals. The prominent factors that can influence the bilinguals are might be like; level of proficiency of both languages, the surrounding of those languages at present, or the requirement of the targeted task that is to be addressed. These all reasons are important when the mind of a bilingual works for selection of language to responed. The importance of language compels the speakers to code mix powerful language into relatively less powered language. In this process, many new words as well as equivalence lexical items in meaning and are learned from that language along with the context. This code mixing also brings different grammar rules that may not be followed in their own language. This theory is focused during analysis of the collected data

The present study involves survey of students of masters of English using a mixed method. Its focus is to find out the impact of the code mixed Urdu of Pakistani TV channels' advertisements for different products. First fifteen advertisements of PTV, ARY and GEO television were downloaded and then transcribed and then non- Urdu; English (right /wrong) words were extracted out to study the use of code mixing by the media. The young generation is found using same kind of language academically or non-academically at the university. Triangulation way is used to gather data and analyse qualitatively as well as quantitatively, that is based on responses of participants. Two hundred participants were selected for the survey research who were studying in 3rd and 4th semesters of MA English. These participants have given responses on the close-ended questionnaires and casual five talks were also recorded, transcribed

and analysed to study the impact of code mixing of advertisements on students' communication. Therefore, in this way the instruments included advertisements, questionnaire, students' casual talk and teachers' interviews. The advertisements were analysed qualitatively to extract out code mixed words in Urdu language. The results of close-ended questionnaire were statistically analysed using SPSS. Finally, students' campus talk as well as interviews were qualitatively analysed using NVIVO.

3.3. Setting for Research

The present study was carried out at a university, situated in the capital of Pakistan. One reason for selection of this university was that students from distant areas of Pakistan come to this university. These students might have different exposure to English language learning along with varied educational, that is; private or govt. schools, cultural, social and family backgrounds. So there competency, knowledge and command on English language differs.

The students are socially active and have urge to learn English as it is required for communication at academic level as well as for practical purposes. As mentioned in introduction and literature review that the language of a superpower is code mixed in less powerful language and other communities try to learn this language as it is the language of prestige. So, it is observed that these students also try to use English words in daily conversation to look educated and advance.

It is observed that during routine communication mostly they do code mixing of English words irrespective of correct pronunciation or following grammatical rules. Therefore, they made a suitable sample for the present study. The reason for selecting students of MA English is that probably they have good knowledge about English and its grammar than the students of other disciplines at the same University. During all four semesters all syllabi is covering different aspects of language and literature, though they know the right use of rules but still they use mostly those words (right or wrong) that can be easily observed in Urdu commercials of Pakistani TV channels. The researcher is also one of these teachers that are teaching at Masters Level and observed these changes in the communication of students.

The students selected for this study were also found using same kind of words often during campus talk as well as in academic activities specially speaking skill ;presentations. That is why they were chosen as the sample of this research.

3.4. Research Instruments

The present research was conducted by using Mixed method, that is; qualitative and quantitative methods of analysis. Sreejesh and Mohapatra (2013), suggests to use mixed methods research as it enables the researcher to apply varied inductive and deductive techniques to reach to the conclusion of the research questions that on the other hand might not be answered smoothly and appropriately with the use of a single method. Moreover, impact of Urdu commercials on students' communication became easy to analyze through various tools including questionnaire, casual talk recordings of students and interviews of teachers. The present research is done by triangulation, using mixed method that helped the researcher to put down the findings of the study in details as various sources presented data for analysis. Gay,

3.4.1. Rationale for Numeric Data using Questionnaire

Mills, and Airasian (2011) explain that the collection and analysis of data in numerical form is quantitative research while the collection and analysis of non-numerical data is qualitative method of research. Moreover, Qualitative method gives rich, deep descriptions that develops a strong insight about the problem and enables the researcher to go in depth of the participants' experiences. Firstly, the numeric data of English words used in Urdu commercials have collected by transcribing first fifteen commercials broadcast on ARY, PTV and Geo TV channels. Secondly, the numeric data collected by questionnaires from 200 students of 3rd semester of MA English helped to get the feedback of the participants regarding the impact of Urdu commercials on their communication. Thirdly, the non-numeric data collected through recordings of casual talks helped to go in detail of their responses in this regard. At the end, fifteen teachers have interviewed for further detailed responses and suggestions.

A closed ended questionnaire for survey was prepared and used to analyze the impact of the Urdu commercials on the communication of participants and the numeric data was obtained through their results. The questionnaire contained forty-five questions and their answers were statistically analyzed using SPSS. The questionnaire was distributed to two hundred students for the survey. All the participants passed their feedback through the choices given in the questionnaire. Gault (2012) asserts that the Statistical Society of London invented questionnaire for the collection of data a tool of data, in 1938. According to him, a questionnaire that consists of various questions is an instrument to collect data in the form of information from respondents. Gault (2012), claims that in contrast to some other sources, questionnaire, is an affordable source to collect data, which consumes less efforts for the sake of a researcher.

Through these questionnaires, data was collected and analyzed quantitatively using, SPSS. The analysis of numerical data can easily be done through SPSS.

3.4.2. Rationale for using SPSS

Verma (2013), asserts that SPSS makes the statistical analysis of data easy and helps the researcher to present it easily and enables to display results in varied forms, that is; tables, graphs, and pie charts etc. by economic use of time. The researcher in this present study made use of this software to analyze the numeric data in the form of chart and tables, which provided a transparent and intelligible understanding of the results.

Casual recordings of the same participants were done without providing them any instructions to keep the result free of biases. For this purpose many random recordings were done out of which five were selected on the basis of clarity of voice, time limits, that is; five minutes, and where they were using words from two very different to communicate on routine basis, that is; non-academic talk. These recordings were then transcribed and with the help of a software NVIVO the analysis of this qualitative data is done, the data was analyzed and the English words in their casual talk were extracted out.

3.4.3. Rationale for Recorded Data

Prof. Shone J.B (2016) asserts that Audio and video recording helps the researcher to collect the unrefined and crude data through recordings that can be studied afterwards to review and analyze that can give a complete picture of the responses as the tone of voice and body gestures are the source of understanding the meaning in depth. The data was then further analyzed as content analysis with this software to find out the type of words used in it.

3.4.4. Rationale for Content Analysis

Lacey and Luff (2009) explains the benefits of Content analysis through NVIVO that it helps to count the number occurrences of a particular word or concept, which, comes in the text and can be studied quantitatively through statistical analyses. The data analyzed through content analysis with the help of NVIVO validated the results regarding the impact of the English words used in Urdu media discourse on students' communication.

Interviews were conducted for the fifteen teachers in the form of open-ended questions. All fifteen participants answered these open-ended questions verbally, and their responses were recorded to avoid any part to be missed, of these responses. Only those participants were interviewed that are teachers of these students of MA 3rd and 4th Semesters of English, who indicated significant use of English in Urdu communication of students. The responses in the form of recordings of the interviews of these participants were transcribed regarding the impact of English used in these Urdu commercials on their communication. Then the themes were extracted from these interviewed responses and a thematic analysis is done. The thematic analysis of the interviews made the researcher to bring more detailed findings of this study.

3.4.5. Rationale for thematic Analysis

According to Gubrium (1994), thematic analysis has varied advantages and among them, the most remarkable benefit is that it directly represents participant's point of view and exactly describes the observations, views and suggestions. This qualitative analysis was done by keeping in view the student's routine talking style, word-class, knowledge and practical application of English words learned from Urdu commercials in day-to-day

communication irrespective of correctness of pronunciation or grammar. These Interviews were analyzed using a software, NVIVO.

3.4.6. Rationale for using NVIVO

NVIVO enables the researcher to use it to analyze different themes in a qualitative data. According to (Welsh, 2002), NVIVO is a kind of software that helps a researcher to analyze different themes with an ease. This study involved the use of NVIVO to analyze the recorded data and helped to interpret various themes of these views and responses through authentic material. The software empowered the researcher to probe into varied themes in these responses regarding the impact of Urdu commercials on the students' communications. The software also facilitated the researcher to categorize various themes according to their appearance in the interview responses for further analysis of the data.

3.5. Data Processing Procedures

In first step, first fifteen Urdu commercials of PTV, GEO and ARY television were recorded, and transcribed to analyze the number of occurrences of English words in these commercials and further content analyses is done to find out the categories of these words. Secondly, a survey is done on two hundred students of 3rd and 4th semesters of MA English at the University, by distributing a questionnaire to all participants for knowing their feedback regarding the impact of English words used in Urdu commercials on the students' communication. Thirdly, five recordings of students' of casual campus talk is done to validate the effects on students' communication. Finally, interviews of fifteen teachers were conducted to further identify their individual views about the use of English words in students' routine communication that might have some phonological or grammatical problems. A thematic analysis is done to reach the depth of their responses. The study focused on all these ways of collection of data through qualitative as well as quantitative analyses for the sake of getting and reaching the final conclusion involving triangulation.

As shown in appendix-A, questionnaire for students that has forty-five close ended questions. First question has five sub-questions that required responses regarded the frequency of exposure to advertisements, the

attention that participants are giving to advertisements, concentration to new advertisements, their views about effects of them on people, and their attention to the English words used in Urdu commercials. The rest of forty questions were of different pattern to encircle the right option. Each question has two parts; First (e.g.; 1) gives them options to choose one of the lexical items that suits best in the blank of provided sentence, while second part (e.g.; 1.1) of every question asks to encircle the source of learning of this item from the choices provided. In this way forty five lexical items were chosen by the students' and their sources are also mentioned by them that helped the researcher to analyze the degree of effect of Urdu Commercials on students' campus talk. After this activity, the researcher have done multiple recordings of casual talks of the same students and from this raw material five recordings were transcribed to gather the data of English words used by them. The content analyses enabled the researcher to count the number of occurrences of these words and then further analyses made the researcher to find out the categories of these lexical items from the collected responses. After this step, fifteen teachers were interviewed to get data to find out the effect of these commercials on students' campus talk. These interviews were consisted of twelve questions. These questions were asked and their responses were recorded to avoid any important part of response to be missed out. First question was about the choice of source of using of the text to get knowledge about the culture of that society. Second question focused on change of choice of vocabulary among students that is noticed academically or non-academically. In third question, certain words were mentioned to ask about their usage among students. Fourth question inquired about probable source of the words mentioned in the third question. Fifth question focused on the frequency of the use of these words by students without understanding the hidden agenda behind these advertisements. Sixth question asks the opinion about the use of these words learnt through advertisements just for the sake of style or pleasure. Seventh question inquired about the effect of advertisement on communication and eighth question was about the role of advertisements in the process of language development. Ninth question focused on the use of these informal words in class activities of speaking skills. Tenth question was about their point of

view of the using these words in routine utterances. Eleventh question asks about their favor or disfavor in adopting a habit to use these words on regular basis by the students and twelfth and last question focused on the suggestions to overcome use of words (mostly ungrammatical) learnt through code mixed Urdu commercials.

Keeping in view the above mentioned questions, the responses of fifteen teachers were analyzed by firstly transcribing them and then a thematic analysis is done using a software NVIVO. These interviews facilitated the researcher to elaborate the findings of the study. Then, the results of the closed-ended questionnaire that were given to two hundred students were analyzed quantitatively using SPSS. Finally, the recordings of five casual talk of students are also transcribed using a qualitative approach and then with the help of NVIVO non- Urdu words, that is; English with probably wrong pronunciation or ungrammatical were extracted out and their grammatical categories were analyzed as content analysis. The questionnaire was filled by all two hundred respondents and statistically analyzed using SPSS. Whereas, the interviews of ten participants were conducted for thematic analysis. As far as sample for interviews is concerned, only those fifteen teachers were interviewed who were teaching these students in those semesters. The quantitative data were analyzed statistically displaying it in charts and tables, whereas, the qualitative data were analyzed thematically by highlighting various themes as well as content analysis is done to analyze the impact of Urdu commercials on the communication of students at masters level. After the analysis of the data, the findings, conclusion, and recommendations were presented.

CHAPTER 4

DATA ANALYSIS

The present study employs a mixed method approach that is qualitative and quantitative ways of analysis to view all aspects of the research. In the first step fifteen Urdu advertisements from GEO, PTV and ARY are recorded and then transcribed. A qualitative analysis of the words used in these commercials is done by using a software NVIVO. In this content analysis total number or words are counted, then all English words used in them are further studied to specify their grammatical categories, and to find out if they have any equivalent in Urdu or not. At the end, an accumulative analysis is done of all these fifteen English commercials to have an explicit view of code mixing of English in Urdu media discourse.

In the second step the data collected from 200 students of MA English third and fourth semesters is analysed quantitatively using SPSS. The students were provided with word choices and they were asked to select any one and the second part of each question was to select any one of the source of learning the selected vocabulary item.

In the third step, the data collected in the form of five recordings from casual chitchat of the same group is qualitatively analysed through NVIVO, with the focus on English words used in Urdu conversations, this analysis is a content analysis. Then these English words were further divided into grammatical categories and there equivalence is searched in Urdu. Then the English words of advertisements are sorted out from these lists of each conversation.

In the fourth and last step, fifteen interviews from teachers that are teaching the same group of students are recorded, transcribed and then qualitatively analysed. A thematic qualitative analysis is done to find out their point of view on the effect of English mixed Urdu TV commercials on students routine and academic communication and their recommendations in this regard.

These analyses are discussed systematically, below.

4.1. Data analysis of recorded advertisement

To promote a foreign and a language of prestige, electronic media plays a very important role. English being lingua franca is used in Urdu programs formally and informally in advertisements. As people from all areas of Pakistan watch Tv , so they learn these words and start code mixing in their daily conversation. The data is collected from Pakistani channels; GEO, PTV and ARY. First fifteen advertisements became part of the present study to extract out code mixed words of English in Urdu.

These advertisements are then transcribed, and with the help of a software NVIVO, they are qualitatively analyzed. All English words are extracted out from each script. In the next step, their grammatical categories are defined. The analyses of the Pakistani advertisements have shown that 59%:41% (Urdu: English) code mixing is done.

The extracted out words of English from Urdu recorded advertisement show the intention of policy makers in promoting a powerful language in comparison to national language. The viewers of these advertisements are found using same words in their daily conversation in Urdu. The Code Mixing of English words is done in Urdu advertisements, though the equivalents of most of the words are present in Urdu, and these words are used neither as complete borrowing nor gap filling but because of frequency of usage under influence of English language. These words are used to catch the attention of viewers.

Written form of advertisement language is given in Appendix A-O.

4.1.1. Fair –and-lovely men's cream

According to the text (Advertisement is attached in written form as Appendix A) code mixing of English in Urdu is 50%. Where words like **"hi, icy menthol, face wash"** do not have equivalent words in Urdu , but **"shirt, face, soap, bikers, magnet, action, oil, pollution, cool, bright, instant are having** have equivalent words in Urdu but they are used as code-mixing. The English words that are used in code-mixing are in the ratio of **Noun: adjective: adverb: Exclamatory mark as 8:4:1:1 respectively.**

Table 1

Advertisement Analysis

	Words used in advertisement	Equivalent Urdu word	Lexical type
1.	Hi	Assalam-o-Alikum	Exclamatory remark
2	Shirt	Qameeez	Noun
3	Face	Chehra	Noun
4	Soap	Saban	Noun
5	Bikers	Motor cycle swar	Adjective
6	Magnet	Maqnatees	Noun
7	Action	Kaam	Noun
8	Face wash	……..	Noun
9	Oil	Teil	Noun
10	Pollution	Aloodgi	Noun
11	Icy menthol	……….	Adjective and noun
12	Cool	Thanda	Adjective
13	Bright	Roshan/ saaf	Adjective
14	Instant	Foran	Adverb

Then percentage of code-mixing is calculated and it is found that English words are used in 50% with Urdu 50%.

Table 2

Advertisement Analysis

Total words used in advertisement	Words used (English)	Words used (Urdu)	% of English words	% of Urdu words
66	33	33	50%	50%

The analysis of this advertisement shows that code mixing is done in half ratio with the Urdu words. That advertisement is purely based on beauty cream and its audience is definitely young and greater than any other commercial. As white skin the element of beauty in Pakistan and more viewers can be targeted with many English words to be learnt and used.

4.1.2. Nestle-Nesvita Advertisement

According to the text (Advertisement is attached in written form as Appendix B.) code mixing of English in Urdu is 40%. Where words like **"label, Nestle NESVITA, Vitamin, Calcium, Vit D"** do not have equivalent words in Urdu , but **"strong, bones, weak, wrong, yeah, your, love strength,** have equivalent words in Urdu but they are used as code-mixing. The words that are used in code-mixing are in the ratio **of Noun: adjective: adverb: pronoun as 9:2:1** respectively.

Table 3

Advertisement Analysis

	Words used in advertisement	Equivalent Urdu word	Lexical type
1.	Strong	Mazboot	Adjective
2	Bones	Hadiyaan	Noun

3	Weak	Kamzor	Adjective
4	Wrong	Ghalat	Noun
5	Yeah	Haan	Noun
6	Label	……..	Noun
7	Nestle Nesvita	……..	Noun
8	Calcium	……..	Noun
9	Vit D	……..	Noun
10	Your	Apni	Pronoun
11	Love	Mohabbat	Noun
12	Strength	Mazbooti	Noun

Then percentage of code-mixing is calculated and it is found that English words are used in 40% with Urdu 60%.

Table 4

Advertisement Analysis

Total words used in advertisement	Words used (English)	Words used (Urdu)	% of English words	% of Urdu words
78	31	47	40%	60%

The target audience of this commercial are young girls that have calcium deficiency. in Pakistan mostly girls are calcium and vit D deficiency. in this commercial 40% code mixing of English words is done in Urdu. By

learning vocabulary related to health issues, the females can learn those English words and use them while talking about their health and discuss about the immediate remedy.

4.1.3. Bisconi- Rite biscuits

According to the text (Advertisement is attached in written form as Appendix C) code mixing of English in Urdu is 44%. Where words like **"BISCUIT, SHARE, CHOCOLATE, ICE CREAM,BISCONI RITE"** do not have equivalent words in Urdu , but **"CHOICE, JUST, RIGHT, DARK, MILK, HIGH, ITS RIGHT, CARE, BITE,INSIDE",** have equivalent words in Urdu but they are used as code-mixing. The English words that are used in code-mixing are in the ratio **of Noun: adjective: adverb phrase: prepositional phrase: preposition as 9:2:1:1:1** respectively.

Table 5

Advertisement Analysis

	Words used in advertisement	Equivalent Urdu word	Lexical type
1.	Choice	Intakhaab	Noun
2	Just right	Bilkultheek	Adverb phrase
3	Biscuit	………	Noun
4	Dark	Gehra	Adjective
5	Chocolate	………	Noun
6	Biscuit	……..	Noun
7	Milk	Dooodh	Noun
8	Ice cream	……..	Noun

9	High	Ooncha	Adjective
10	Its right	Yeah theek hey	Prepositional phrase
11	Care	Khiyaal	Noun
12	share	………….	Noun
13	Bite	Luqma	Noun
14	Inside	Ander	Preposition

Then percentage of code-mixing is calculated and it is found that English words are used in 44% with Urdu 56%.

Table 6

Advertisement Analysis

Total words used in advertisement	Words used (English)	Words used (Urdu)	% of English words	% of Urdu words
59	33	27	44%	56%

The target audience is basically the children and students who eat everything for fun, the words related to taste, colors, enjoyment are specially code mixed with Urdu. 44 % codemixed English words will make the audience not only to buy this product but will use these adjectives to describe it to others.

4.1.4. Dove Intense Repair

According to the text (Advertisement is attached in written form as Appendix D.) code mixing of English in Urdu is 44%. Where words like **"MOSTURISING, KERATIN ACTIVES, HIGHLIGHTS, LOVE CURLS "** do not have equivalent

words in Urdu , but **"STRAIGHTNER, MILK, DAMAGE, ONE QUARTER, NOURISH, UNBEATABLE, REPAIR, UNBELIEVABLE, INTENSE REPAIR,DOVE ",** have equivalent words in Urdu but they are used as code-mixing. The words of English that are used in code-mixing are in the ratio **of Noun: adjective: adverb phrase: verb as 9:1:2:3** respectively.

Table 7

Advertisement Analysis

	Words used in advertisement	Equivalent Urdu word	Lexical type
1.	Moisturing	……….	Adjective
2	Milk	Doodh	Noun
3	Damage	Nuksaan	Noun
4	Oopsss	………	Adverb
5	Highlights	………	Noun
6	Love curls	……..	Noun
7	Milk	Dooodh	Noun
8	Straightener	Seedha kerney wala	Noun
9	One quarter	Aik tehai	Adverb
10	Keratin actives	…………..	Noun
11	Nourish	Nashwonuma	Verb
12	Unbeatable	Na qabiley taskheer	Noun
13	Unbelievable	Na qabile yaqeen	Noun

14	Intense	Bohat ziada	Verb
15	Repair	Theek kerna	Verb

Then percentage of code-mixing is calculated and it is found that English words are used in 44% with Urdu 56%.

Table 8

Advertisement Analysis

Total words used in advertisement	Words used (English)	Words used (Urdu)	% of English words	% of Urdu words
79	34	45	44%	56%

The target issue of this advertisement is hair fall and damage repair. Long hair are always supposed to be an addition to beauty. Females change their hair styles to keep them beautiful. The words like curls, highlights, keratin treatment are used to catch their attention, this commercial helps in learning words related to hair fall, hair styles, hair treatment and damage trpair. Use of 44% of code mixed English words is done to achieve the goal.

4.1.5. Due Whitening Cream

According to the text (Advertisement is attached in written form as Appendix E.) code mixing of English in Urdu is 29%. Where words like **"CREAM, DUE, MULTIVITAMIN"** do not have equivalent words in Urdu , but **" SKIN,SOFT AND GLOWING, BEAUTY, WITH, MULTIVITAMIN, FRESH, DUE, WHITENING ",** have equivalent words in Urdu but they are used as code-mixing. The words of English that are used in code-mixing are in the ratio **of Noun: adjective: preposition as 5:4:2** respectively.

Table 9

Advertisement Analysis

	Words used in advertisement	Equivalent Urdu word	Lexical type
1.	Cream	………….	Noun
2	Beauty	Khoobsoorti	Adjective
3	With	Key sath	Preposition
4	Whitening	Gora kerney wali	Adjective
5	Due	………	Noun
6	Fresh	Taaza	Adjective
7	Multivitamin	……….	Noun
8	Glowing	Chamakdaar	Adjective
9	And	Orr	Preposition
10	Soft	Naram	Noun
11	Skin	Jild	Noun

Then percentage of code-mixing is calculated and it is found that English words are used in 29% with Urdu 71%.

Table 10

Advertisement Analysis

Total words used in advertisement	Words used (English)	Words used (Urdu)	% of English words	% of Urdu words
59	17	42	29%	71%

There is another commercial dealing with the beauty, it's an add of a whitening of skin through mutlvitamins and bringing glow to the skin. The word of glowing is to be familiarized to all females from all around the Pakistan, so this add uses 71% and 29% English words are code mixed to achieve the goal. Young girls and boys can learn different vocabulary words from these commercials.

4.1.6. Sunsilk Shampoo

According to the text (Advertisement is attached in written form as Appendix F.) code mixing of English in Urdu is 15%. Where words like **"SHAMPOO, YEAH"** do not have equivalent words in Urdu , but **"SUNSILK, TEXTURE, SHINE, IDEAS ",** have equivalent words in Urdu but they are used as code-mixing. The English words that are used in code-mixing are in the ratio **of Noun: compound word: exclamatory as 4:2:1** respectively.

Table 11

Advertisement Analysis

	Words used in advertisement	Equivalent Urdu word	Lexical type
1.	Shampoo	……………	Noun
2	Yeah!	…………….	Exclamatory
3	Sunsilk	Sooraj ka reisham	Compound word
4	Texture	bnawat	Noun
5	Shine	chamak	Noun
6	Ideas	khyalaat	Noun
7	Pearl oil	Seep ka teil	Compound word

Then percentage of code-mixing is calculated and it is found that English words are used in 15% with Urdu 85%.

Table 12

Advertisement Analysis

Total words used in advertisement	Words used (English)	Words used (Urdu)	% of English words	% of Urdu words
48	07	41	15%	85%

The target audience of this commercial is again youn generation that are very much tense about the hair. And open hair catch dirt very quickly. it provides solution to these problems and add some vocabulary words that can be useful while describing the issue of hair among peers.

4.1.7. Clear Antidandruff Shampoo

According to the text (Advertisement is attached in written form as Appendix G.) code mixing of English in Urdu is 45%. Where words like **"SHAMPOO, ANTIDADRUFF, DANDRUFF PROOF"** do not have equivalent words in Urdu , but **"CLEAR, ANTIDANDRUFF, NO, CHANCE, DANDRUFF, PROOF, SHINY, SILKY",** have equivalent words in Urdu but they are used as code-mixing. The English words that are used in code-mixing are in the ratio **of Noun: adjective: exclamatory as 5:3:1:1** respectively

Table 13

Advertisement Analysis

	Words used in advertisement	Equivalent Urdu word	Lexical type

1.	Shampoo	…………	Noun
2	Clear	shfaaf	Adjective
3	Dandruff	khushki	Noun
4	Antidandruff	,…………..	Noun
5	Dandruff proof	……….	Noun
6	No	nahi	Adverb
7	Chance	moka	Noun
8	Shiny	chakdaar	Adjective
9	Silky	reshmy	Adjective
10	He!...he!	……………….	Exclamatory

Then percentage of code-mixing is calculated and it is found that English words are used in 45% with Urdu 55%.

Table 14

Advertisement Analysis

Total words used in advertisement	Words used (English)	Words used (Urdu)	% of English words	% of Urdu words
29	13	16	45%	55%

There is an advertisement of shampoo that focuses only on dandruff of hair . the code mixed English words gives them solution to these words. As the target audience and youngsters so 45% code mixing of English is done. and are used repeatedly.

4.1.8. Knorr Noodles

According to the text (Advertisement is attached in written form as Appendix H.) code mixing of English in Urdu is 42%. Where words like **"KNORR, NOODLE, DAN DNA DAN,"** do not have equivalent words in Urdu , but **"CHICKEN. FUN, MAGIC, ENTRY,BORING, HOMEWORK",** have equivalent words in Urdu but they are used as code-mixing. The English words that are used in code-mixing are in the ratio **of Noun: adjective: exclamatory as 6:1:1** respectively.

Table 15

Advertisement Analysis

	Words used in advertisement	Equivalent Urdu word	Lexical type
1.	Knorr	……………	Noun
2	Dan dna dan	……………….	Exclamatory
3	Noodles	………	Noun
4	Chicken	murghi	Noun
5	Fun	maza	Noun
6	Magic	jadoo	Noun
7	Boring	booriyat	Adjective
8	Homework	Ghar ka kaam	Noun

Then percentage of code-mixing is calculated and it is found that English words are used in 42% with Urdu 58%.

Table 16

Advertisement Analysis

Total words used in advertisement	Words used (English)	Words used (Urdu)	% of English words	% of Urdu words
48	20	28	42%	58%

This advertisement is about noodles and to catch the attention of children it starts with done dna done. jingle, as it is quick to ready, so words like magic , boring, fun are added to make the children learn these words.

4.1.9. Safe Guard

According to the text (Advertisement is attached in written form as Appendix I.) code mixing of English in Urdu is 43%. Where no word is used, the have equivalent words in Urdu , but **"SAFE, GUARD, DROP, SPFT, CLEAN,FINE, HAND, LIDUID, TRY",** have equivalent words in Urdu but they are used as code-mixing. The English words that are used in code-mixing are in the ratio **of Noun: adjective: verb as 5:3:1** respectively.

Table 17

Advertisement Analysis

	Words used in advertisement	Equivalent Urdu word	Lexical type
1.	Try	koshish	Verb
2	Safe	mehfooz	Noun
3	Guard	muhafiz	Noun
4	Drop	qatra	Noun
5	Soft	naram	Adjective
6	Clean	saaf	Adjective
7	Fine	acha	Adjective

| 8 | Hand | hath | Noun |
| 9 | Liquid | mehlool | Noun |

Then percentage of code-mixing is calculated and it is found that English words are used in 43% with Urdu 57%.

Table 18

Advertisement Analysis

Total words used in advertisement	Words used (English)	Words used (Urdu)	% of English words	% of Urdu words
47	20	27	43%	57%

This advertisement focused everybody specially children who needed to teach about personal hygiene. The safety and germ proof nature of safe guard soap has 43% English words.

4.1.10. Cocomo

According to the text (Advertisement is attached in written form as Appendix J) code mixing of English in Urdu is 37%. Where words like **"COCO, MOMO, COCOMO, HELLO, HEY! COOL, STYLISH."** Do not have equivalent words in Urdu, but **"ATTITUDE, CUTE, FAVOURITE, VERY, CATCH, IT",** have equivalent words in Urdu but they are used as code-mixing. The English words that are used in code-mixing are in the ratio **of Noun: adjective: verb: pronoun: exclamatory as 5:4:1:1:2** respectively.

Table 19

Advertisement Analysis

	Words used in advertisement	Equivalent Urdu word	Lexical type
1.	Coco	…………….	Noun
2	Momo	…………..	Noun
3	Cocomo	………	Noun
4	Hello!	…….	Exclamatory
5	Hey!	………	Exclamatory
6	Cool	……..	Noun
7	Stylish	………	Noun
8	Attitude	Nakhra	Adjective
9	Cute	Khoobsoorat	Adjective
10	Favourite	Pasandeeda	Adjective
11	Very	Bohat	Adjective
12	Catch	Pakarhna	Verb
13	It	Ye	Pronoun

Then percentage of code-mixing is calculated and it is found that English words are used in 37% with Urdu 63%.

Table 20

Advertisement Analysis

Total words used in advertisement	Words used (English)	Words used (Urdu)	% of English words	% of Urdu words

47	17	30	37%	63%

Advertisement of cocomo is again with a very loud music to catch the attention of children. Informal words like hello, hey are also part of this commercial. 37% English words are short and with simple spellings according to the level of children.

4.1.11. Chocolicious Biscuits Peak Freans

According to the text (Advertisement is attached in written form as Appendix K) code mixing of English in Urdu is 69%. Where words like **"CHOCOLICIOUS, HI!HI!HI!HI! CHRUNCHY, YUMMY, CHIP, PEAK FREANS, BISCUITS, CHOCOLATE, CHOCOLEITEE, COOKIES, CHOCO. "** do not have equivalent words in Urdu , but **"LIKE, JUST, ME",** have equivalent words in Urdu but they are used as code-mixing. The English words that are used in code-mixing are in the ratio **of Noun: adjective: adverb: pronoun: exclamatory as 5:4:1:1:2** respectively.

Table 21

Advertisement Analysis

	Words used in advertisement	Equivalent Urdu word	Lexical type
1.	Like	Tarha	Verb
2	Just	Bilkul	Adverb
3	Me	Mujy	Pronoun
4	Chocolicious	…………	Adjective
5	Chocolate	………	Noun
6	Chocoleitee	……..	Adjective
7	Cookies	………….	Noun

8	Choco	……	Adjectives
9	Chip	………….	Noun
10	Biscuit	…………….	Noun
11	Chrunchy	…………….	Adjective
12	Yummy	………….	Exclamatory
13	Hi! Hi!hi!hi!	……………	Exclamatory
14	Peak Freans	…………	Noun

Then percentage of code-mixing is calculated and it is found that English words are used in 69% with Urdu 51%.

Table 22

Advertisement Analysis

Total words used in advertisement	Words used (English)	Words used (Urdu)	% of English words	% of Urdu words
29	20	09	69%	31%

The target audience of this commercial is children, code mixing is very rich in this commercial and many informal words are present in it regarding, sound , colour, taste of these biscuits. children watch this advertisement with interest and demand for it also pick vocabulary items for codemixing in their lives.

4.1.12. Chocolate Chip Cookies

According to the text (Advertisement is attached in written form as Appendix L.) code mixing of English in Urdu is 36%. Where words like **"CHOCOLATE, CHIP, COOKIES, BISCONI, AMM, CHOCOLETEE."** Do

not have equivalent words in Urdu , but **"YUMMY, BITE, WITH, MORE,EXCITEMENT",** have equivalent words in Urdu but they are used as code-mixing. The English words that are used in code-mixing are in the ratio **of Noun: adjective: exclamatory: preposition as 7:2:1:1** respectively.

Table 23

Advertisement Analysis

	Words used in advertisement	Equivalent Urdu word	Lexical type
1.	Chocoletee	………….	Adjective
2	Chocolate	……………	Noun
3	Chip	………	Noun
4	Cookies	………	Noun
5	Amm!	………	Exclamatory
6	Bisconi	……..	Noun
7	Yummy!	Mazeydaar	Noun
8	Bite	Luqma	Noun
9	With	Sey	Preposition
10	More	Ziada	Adjective
11	Excitement	Khiushi	Noun

Then percentage of code-mixing is calculated and it is found that English words are used in 36% with Urdu 64%.

Table 24

Advertisement Analysis

Total words used in advertisement	Words used (English)	Words used (Urdu)	% of English words	% of Urdu words
67	24	43	36%	64%

This advertisement also contains simple informal and ungrammatical vocabulary items as it is made for the children and a very lively music is present as the back song.

4.1.13. Nestle ..Sunam Message

According to the text (Advertisement is attached in written form as Appendix M.) code mixing of English in Urdu is 36%. Where words like **"NESTLE, NESVITA, CALCIUM, VITAMIN D"** do not have equivalent words in Urdu , but **"BONES, STRONG, DARK, SHE, IS, JUST , A WOMAN, LATE, SITTING, WEAK, ANY, FOREVER, GOOD,FOOD, LIFE",** have equivalent words in Urdu but they are used as code-mixing. The words that are use in code-mixing are in the ratio **of Noun: adjective: adverb: verb: pronoun: article as 9:5:3:2:1:1** respectively.

Table 25

Advertisement Analysis

	Words used in advertisement	Equivalent Urdu word	Lexical type
1.	Nestle	…………..	Noun
2	Bones	Hadiyaan	Noun
3	Strong	Mazboot	Adjective
4	Dark	Gehra	Adjective

5	She	Wo	Pronoun
6	Is	Hey	Verb
7	Just	Sirf	Adverb
8	A	Aik	Article
9	Woman	Orat	Noun
10	Late	Deir	Adjective
11	Sitting	Beithna	Verb
12	Weak	Kamzore	Adjective
13	Any	Koe	Adverb
14	milk	Doodh	Noun
15	Nesvita	……………	Noun
16	Calcium	………….	Noun
17	Vitamin D	……………	Noun
18	Forever	Hameisha	Adverb
19	Good	Acha	Adjective
20	Food	Khana	Noun
21	life	Zindgi	Noun

Then percentage of code-mixing is calculated and it is found that English words are used in 36% with Urdu 64%.

Table 26

Advertisement Analysis

Total words used in advertisement	Words used (English)	Words used (Urdu)	% of English words	% of Urdu words
89	32	57	36%	64%

This advertisement is made for females regarding drinking milk to overcome their calcium deficiency and weakness of body. 36% English words contains problem, solution and medical terminologies to understand the message and pick the vocabulary according to need.

4.1.14. Pantene Pro-V

According to the text (Advertisement is attached in written form as Appendix N.) code mixing of English in Urdu is 36%. Where words like **"PANTETE, PRO-V, SHAMPOO, PRO-VITAMIN "** do not have equivalent words in Urdu , but **"WASH, BECAUSE, IS JUST, MORE, THAN, A, OIL, NOURISHMENT, STROMGER, THICKER, BEAUTIFUL",** have equivalent words in Urdu but they are used as code-mixing. The English words that are used in code-mixing are in the ratio **of Noun: adjective: verb: adverb: conjunction: article as 6:4:2:1:2:1** respectively.

Table 27

Advertisement Analysis

	Words used in advertisement	Equivalent Urdu word	Lexical type
1.	Pantene	…………	Noun
2	Pro-v	……………	Noun
3	Wash	Dhona	Verb
4	Because	Kiun k	Conjunction
5	Is	Hey	Verb

6	Just	Sirf	Adverb
7	More	Ziada	Adjective
8	Than	Sey	Conjuction
9	A	Aik	Article
10	Shampoo	…………	Noun
11	Oil	Teil	Noun
12	Pro-vitamins	………….	Noun
13	Nourishment	Nashwonuma	Noun
14	Stronger	Mazboot	Adjective
15	Thicker	Mote	Adjective
16	Beautiful	Khoobsoorat	Adjective

Then percentage of code-mixing is calculated and it is found that English words are used in 36% with Urdu 64%.

Table 28

Advertisement Analysis

Total words used in advertisement	Words used (English)	Words used (Urdu)	% of English words	% of Urdu words
58	21	37	36%	64%

Code mixed 36% English words deal with the strong hair and their beauty.this advertisement is made for females to overcome weak and

double headed or split hair. words like nourish is used at the place of growth. some more structures are also used.

4.1.15. Colgate Toothpaste

According to the text (Advertisement is attached in written form as Appendix O.) code mixing of English in Urdu is 31%. Where words like **"COLGATE,TOOTHPASTE,CAVITIES, CALCIUM, FORMULA"** do not have equivalent words in Urdu , but **"DENTIST, RECOMMENDED,PLUS, TENSION FREE, 100, USE",** have equivalent words in Urdu but they are used as code-mixing. The English words that are used in code-mixing are in the ratio **of Noun: verb as 9:3** respectively.

Table 29

Advertisement Analysis

	Words used in advertisement	Equivalent Urdu word	Lexical type
1.	Colgate	………….	Noun
2	Tooth paste	…………..	Noun
3	Dentist	Daanton ka doctor	Noun
4	Recommended	Tajweez kerda	Verb
5	Cavities	………………..	Noun
6	Plus	Jamah	Verb
7	Calcium	………	Noun
8	Tension free	Bey fikr	Noun
9	100	Sow	Noun
10	Formula	………………..	Noun

11	use	Istemal	Verb

Then percentage of code-mixing is calculated and it is found that English words are used in 31% with Urdu 69%.

Table 30

Advertisement Analysis

Total words used in advertisement	Words used (English)	Words used (Urdu)	% of English words	% of Urdu words
58	18	40	31%	69%

This advertisement is related to toothache, cavities and solution to thee cavities by brushing teeth everyday with colgate. 31% use of English words in Urdu commercial is accompanied with effective video that shows dental problems.

4.1.16. Mean Values:

The data collected from first fifteen Urdu advertisements from television is further analysed to find out total number of words used in them all, which is 848 words. The Urdu words used in all these commercials are 508 while English word are 340. The mean percentage value of Urdu words is 59 % while of English words is 41 % .

The mean values has confirmed that code mixing of English is done in Urdu TV Commercials. These commercials are being watched on daily basis. the language used in them have an impact on the language of the audience. if the English word is contains wrong spellings or pronunciation then same will be transmitted to the audience and will be obvious in their communication.

Table 31

Advertisement Analysis

No	Advertisement	Total words	English words	Urdu Words	% English words	% Urdu words1
1	Fair and luvly	56	33	33	50 %	50 %
2	Nestle nesvita	78	31	47	40 %	60 %
3	Bisconi rite biscuit	59	33	26	54 %	46 %
4	Dove intense repair	79	34	45	44 %	54 %
5	Due whitening	59	17	42	29 %	71 %
6	Sunsilk shampoo	48	07	41	15 %	85 %
7	Clear antidandruff	29	13	16	45 %	55 %
8	Knorr noodles	48	20	28	42 %	58 %
9	Safe guard	47	20	27	43 %	57 %
10	Cocomo	47	17	30	37 %	63 %

1 1	Chocolate biscuit	29	20	09	69 %	31 %
1 2	Chocolate chip	64	24	40	36 %	64 %
1 3	nestle	89	32	57	36 %	64 %
1 4	Pertene pro-v	58	21	37	36 %	54 %
1 5	Colgate toothpaste	58	18	40	31 %	69 %
	Total	848	340	508	41 %	59 %

The analysis of these fifteen advertisements also comprises the categories of these English words used in Urdu commercials for example; noun, verb, adverb, adjectives, pronouns, conjunctions, propositions, interjections and articles. The focus of study also explores if the English words used in these commercials are having equivalents in Urdu language or not. It also reveals a fact that mostly words were having Equivalent words in Urdu but still these English words are there, at the place of Urdu words in these commercials.

4.2. Data Analysis of questionnaires

A survey was conducted through questionnaire from two hundred students of Masters of English at NUML. The questionnaires contained 45 close-ended questions, the first part was comprised of 05 questions, to get response from the choices: strongly disagree, disagree, neutral, agree, and strongly agree. **These questions were about their interest in watching TV commercials during their favorite programs, and their impact on them.** The second part was containing 40 questions along with a subpart, the main question was focusing on the choice of word **from a list of four multi choice vocabulary items that was to be filled in the given blank. Out of all three**

one was taken from the advertisements analyzed at the first step, The position of that item in every question was different. And the subpart was to inquire about their response about the source of learning of this content word (chosen) from the provided options, **that is, facebook/teaching/advertisements/anyothers** These questionnaires are distributed among 200 students of third and fourth semesters of English at NUML, and was collected after being filled up in given time. A quantitative analysis of these responses is done through SPSS using statistics and crosstab tools. The percentages are collected of all responses. A detail analysis of each question is discussed below:

Q1: Do you watch television advertisements?

The analysis shows that out of 200 students 31% students have shown strong agreement towards watching advertisements and 49.5% agreed with it while response of 16% students is neutral. On the other hand, 03% have shown disagreement and 05% students' response is in strongly disagreement.

Table 32

Questionnaire Analysis

Do you watch television Adv

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	.5	.5	.5
Disagree	6	3.0	3.0	3.5
Neutral	32	16.0	16.0	19.5
Agree	99	49.5	49.5	69.0
Strongly Agree	62	31.0	31.0	100.0
Total	200	100.0	100.0	
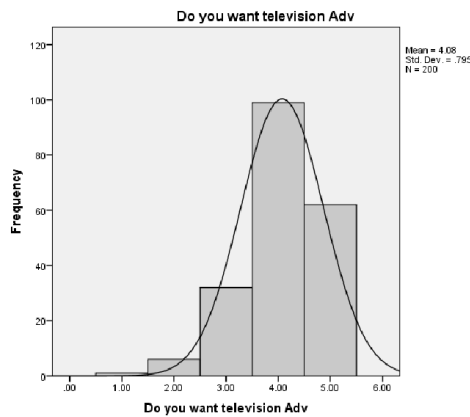
Figure 1: questionnaire analysis

The analysis shows that out of 200 students 28.5% students have shown strong agreement towards concentrating advertisements and 57.5% agreed with it while response of 10.5% students is neutral. On the other hand, 1.5% have shown disagreement and 2.5% students' response is in strongly disagreement.

So the analyzed data confirms that mostly people watch TV advertisements, some of them donot watch advertisement and few of them dislike watching advertisement may be thinking as wasting of time.

Q2: Do you concentrate on advertisements while watching the advertisement for the first time?

Table 33

Questionnaire Analysis

Do You concentrate....

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	4	2.0	2.0	2.0
Agree	3	1.5	1.5	3.5
Neutral	21	10.5	10.5	14.0

Disagree	115	57.5	57.5	71.5
Strongly Disagree	57	28.5	28.5	100.0
Total	200	100.0	100.0	
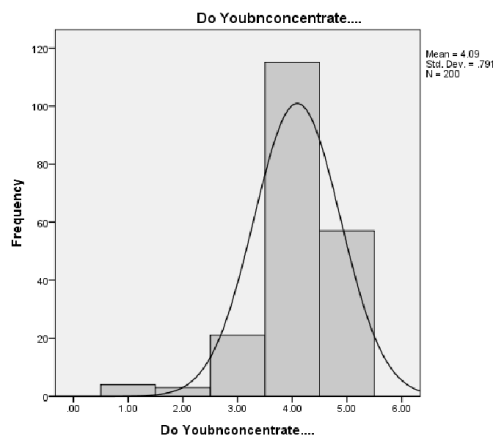
Figure 2: questionnaire analysis

The analysis shows that mostly students concentrate with interest when the watch the advertisement for the first time some are neutral while only few feel no interest in new or old advertisements at all.

Q3: Does language of an advertisement influence you?

The analysis shows that out of 200 students 35% students have shown strong agreement towards watching advertisements and 42% agreed with it while response of 19% students is neutral. On the other hand, 03% have shown disagreement and 05% students' response is in strongly disagreement.

Table 34

Questionnaire Analysis

Does Language

	Frequency	Percent	Valid Percent	Cumulative Percent

	Strongly Disagree	1	.5	.5	.5
	Agree	6	3.0	3.0	3.5
V al id	Neutral	38	19.0	19.0	22.5
	Disagree	85	42.5	42.5	65.0
	Strongly Disagree	70	35.0	35.0	100.0
	Total	200	100.0	100.0	
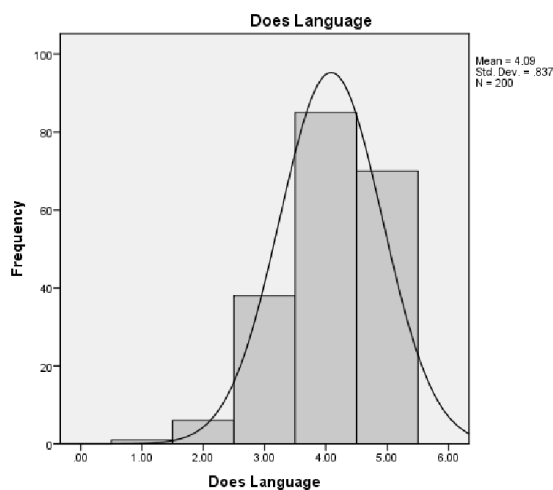
Figure 3: questionnaire analys

The analysis favors that mostly students feel effected from the advertisement. the commercial motivate them to think about that product and its advantages shown in the advertisements.

Q4: Do the English words used in Urdu advertisements catch your attention?

The analysis shows that out of 200 students 17% students have shown strong agreement towards watching advertisements and 62.5% agreed with it, while response of 13 % students is neutral. On the other hand 6.5% have shown disagreement and 1.5% students' response is in strongly disagreement

Table 35

Questionnaire Analysis

Do the English

	Freque ncy	Perc ent	Valid Percent	Cumulati ve Percent
Strongly Disagree	3	1.5	1.5	1.5
Agree	13	6.5	6.5	8.0
Neutral	26	13.0	13.0	21.0
Disagree	124	62.0	62.0	83.0
Strongly Disagree	34	17.0	17.0	100.0
Total	200	100.0	100.0	
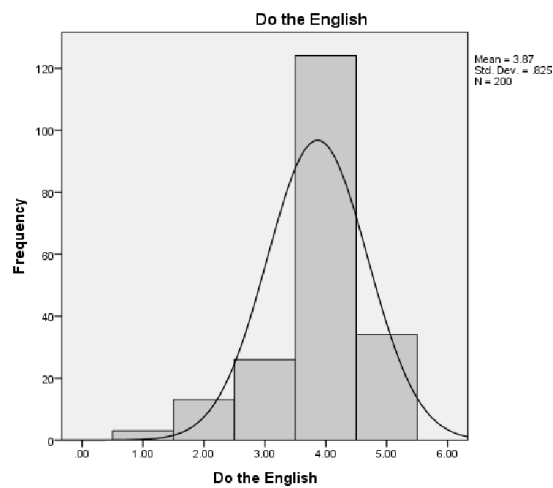
Figure 4: questionnaire analysis

The catchy phrases of advertisement grab the attention of most of the students. they try to understand the language used in them. some of them does not feel affected by the words used in it.

Q5: Do you think that advertisements are playing an important role in language learning?

The analysis shows that out of 200 students 31.5% students have shown strong agreement towards watching advertisements and 49.5% agreed with it while response of 11% students is neutral. On the other hand 07.5% have shown disagreement and 05% students' response is in strongly disagreement

A large group of students agreed that they feel the impact of language used in advertisements on language learning process, whether the words are misspelled, "UFONE" mispronounced or ungrammatical. while only a few number didn't show agreement towards the role of language of advertisements in language learning process.

Table 36

Questionnaire Analysis

Do you think

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	.5	.5	.5
Agree	15	7.5	7.5	8.0
Neutral	22	11.0	11.0	19.0
Disagree	99	49.5	49.5	68.5
Strongly Disagree	63	31.5	31.5	100.0
Total	200	100.0	100.0	
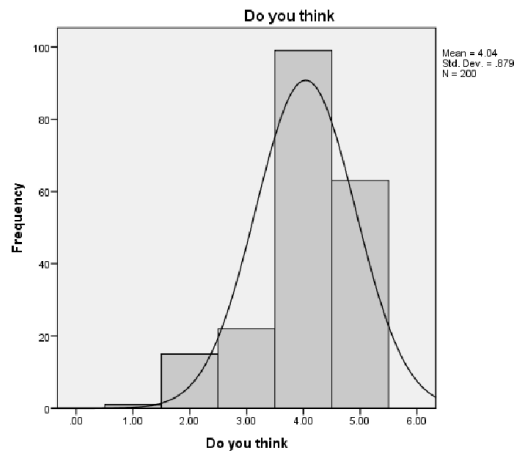
Figure 5: questionnaire analysis

After these questions rest of 40 questions were having one main sentences to fill the blank from the words provided and every question has a sub part to select one option from the four options that are provided to tell the source of learning that selection of word in the first part of the question. The data provided by students is analysed through crosstab statistics and explained below.

Q6: For dry skin there is need ……………

Table 37

Questionnaire Analysis

*For dry skin there is need.. * Where have you heard this word Cross tabulation*

Count

		Where have you heard this word				
		Face Book	Advertise ment	Teac hing	Any other	
	cream	0	8	1	7	16
	Moisturizin g	1	99	6	8	114
	Lotion	4	52	3	11	70
Total		5	159	10	26	200

The analysis shows the choice of word **cream** was of 16 students with the sources as 0% face book, 50% advertisements, 06% teaching and 44% any other, While 113 students filled the blank with **moisturizing** with the sources of learning in following percentages: 0.9% face book, 87 % advertisements, 05% teaching and 07% any other. Whereas 71 students selected the word **lotion** for the given blank, out of which 06% have spotted face book, 75% advertisements, 04% teaching, and 15 % any other as a source of learning.

Q7: My ……………… is a big problem in these days.

Table 38

Questionnaire Analysis

*My .....is a big problem in these days. * Where have you heard this word Cross tabulation*

Count

		Where have you heard this word				
		Face Book	Advertise ment	Teac hing	Any other	
	thin hair	0	14	1	3	18
	hair loss	2	27	4	3	36
	hair fall	3	118	5	20	146
Total		5	159	10	26	200

The analysis shows the choice of word **thin hair** was of 18 students with the sources as 0% face book, 78% advertisements, 06% teaching and 17% any other, While 36 students filled the blank with **hair loss** with the sources of learning in following percentages: 06% face book, 75 % advertisements, 11% teaching and 08% any other. Whereas 146 students selected the word **hair fall** for the given

blank, out of which 02 % have spotted face book, 81% advertisements, 03% teaching, and 14 % any other as a source of learning.

Q8: Everybody wants to have …… skin.

Table 39

Questionnaire Analysis

*Everybody wants to have .... skin * Where have you heard this word Cross tabulation*

Count

		Where have you heard this word				
		Face Book	Advertise ment	Teac hing	Any other	
	beautiful	2	31	3	5	41
	glowing	2	101	5	17	125
	shiny	1	27	2	4	34
Total		5	159	10	26	200

The analysis shows the choice of word **beautiful** was of 41 students with the sources as 05% face book, 76% advertisements, 07% teaching and 12% any other, While 125 students filled the blank with **glowing** with the sources of learning in following percentages: 02% face book, 89 % advertisements, 04% teaching and 14% any other. Whereas 34 students selected the word **shiny** for the given blank, out of which 03 % have spotted face book, 79% advertisements, 06% teaching, and 12% any other as a source of learning

Q9: ……………….. covers deficiencies of body.

Table 40

Questionnaire Analysis

*...........covers deficiencies of body. * where have you heard this word Cross tabulation*

Count

		where have you heard this word				
		Face Book	Advertise ment	Teac hing	Any other	
	minerals	1	10	1	0	12
	multivita mins	1	121	5	17	144
	proteins	3	28	4	9	44
Total		5	159	10	26	200

The analysis shows the choice of word **minerals** was of 12 students with the sources as 08% face book, 83% advertisements, 08% teaching and 0% any other, While 145 students filled the blank with **multivitamins** with the sources of learning in following percentages: 07% face book, 83 % advertisements, 04% teaching and 12% any other. Whereas 43 students selected the word **proteins** for the given blank, out of which 07 % have spotted face book, 65% advertisements, 09% teaching, and 19 % any other as a source of learning.

Q10: She is unable to bear that ………

Table 41

Questionnaire Analysis

*she is unable to bear that .... * where have you heard this word Cross tabulation*

Count

	where have you heard this word

	Face Book	Advertise ment	Teac hing	Any other	T ot al
damage	1	57	5	11	74
loss	4	96	5	13	118
devastation	0	6	0	2	8
Total	5	159	10	26	200

The analysis shows the choice of word **damage** was of 75 students with the sources as 01% face book, 76% advertisements, 07% teaching and 16% any other, While 118 students filled the blank with **loss** with the sources of learning in following percentages: 03% face book,81 % advertisements, 04% teaching and 11% any other. Whereas 7 students selected the word **devastation** for the given blank, out of which 0 % have spotted face book, 86% advertisements, 0% teaching, and 14% any other as a source of learning.

Q11: She tried every effort to ……….. the baby.

Table 42

Questionnaire Analysis

*she tried every effort to .....the baby * where have you heard this word Cross tabulation*

Count

	where have you heard this word				
	Face Book	Advertise ment	Teac hing	Any other	
sustain	0	23	0	6	29
nourish	5	125	10	13	153

		Face Book	Advertise ment	Teac hing	Any other	
to .....the baby	cherish	0	11	0	7	18
Total		5	159	10	26	200

The analysis shows the choice of word **sustain** was of 29 students with the sources as 0% face book, 79% advertisements, 0% teaching and 21% any other, While 153 students filled the blank with **nourish** with the sources of learning in following percentages: 03% face book, 82 % advertisements, 07% teaching and 08% any other. Whereas 18 students selected the word **cherish** for the given blank, out of which 0 % have spotted face book, 61% advertisements, 0% teaching, and 38 % any other as a source of learning.

Q12: The ……….. of this fabric is awesome.

Table 43

Questionnaire Analysis

*The .... of this fabric is awesome, * where have you heard this word Cross tabulation*

Count

		where have you heard this word				
		Face Book	Advertise ment	Teac hing	Any other	
	texture	2	94	4	9	109
	quality	3	57	6	17	83
	weaving	0	8	0	0	8
Total		5	159	10	26	200

The analysis shows the choice of word **texture** was of 109 students with the sources as 01% face book, 86% advertisements, 04% teaching and 08% any

other, While 83 students filled the blank with **quality** with the sources of learning in following percentages: 04% face book, 67 % advertisements, 07% teaching and 20% any other. Whereas 08 students selected the word **weaving** for the given blank, out of which 0 % have spotted face book, 100% advertisements, 0% teaching, and 0 % any other as a source of learning.

Q13: ……..it's party time.

Table 44

Questionnaire Analysis

*..........it's party time * where have you heard this word Cross tabulation*

Count

		where have you heard this word				
		Face Book	Advertise ment	Teac hing	Any other	
	hey	1	44	4	8	57
	Aha	0	17	1	3	21
	Yeah!	4	98	5	15	122
Total		5	159	10	26	200

The analysis shows the choice of word **hey** was of 57 students with the sources as 0% face book, 77% advertisements, 07% teaching and 14% any other, While 21 students filled the blank with **aha** with the sources of learning in following percentages: 0% face book, 81 % advertisements, 05% teaching and 14% any other. Whereas 122 students selected the word **yeah** for the given blank, out of which 03 % have spotted face book, 80% advertisements, 04% teaching, and 12 % any other as a source of learning.

Q14: Doing homework seems a ………..task.

Table 45

Questionnaire Analysis

*doing homework seems a ....task * where have you heard this word*
Cross tabulation

Count

		where have you heard this word				
		Face Book	Advertise ment	Teac hing	Any other	
	boring	4	106	7	15	132
	tiring	1	40	3	8	52
	tediou s	0	13	0	3	16
Total		5	159	10	26	200

The analysis shows the choice of word **boring** was of 132 students with the sources as 03% face book, 80% advertisements, 05% teaching and 11% any other, While 52 students filled the blank with **tiring** with the sources of learning in following percentages: 01% face book, 77 % advertisements, 06% teaching and 15% any other. Whereas 16 students selected the word **tidious** for the given blank, out of which 0% have spotted face book, 81% advertisements, 0% teaching, and 18 % any other as a source of learning.

Q15: People want to get things by …………………

Table 46

Questionnaire Analysis

*people want to get things by....... * where have you heard this word Cross tabulation*

Count

where have you heard this word

		Face Book	Advertise ment	Teac hing	Any other	T ot al
	spell	0	16	0	1	17
	magic	2	104	5	18	129
	trick	3	39	5	7	54
Total		5	159	10	26	200

The analysis shows the choice of word **spell** was of 17 students with the sources as 0% face book, 94% advertisements, 0% teaching and 06% any other, While 129 students filled the blank with **magic** with the sources of learning in following percentages: 01% face book, 80 % advertisements, 04% teaching and 14% any other. Whereas 54 students selected the word **trick** for the given blank, out of which 06 % have spotted face book, 72% advertisements, 09% teaching, and 13% any other as a source of learning.

Q16: I am feeling lazy, let us have……………….

Table 47

Questionnaire Analysis

*I am feeling lazy. lets have....... * where have you heard this word Cross tabulation*

Count

		where have you heard this word				
		Face Book	Advertise ment	Teac hing	Any other	
	fun	3	132	8	22	165
	pleasure	0	9	0	0	9
	enjoyment	2	18	2	4	26

		Face Book	Advertise ment	Teac hing	Any other	
Total		5	159	10	26	200

The analysis shows the choice of word **fun** was of 165 students with the sources as01% face book, 80% advertisements, 05% teaching and 13% any other, While 09 students filled the blank with **pleasure** with the sources of learning in following percentages: 0% face book, 100 % advertisements, 0% teaching and 0% any other. Whereas 26 students selected the word **enjoyment** for the given blank, out of which 08 % have spotted face book, 69% advertisements, 08% teaching, and 15 % any other as a source of learning.

Q17: You are looking ………………… in this attire.

Table 48

Questionnaire Analysis

*you are looking .... in this attire. * where have you heard this word Cross tabulation*

Count

		where have you heard this word				
		Face Book	Advertise ment	Teac hing	Any other	
	cool	2	94	6	14	116
	smart	3	62	4	9	68
	fit	0	13	0	3	16
Total		5	159	10	26	200

The analysis shows the choice of word **cool** was of 116 students with the sources as 01% face book, 81% advertisements, 05% teaching and 12% any other, While 68 students filled the blank with **smart** with the sources of learning in following percentages: 04% face book, 91 % advertisements, 06% teaching and

13% any other. Whereas 16 students selected the word **fit** for the given blank, out of which 0 % have spotted face book, 81% advertisements, 0% teaching, and 18 % any other as a source of learning.

Q18: Her …………….. creates problems for her.

Table 49

Questionnaire Analysis

*her ...... creates problems for her. * where have you heard this word Cross tabulation*

Count

		Face Book	Advertise ment	Teach ing	Any other	
	pride	1	24	3	5	33
	gratifica tion	0	9	0	0	9
	attitude	4	126	7	21	158
Total		5	159	10	26	200

The analysis shows the choice of word **pride** was of 33 students with the sources as 03% face book, 72% advertisements, 09% teaching and 15% any other, While 09 students filled the blank with **gratification** with the sources of learning in following percentages: 0% face book, 100 % advertisements, 0% teaching and 0% any other. Whereas 158 students selected the word **attitude** for the given blank, out of which 03 % have spotted face book, 80% advertisements, 04% teaching, and 16% any other as a source of learning.

Q19: Nowadays, youngsters' focus is look ……………….

Table 50

Questionnaire Analysis

*nowadays, youngsters' focus is to look ...... * where have you heard this word Cross tabulation*

Count

		where have you heard this word				
		Face Book	Advertise ment	Teac hing	Any other	
	delightf ul	2	16	2	4	24
	cute	0	27	1	5	33
	beautiful	3	116	7	17	143
Total		5	159	10	26	200

The analysis shows the choice of word **delight** was of 24 students with the sources as 08% face book, 67% advertisements, 09% teaching and 17% any other, While 33 students filled the blank with **cute** with the sources of learning in following percentages: 0% face book, 81 % advertisements, 07% teaching and 15% any other. Whereas 143 students selected the word **beautiful** for the given blank, out of which 02 % have spotted face book, 81% advertisements, 05% teaching, and 12 % any other as a source of learning.

Q20: I like …………………. Cookies

Table 51

Questionnaire Analysis

*I like ....cookies * where have you heard this word Cross tabulation*

Count

	where have you heard this word			
	Face Book	Advertise ment	Teac hing	Any other

		Face Book	Advertisement	Teaching	Any other	
	chocolate	1	43	3	7	54
i like ....cookies	chocolatee	4	80	4	11	99
	chocolato	0	36	3	8	47
Total		5	159	10	26	200

The analysis shows the choice of word **chocolate** was of 54 students with the sources as 02% face book, 80% advertisements, 06% teaching and 13% any other, While 99 students filled the blank with **chocolatee** with the sources of learning in following percentages: 04% face book, 80 % advertisements, 04% teaching and 11% any other. Whereas 47 students selected the word **chocolato** for the given blank, out of which 0 % have spotted face book, 77% advertisements, 06% teaching, and 17% any other as a source of learning.

Q21: My baked …………… pizza.

Table 52

Questionnaire Analysis

*my mom baked.......pizza. * where have u heard this word Cross tabulation*

Count

		where have you heard this word				
		Face Book	Advertise ment	Teac hing	Any other	
	tasty	1	33	3	9	46
	yummy	3	117	4	15	139
	good	1	9	3	2	15
Total		5	159	10	26	200

The analysis shows the choice of word **tasty** was of 46 students with the sources as 02% face book, 72% advertisements, 07% teaching and 20% any other, While 139 students filled the blank with **yummy** with the sources of learning in following percentages: 02% face book, 84 % advertisements, 03% teaching and 11% any other. Whereas 15 students selected the word **good** for the given blank, out of which 07 % have spotted face book, 60% advertisements, 20% teaching, and 13% any other as a source of learning.

Q22: You will enjoy every …………….. of meal.

Table 53

Questionnaire Analysis

*You will enjoy every ......of meal. * where have you heard this word Cross tabulation*

Count

		where have you heard this word				
		Face Book	Advertise ment	Teac hing	Any other	
	bit	1	19	0	4	25
	bite	4	125	8	18	155
	piece	0	15	1	4	20
Total		5	159	10	26	200

The analysis shows the choice of word **bit** was of 25 students with the sources as 04% face book, 76% advertisements, 04% teaching and 16% any other, While 155 students filled the blank with **bite** with the sources of learning in following percentages: 03% face book, 81% advertisements, 05% teaching and 12% any other. Whereas 20 students selected the word **piece** for the given blank, out of

which 0 % have spotted face book, 08% advertisements, 05% teaching, and 20 % any other as a source of learning.

Q 23: …………………….. increases the pleasure at tea time.

Table 54

Questionnaire Analysis

*...................increase the pleasure at tea time. * where have you heard this word Cross tabulation*

Count

		where have you heard this word				
		Face Book	Advertise ment	Teac hing	Any other	
	biscuits	2	36	2	12	52
	cookies	3	112	6	10	131
	wafers	0	11	2	4	17
Total		5	159	10	26	200

The analysis shows the choice of word **biscuits** was of 52 students with the sources as 04% face book, 69% advertisements, 04% teaching and 23% any other, While 131 students filled the blank with **cookies** with the sources of learning in following percentages: 02% face book, 85 % advertisements, 05% teaching and 08% any other. Whereas 17 students selected the word **wafers** for the given blank, out of which 0 % have spotted face book, 65% advertisements, 12% teaching, and 24 % any other as a source of learning.

Q24: Chicken patties are too ………………………….

Table 55

Questionnaire Analysis

*chicken patties are too...... * where have you heard this word Cross tabulation*

Count

	where have you heard this word				
	Face Book	Advertise ment	Teac hing	Any other	
crispy	1	34	1	7	43
crunchy	4	118	9	19	150
crusty	0	7	0	0	7
Total	5	159	10	26	200

The analysis shows the choice of word **crispy** was of 43 students with the sources as % face book, 79% advertisements, 02% teaching and 17% any other, While 150 students filled the blank with **crunchy** with the sources of learning in following percentages: 03% face book, 79 % advertisements, 06% teaching and 13% any other. Whereas 07 students selected the word **crusty** for the given blank, out of which 0 % have spotted face book, 100% advertisements, 0% teaching, and 0 % any other as a source of learning.

Q25: Trips always bring ……………………….

Table 56

Questionnaire Analysis

*trips always bring.......... * where have you heard this word Cross tabulation*

Count

	where have you heard this word				
	Face Book	Advertise ment	Teac hing	Any other	
happiness	0	41	2	5	48
excitement	5	98	8	20	131

	amusement	0	20	0	1	21
Total		5	159	10	26	200

The analysis shows the choice of word **happiness** was of 48 students with the sources as 0% face book, 85% advertisements, 04% teaching and 10% any other, While 131 students filled the blank with **excitement** with the sources of learning in following percentages: 04% face book, 81 % advertisements, 07% teaching and 15% any other. Whereas 21 students selected the word **amusement** for the given blank, out of which 0 % have spotted face book, 95% advertisements, 0% teaching, and 05 % any other as a source of learning.

Q26: She likes chocolate cone with ………………..

Table 57

Questionnaire Analysis

*She likes chocolate cone with .... * where have you heard this word Cross tabulation*

Count

		where have you heard this word				
		Face Book	Advertise ment	Teac hing	Any other	
	cream	4	57	5	17	83
	chips	1	79	4	8	92
	biscuits	0	23	1	1	25
Total		5	159	10	26	200

The analysis shows the choice of word **cream** was of 83 students with the sources as 05% face book, 69% advertisements, 06% teaching and 20% any other,

While 92 students filled the blank with **chips** with the sources of learning in following percentages: 01% face book, 86 % advertisements, 04% teaching and 09% any other. Whereas 25 students selected the word **biscuits** for the given blank, out of which 0% have spotted face book, 92% advertisements, 04 % teaching, and 04 % any other as a source of learning.

Q 27: Models look so ………………… on screen.

Table 58

Questionnaire Analysis

*models look so ....on screen * where have you heard this word Cross tabulation*

Count

		where have you heard this word				
		Face Book	Advertise ment	Teac hing	Any other	
	mod ern	0	6	1	1	8
	styli sh	5	146	9	22	182
	grac eful	0	7	0	3	10
Total		5	159	10	26	200

The analysis shows the choice of word **modern** was of 08 students with the sources as 0% face book, 75% advertisements, 13% teaching and 13% any other, While 182 students filled the blank with **stylish** with the sources of learning in following percentages: 03% face book, 80 % advertisements, 05% teaching and 12% any other. Whereas 10 students selected the word **graceful** for the given blank,

out of which 0 % have spotted face book, 70% advertisements, 0% teaching, and 30 % any other as a source of learning.

Q28: Taking lots of water keeps me skin ………………….

Table 59

Questionnaire Analysis

*Taking lots of water keeps my skin.............. * where have you heard this word Cross tabulation*

Count

	Where have you heard this word				
	Face Book	Advertis ement	Teachi ng	Any other	
beautiful	0	4	0	0	4
fresh	5	130	8	22	165
clean	0	25	2	4	31
Total	5	159	10	26	200

The analysis shows the choice of word **beautiful** was of 04 students with the sources as 0% face book, 100% advertisements, 0% teaching and 0% any other, While 165 students filled the blank with **fresh** with the sources of learning in following percentages: 03% face book, 79 % advertisements, 05% teaching and 14% any other. Whereas 31 students selected the word **clean** for the given blank, out of which 0 % have spotted face book, 81% advertisements, 06% teaching, and 13 % any other as a source of learning.

Q29: Would you like to watch ……………….. race.

Table 60

Questionnaire Analysis

*would you like to watch.......race. * where have you heard this word Cross tabulation*

Count

	where have you heard this word				
	Face Book	Advertise ment	Teach ing	Any other	
motorcy cle	1	41	1	11	54
bikers	4	111	8	13	136
scooter	0	7	1	2	10
Total	5	159	10	26	200

The analysis shows the choice of word **motorcycle** was of 54 students with the sources as 02% face book, 76% advertisements, 02% teaching and 20% any other, While 136 students filled the blank with **bikers** with the sources of learning in following percentages: 03% face book, 82 % advertisements, 06% teaching and 10% any other. Whereas 10 students selected the word **scooter** for the given blank, out of which 0 % have spotted face book, 70% advertisements, 10% teaching, and 20 % any other as a source of learning.

Q30: This cream will give you ………………… beauty.

Table 61

Questionnaire Analysis

*This cream will give you ....beauty. * where have u heard this word Cross tabulation*

Count

	where have you heard this word			
	Face Book	Advertise ment	Teac hing	Any other

		Face Book	Advertisement	Teaching	Any other	
this cream will give you .... beauty.	sudden	1	14	0	0	15
	instant	2	108	6	18	134
	magical	2	37	4	8	51
Total		5	159	10	26	200

The analysis shows the choice of word **sudden** was of 15 students with the sources as 07% face book, 93% advertisements, 0% teaching and 0% any other, While 134 students filled the blank with **instant** with the sources of learning in following percentages: 01% face book, 81 % advertisements, 04% teaching and 13% any other. Whereas 51 students selected the word **magical** for the given blank, out of which 04 % have spotted face book, 73% advertisements, 08% teaching, and 16 % any other as a source of learning.

Q 31: A bad ………………… can't be changed easily.

Table 62

Questionnaire Analysis

*A bad ....can't be changed easily. * where have you heard this word Cross tabulation*

Count

		Where have you heard this word				
		Face Book	Advertise ment	Teac hing	Any other	
	tag	0	40	1	8	49
	label	5	96	5	13	119
	sticker	0	23	4	5	32
Total		5	159	10	26	200

The analysis shows the choice of word **tag** was of 49students with the sources as 0% face book, 82% advertisements, 02% teaching and 16% any other, While 119 students filled the blank with **label** with the sources of learning in following percentages: 04% face book, 80 % advertisements, 04% teaching and 11 % any other. Whereas 32 students selected the word **sticker** for the given blank, out of which 0 % have spotted face book, 72% advertisements, 13% teaching, and 16 % any other as a source of learning.

Q32: This facewash is good to remove…………………………..

Table 63

Questionnaire Analysis

*This facewash is good to remove................. * Where have u heard this word Cross tabulation*

Count

		Where have you heard this word			
		Face Book	Advertis ement	Teachi ng	Any other
	impuritie s	2	40	0	9	51
	oil	2	99	6	10	117
	germs	1	20	4	7	32
Total		5	159	10	26	200

The analysis shows the choice of word **impurities** was of 51 students with the sources as 04% face book,78% advertisements, 0% teaching and 18% any other, While 117 students filled the blank with **oil** with the sources of learning in following percentages: 02% face book, 85 % advertisements, 05% teaching and 09

% any other. Whereas 32 students selected the word **germs** for the given blank, out of which 03 % have spotted face book, 63% advertisements, 13% teaching, and 22% any other as a source of learning.

Q33: ……………………. Makes your bone strong.

Table 64

Questionnaire Analysis

*......................makes your bone strong. * Where have you heard this word Cross tabulation*

Count

		Where have you heard this word				
		Face Book	Advertise ment	Teac hing	Any other	
	mineral	0	7	0	0	7
	calcium	5	143	8	24	180
	protein	0	9	2	2	13
Total		5	159	10	26	200

The analysis shows the choice of word **mineral** was of 07 students with the sources as 0% face book, 100% advertisements, 0% teaching and 0% any other, While 180 students filled the blank with **calcium** with the sources of learning in following percentages: 03% face book, 79 % advertisements, 04% teaching and 13% any other. Whereas 13 students selected the word **protein** for the given blank, out of which 0 % have spotted face book, 69% advertisements, 15% teaching, and 15 % any other as a source of learning.

Q34: …………… menthol gives a fresh effect to skin.

Table 65

Questionnaire Analysis

*......................menthol gives a fresh effect to skin. * Where have you heard this word Cross tabulation*

Count

		Where have you heard this word				
		Face Book	Advertise ment	Teac hing	Any other	
	cool	2	58	0	7	67
	icy	3	97	8	18	126
	frosty	0	4	2	1	7
Total		5	159	10	26	200

The analysis shows the choice of word **cool** was of 67 students with the sources as 03% face book, 86% advertisements, 0% teaching and 10% any other, While 126 students filled the blank with **icy** with the sources of learning in following percentages: 02% face book, 77 % advertisements, 06% teaching and 14% any other. Whereas 07 students selected the word **frosty** for the given blank, out of which 0 % have spotted face book, 57% advertisements, 29% teaching, and 14 % any other as a source of learning.

Q35: He reaches here with ……………… action.

Table 66

Questionnaire Analysis

*He reached here with......... action. * Where have you heard this word Cross tabulation*

Count

		Where have you heard this word			
		Face Book	Advertise ment	Teach ing	Any other
quick		1	65	4	15	85

	magnet	2	63	3	7	75
He reached here with......... action.	instant	2	31	3	4	40
Total		5	159	10	26	200

The analysis shows the choice of word **quick** was of 85 students with the sources as 01% face book, 76% advertisements, 05% teaching and 17% any other, While 75 students filled the blank with **magnet** with the sources of learning in following percentages: 03% face book, 84 % advertisements, 04% teaching and 05% any other. Whereas 40 students selected the word **instant** for the given blank, out of which 05% have spotted face book, 76% advertisements, 08% teaching, and 10 % any other as a source of learning.

Q36: To work on screen …….. is important.

Table 67

Questionnaire Analysis

*To work on screen ...... is important. * Where have you heard this word Cross tabulation*

Count

		Where have you heard this word				
		Face Book	Advertise ment	Teach ing	Any other	
	look	1	91	7	12	111
	face	2	55	2	12	71
	guise	2	13	1	2	18
Total		5	159	10	26	200

The analysis shows the choice of word **look** was of 111 students with the sources as 0.9% face book, 82% advertisements, 06% teaching and 11% any other, While 71 students filled the blank with **face** with the sources of learning in following percentages: 03% face book, 77 % advertisements, 03% teaching and 17% any other. Whereas 18 students selected the word **electric** for the given blank, out of which 11 % have spotted face book, 72% advertisements, 06% teaching, and 11 % any other as a source of learning.

Q37: That's …………………. I agree.

Table 68

Questionnaire Analysis

*that's .... I agree * Where have you heard this word Cross tabulation*

Count

	Where have you heard this word				
	Face Book	Advertise ment	Teac hing	Any other	
ok	0	41	2	11	54
right	3	92	6	14	115
correct	1	26	2	1	30
Total	5	159	10	26	200

The analysis shows the choice of word **ok** was of 55 students with the sources as 02% face book, 75% advertisements, 04% teaching and 20% any other, While 115 students filled the blank with **right** with the sources of learning in following percentages: 03% face book, 80 % advertisements, 05% teaching and 12% any other. Whereas 30 students selected the word **correct** for the given blank,

out of which 03 % have spotted face book, 87% advertisements, 07% teaching, and 03 % any other as a source of learning.

Q38: Kid's do not accept things without ……………………….

Table 69

Questionnaire Analysis

*kid's do not accept things without .... * Where have you heard this word Cross tabulation*

Count

		Where have you heard this word				
		Face Book	Advertise ment	Teach ing	Any other	
	option	0	22	3	4	29
	choice	2	105	6	14	127
	selection	3	32	1	8	44
Total		5	159	10	26	200

The analysis shows the choice of word **option** was of 29 students with the sources as 0% face book, 76% advertisements, 10% teaching and 14% any other, While 127 students filled the blank with **choice** with the sources of learning in following percentages: 02% face book, 83 % advertisements, 05% teaching and 11% any other. Whereas 44 students selected the word **selection** for the given blank, out of which 07 % have spotted face book, 73% advertisements, 02% teaching, and 18 % any other as a source of learning.

Q39: I have to see dentist for tooth ………………

Table 70

Questionnaire Analysis

*I have to see dentist for tooth........ * Where have you heard this word Cross tabulation*

Count

	Where have you heard this word				
	Face Book	Advertise ment	Teach ing	Any other	
blackening	0	2	0	0	2
cavity	5	133	7	20	165
problem	0	24	3	6	33
Total	5	159	10	26	200

The analysis shows the choice of word **blackening** was of 02 students with the sources as 0% face book, 100% advertisements, 0% teaching and 0% any other, While 165 students filled the blank with **cavity** with the sources of learning in following percentages: 03% face book, 80 % advertisements, 04% teaching and 12% any other. Whereas 33 students selected the word **problem** for the given blank, out of which 0 % have spotted face book, 73% advertisements, 10% teaching, and 18 % any other as a source of learning.

Q40: Doctor has…………… colgate toothpaste.

Table 71

Questionnaire Analysis

*doctor has ....colgate toothpaste. * Where have u heard this word Cross tabulation*

Count

	Where have you heard this word			
	Face Book	Advertise ment	Teac hing	Any other

	suggested	1	19	3	4	27
doctor has ....colgate toothpaste.	recommended	4	129	7	20	160
	indicated	0	11	0	2	13
Total		5	159	10	26	200

The analysis shows the choice of word **suggested** was of 27 students with the sources as 04% face book, 70% advertisements, 11% teaching and 15% any other, While 160 students filled the blank with **recommended** with the sources of learning in following percentages: 03% face book, 81 % advertisements, 04% teaching and 13% any other. Whereas 13 students selected the word **indicated** for the given blank, out of which 0 % have spotted face book, 78% advertisements, 8% teaching, and 15 % any other as a source of learning.

Q41: Always ……………… your teeth thrice a day.

Table 72

Questionnaire Analysis

*always ....your teeth trice a day. * Where have you heard this word Cross tabulation*

Count

		Where have you heard this word				
		Face Book	Advertise ment	Teac hing	Any other	
	clean	1	8	2	1	12
	wash	0	21	2	6	29
	brush	4	130	6	19	159

	Total	5	159	10	26	200

The analysis shows the choice of word **clean** was of 12 students with the sources as 08% face book, 67% advertisements, 17% teaching and 8% any other, While 29 students filled the blank with **wash** with the sources of learning in following percentages: 0% face book, 72 % advertisements, 07% teaching and 06% any other. Whereas 159 students selected the word **brush** for the given blank, out of which 08 % have spotted face book, 82% advertisements, 18% teaching, and 15 % any other as a source of learning.

Q42: Strong teeth need ………………..

Table 73

Questionnaire Analysis

*strong teeth need......... * Where have you heard this word Cross tabulation*

Count

		Where have you heard this word				
		Face Book	Advertise ment	Teac hing	Any other	
	brushing	0	17	3	10	30
	calcium	3	110	6	14	133
	flouride	2	32	1	2	37
Total		5	159	10	26	200

The analysis shows the choice of word **brushing** was of 30 students with the sources   as 0% face book, 57% advertisements, 0% teaching and 33% any other, While 133 students filled the blank with **calcium** with the sources of learning in following percentages: 02% face book, 83 % advertisements, 05% teaching and

11% any other. Whereas 37 students selected the word **fluoride** for the given blank, out of which 05% have spotted face book, 89% advertisements, 03% teaching, and 05 % any other as a source of learning.

Q43: Completion of a task is a big …………………………

Table 74

Questionnaire Analysis

*completion of a task is a big .... * Where have you heard this word Cross tabulation*

Count

		Where have you heard this word				
		Face Book	Advertise ment	Teac hing	Any other	
	relief	3	97	6	16	122
	encourage ment	1	31	1	3	36
	happiness	1	31	3	7	42
		5	159	10	26	42
Total						

The analysis shows the choice of word **relief** was of 122 students with the sources as 0% face book, 80% advertisements, 05% teaching and 13% any other, While 36 students filled the blank with **encouragement** with the sources of learning in following percentages: 03% face book, 86 % advertisements, 3% teaching and 10% any other. Whereas 41 students selected the word **happiness** for the given blank, out of which 03 % have spotted face book, 76% advertisements, 07% teaching, and 17 % any other as a source of learning.

Q 44: She is facing lots of …………………here.

Table 75

Questionnaire Analysis

*she is facing lots of ....here. * Where have you heard this word Cross tabulation* Count

		Where have you heard this word				
		Face Book	Advertise ment	Teac hing	Any other	
	things	0	6	0	3	9
	problems	5	146	10	21	182
	circumstances	0	7	0	2	9
Total		5	159	10	26	200

The analysis shows the choice of word **things** was of 09 students with the sources as 0% face book, 67% advertisements, 0% teaching and 33% any other, While 182 students filled the blank with **problems** with the sources of learning in following percentages: 3% face book, 82 % advertisements, 06% teaching and 12% any other. Whereas 09 students selected the word **circumstances** for the given blank, out of which 0 % have spotted face book, 67% advertisements, 0% teaching, and 33 % any other as a source of learning.

Q45: Toothache is giving me……………….. shocks.

Table 76

Questionnaire Analysis

*Toothache is giving me ....shocks. * Where have you heard this word Cross tabulation*

Count

Where have you heard this word

	Face Book	Advertise ment	Teac hing	Any other	T ot al
big	0	6	0	1	7
unbearable	3	53	5	10	71
electric	2	100	5	15	122
Total	5	159	10	26	200

The analysis shows the choice of word **big** was of 06 students with the sources as 0% face book, 83% advertisements, 07% teaching and 1% any other, While 71 students filled the blank with **unbearable** with the sources of learning in following percentages: 03% face book, 75 % advertisements, 09% teaching and 09% any other. Whereas 122 students selected the word **electric** for the given blank, out of which 02 % have spotted face book, 82% advertisements, 12% teaching, and 5 % any other as a source of learning.

4.3. DATA ANALYSIS OF STUDENTS' CASUAL SPEECH

The present study is a mixed method research that is composed of quantitative as well as qualitative analyses. Firstly, first fifteen TV advertisements were analyzed to find out the extent of code mixing of English in Urdu language of transcribed scripts. It was found that 41% of the language advertisements is in English. Secondly, questionnaire with close ended questions were filled by two hundred students of third and fourth semester of masters of English to find out the word choices of students related to daily conversation. Each set of words contained one word from the code mixed words of commercial extracted in first step. To validate the effect of code mixed words on the communication of students in daily routine, five casual recordings were transcribed and analyzed. This qualitative analysis was done through NVIVO. After calculation of the total number of uttered words in each conversation, English code mixed words were extracted out and percentage was calculated. Then these English words were further analyzed to sort out the words of advertisements from the code mixed words of English, their

grammatical categories were also searched along with their equivalency in Urdu language. The detailed qualitative analysis of five casual speeches and percentages are shown in tables below.

4.3.1. First casual speech

This conversation (Appendix P) is between two speaker that were discussing about ramadhan and the Aftari. Few recipes were also discussed. This conversation was taking place in Urdu. According to the analysis as shown in the table below, the total number of words in this conversation were 780. In this script, the Urdu words uttered were 635 and English words spoken were 145. The code mixing of English in Urdu is 19.3 % of the whole conversation.

In this conversation only one sentence, "**you can guide me well**" was used that is code switching but rest of words are used as code mixing. Some slangs like **ya, yeah** were also part of the conversation. While some words are repeatedly used, for example **yeah, yummy, use, try, chicken**.

The code mixed English words are; **Start, yeah**, **bazar**, **concept**, **cooking**, **items**, **chicken**, **baking**, **pizza**, **sandwiches**, **pizza**, **competition**, **dough**, **bazar**, **knorr chicken noodles**, **pizza**, **use**, **use**, **chicken**, **bar**-b-**que**, **bar**-b-**que,** **mix**, **mushrooms**, **vegetables**, **yummy**, **competition, win**, **page**, **zianab yummy,** **orders**, **time**, **baking, cake**, **cookies**, **fountain cake**, **different**, **chocoletee cakes,** **routine**, **activities, entrepreneur, week**, **university**, **plan**, **stall**, **ya**, **students,** **allow**, **idea**, **plan**, **BBA**, **student**, **collaboration**, **collaborate**, **yeah**, **taste,** **professional**, **skills**, **you can guide me well**, **dish**, **spaghettis**, **pasta**, **paste,** **shapes, depend**, **macaroni**, **yummy**, **spaghettis**, **matter**, **depend**, **chicken,** **chicken**, **like**, oil, **vegetables**, **spices**, **mix**, **mix up**, **vitamins, method**, **instant,** **chicken**, **spice**, **sweets**, **cookies delight**, **custard**, **drinks**, **refreshing, refreshing,** **mint margrtto**, **mint**, **grind**, **icy chilled sprite**, **lemon**, **actually**, **last**, **tang**, **tang,** **mint**, **blend**, **try**, **try**, **try**, **try**, **entrepreneur, week**, **final**, **start**, **BBA**, **friends,** **clear**, **week**, **next week**, **stall, stall, space**, **food**, **decide**, **food**, **earn**, **profit**, **next** **time, last days**, and **ok**!

When the analysis of these code mixed English words is done, out of 145 words 45 were those used in advertisements (analysed). So the ratio becomes 70%: 30%(advertisement), Where words like <u>**"yeah, ya, pizza, bar b que,**</u>

yummy, vitamins, chocoletee, cookies, and cake," do not have equivalent words in Urdu. But **"start, chicken, use, action, icy, instant, tasty, idea, refreshing, try, drinks, mint, clear, food, spice, and oil "** are having have equivalent words in Urdu but instead of using words from Urdu, these are used as code-mixing. The English words that are used in code-mixing are in the Noun, Verb, Adjective, adverb and interjection.

Table 77

Casual speech Analysis

	Words from advertisement	Equivalent Urdu word	Lexical type
1.	Start	Shorru	Noun
2	Yeah	…………..	Interjection
3	Item	Cheez	Noun
4	Chicken	Murgha	Noun
5	Pizza	…………..	Noun
6	Use	Istemal	Verb
7	Action	Kaam	Noun
8	Bar b que	……..	Noun
9	Yummy	………	Adjective
10	Cookies	………….	Noun
11	Chocoletee	……….	Adjective
12	Cake	……….	Noun
13	Ya	………….	Interjection

14	Instant	Foran	Adverb
15	Tasty	Mazeydaar	Adjective
16	Idea	Khiyaal	Noun
17	Refreshing	Taaza	Adjective
18	Try	Koshish	Verb
19	Icy	Berfani	Adjective
20	Drinks	Sherbet	Noun
21	Mint	Podina	Noun
22	Clear	Saaf	Adjective
23	Food	Khana	Noun
24	Vitamins	……….	Noun
25	Yummy	………..	Adjective
26	Spice	Masaley	Noun
27	Oil	Teil	Noun

The percentage of code mixing of English words in Urdu, and English words of advertisements are shown in the table below:

Table 78

Casual speech Analysis

Total words used in	Words used	Words use	English word of advertisements	% of English	% of Urdu	% of English

advertisement	(English)	d (Urdu)		words	words	adds. words
780	145	635	45/145	19.5%	81.5%	30%

4.3.2. Second casual speech

This conversation (Appendix Q) is between two speaker that were discussing about body fitness and gym and health. Few tips to have healthy body were also under discussion. This conversation was taking place in Urdu. According to the analysis as shown in the table below, the total number of words in this conversation were 725. In this script, the Urdu words uttered were 621 and English words spoken were 104. The code mixing of English in Urdu is 15.4 % of the whole conversation.

In this conversation only one phrase, "**after six months**" was used that is code switching but rest of words are used as code mixing. While some words are repeatedly used, for example **gym, milk, shake, protein, body, diet, dieting, plan.**

The code mixed words are; **gym, pwd, gym, regular, settle, rebounding, early, curly, after six months, gym, Lahore gym, play zone, gym, gym time, physique, body fit, gym, gym, protein, diet, protein, diet, protein, dieting plan, gym, protein, use, steroid, use, use, protein, meat, rice, fruits, fruits, eggs, eggs, white, protein, vitamins, banana, milk shake, mango milk shake, date milk shake, nourish, fit, body, gym, use, protein, gym, plan, dieting plan, set, diet, time table, add, bone, strong, calcium, strong, boys, look, depend, body, dressing, matters, T-Shirt, T-Shirt, body, fit, dressing, gym, training, training, light gym, hobby, swimming, gym, body, month, start, game, dieting, diet, control, food, ok, and ok!**

When the analysis of these code mixed English words is done, out of 104 words 61 were those used in advertisements (analysed). So the ratio becomes 41%: 59% (advertisements). Where words like **"physique, fit, protein, vitamins,**

calcium, and control," do not have equivalent words in Urdu, but **"start, regular, use, curly, body, eggs, white, plan, diet, bones, strong, healthy, food, and look " are having** have equivalent words in Urdu but instead of using words from Urdu, these are used as code-mixing. The English words that are used in code-mixing are in the Noun, Verb, and Adjective.

Table 79

Casual speech Analysis

	Words used from advertisement	Equivalent Urdu word	Lexical type
1.	Start	Shorruu	Noun
2	Regular	Baa qaida	Noun
3	Curly	Ghungrialey	Adjective
4	Physique	………	Noun
5	Body	Jism	Noun
6	Fit	………	Adjective
7	Protein	………	Noun
8	Use	Istemal	Verb
9	Eggs	Andey	Noun
10	White	Sufeid	Adjective
11	Plan	Mansooba	Verb
12	Diet	Khoraak	Noun
13	Calcium	…………	Noun
14	Bones	Haddiyaan	Noun

15	Strong	Mazboot	Adjective
16	Look	Deikhna	Verb
17	Control	………….	Verb
18	Food	Khana	Noun
23	Healthy	Sehat mand	Noun
24	Vitamins	……….	Noun

The percentage of code mixing of English words in Urdu, and English words of advertisements are shown in the table below:

Table 80

Casual speech Analysis

Total words used in advertisement	Words used (English)	Words used (Urdu)	English word of advertisements	% of English words	% of Urdu words	% of English adds. words
725	104	621	61/104	15.4 %	84.6 %	59%

4.3.3. Third casual speech

This conversation (Appendix R) is between two speaker that were having frank chit chat on hair problems and the solutions. Few hair treatments were also

discussed. This conversation was taking place in Urdu. According to the analysis as shown in the table below, the total number of words in this conversation were 712. In this script, the Urdu words uttered were 630 and English words spoken were 82. The code mixing of English in Urdu is 12 % of the whole conversation.

In this conversation, not even one phrase or sentence in English (code switching) was used rather single words are used as code mixing in Urdu. Where some words are repeatedly used, for example **shampoo, hair, conditioner, rebounding, oil**.

The code mixed English words are; **Strong, shining, healthy, use, use, shampoo, learnt, hair, conditioner, oil, curly, rebounding, simple, shampoo, use, use, hair fall, rebounding, hair, conditioner, use, grow, hair loss, strong, nourish, shampoo, clear shampoo, use, laurel conditioner, use, hair, conditioner, use, think, vitamin, recommendation, strong, glow, shining, use, suggest, curly, rebounding, vella, straight, vella, strong, head, effect, suggestion, guarantee, friend, shining, recommend, friend, use, hair fall, hair rebounding, glow, problem, use, oil, coconut oil, oil, use, eggs, use, use, use, simple, oil, tension, and fit.**

When the analysis of these code mixed English words is done, out of 82 words 47 were those used in advertisements (analysed). So the ratio becomes 42.7%: 57.3% (advertisement). Where words like **"shampoo, conditioner, fit, hair loss, clear shampoo, and laurel conditioner"** do not have equivalent words in Urdu, but **"strong, healthy, use, hair, hair fall, oil, grow, nourish, clear, shinning, glow, eggs, recommend and problem " are having** have equivalent words in Urdu but instead of using words from Urdu, these are used as code-mixing. The English words that are used in code-mixing are in the Noun, Verb, and Adjective.

Table 81

Casual speech Analysis

	Words used from advertisement	Equivalent Urdu word	Lexical type

1.	Strong	Mazboot	Adjective
2	Healthy	Sehatmand	Adjective
3	Use	Istemal	Verb
4	Shampoo	………….	Noun
5	Hair	Ball	Noun
6	Hair fall	Ball girna	Noun
7	Oil	Teil	Noun
8	Grow	Barhna	Verb
9	Nourish	Nashwonuma	Noun
10	Clear	Saaf	Adjective
11	vitamin	……….	Noun
12	shining	Chamakdar	Adjective
13	glow	Chamak	Adjective
14	Recommend	Tajweez krda	verb
15	Eggs	Andey	Noun
16	Fit	…………	Adjective
17	Problem	Mushkil	Noun
18	Hair loss	…………..	Noun
19	Clear shampoo	…………	Noun
20	Conditioner	…………	Noun

The percentage of code mixing of English words in Urdu, and English words of advertisements are shown in the table below:

Table 82

Casual speech Analysis

Total words used in advertisement	Words used (English)	Words used (Urdu)	English word of advertisements	% of English words	% of Urdu words	% of English adds.words
712	82	630	45/82	12 %	88 %	57.3%

4.3.4. Fourth casual speech

This conversation (Appendix S) is between two speakers that were discussing about shopping of beauty items at a shopping mall. This conversation was taking place in Urdu. According to the analysis as shown in the table below, the total number of words in this conversation were 719. In this script, the Urdu words uttered were 595 and English words spoken were 124. The code mixing of English in Urdu is 17.2 % of the whole conversation.

In this conversation, two phrases, "**I hope" and "two months ago"** were used that is code switching but rest of words are used as code mixing. Some slangs like **yeah, yeah** were also part of the conversation. While some words are repeatedly used, for example **face, yeah face wash, lotion, shop, shopping, market, beauty, start, make up, start, J DOT**.

The code mixed English words are **Contact, phone, attend, message, reply, call, yeah, family, message, Centaurus, shopping, Centaurus, face lotion, shampoo, face wash, beauty tip, skin, oily, face wash, use, use, fair n luvly, fair n luvly for men, face wash, use, oil free, cousin, mind, use, phone, beauty items,**

Centaurus, purchase, body shop, last, time, family, Giga mall, lotions, shopping, lotion, body shop, yeah, expensive, fit, market, F-7, F-6, sorry, market, market, shop, nivia, lotion, coconut, oil, moisturizer, purchase, payment, shopping, lotion, beauty, items, Perfume, J DOT, J DOT, lot, first, outlet, pwd, Centaurus, use, Ruby, use, perfume, recently, two months ago, beauty items, start, ladies kit, make up, kit, items, outlet, start, start, outlet, card, member, membership, card, J DOT, card, discount, purchase, I hope, and make up.

When the analysis of these code mixed English words is done, out of 127 words 47 were those used in advertisements (analysed). So the ratio becomes 62%: 38% (advertisements).   Where words like **"yeah, moisturizer, fit, fair n luvly, face wash, lotion, and shampoo "** do not have equivalent words in Urdu, but **"start, shopping, use, skin, oily, item and body"** are having equivalent words in Urdu but instead of using words from Urdu, these are used as code-mixing. The English words that are used in code-mixing are in the Noun, Verb, Adjective, adverb and interjection.

Table 83

Casual speech Analysis

	Words used from advertisement	Equivalent Urdu word	Lexical type
1.	Shopping	Khareedaari	Noun
2	Yeah	…………..	Interjection
3	Shampoo	………….	Noun
4	Face wash	……….	Noun
5	Lotion	…………..	Noun
6	Beauty	Khoobsoorti	Noun

7	Skin	Jild	Noun
8	Oily	Chikni	Adverb
9	Use	Istemal	Verb
10	Fair n luvly	……………	Noun
11	Items	Cheezen	Noun
12	body	Jism	Noun
13	Yeah	……………	Interjection
14	fit	……………	Adjective
15	Moisturizer	……………	Noun
16	start	Shoruu	Noun

The percentage of code mixing of English words in Urdu, and English words of advertisements are shown in the table below:

Table 84

Casual speech Analysis

Total words used in advertisement	Words used (English)	Words used (Urdu)	English word of advertisements	% of English words	% of Urdu words	% of English adds. words

719	124	59 5	47/124	17. 2%	82.8%	38%

4.3.5. Fifth casual speech

This conversation (Appendix T) is between two speaker that are discussing about their last visit to Hunza valley. They discussed the beauty and some other activities and raised process with a plan to visit that place in next month. This conversation was taking place in Urdu. According to the analysis as shown in the table below, the total number of words in this conversation were 729. In this script, the Urdu words uttered were 609 and English words spoken were 120. The code mixing of English in Urdu is 17% % of the whole conversation.

In this conversation only one sentence "**I wanna go again cuz I love shpping**" and a phrase **"let's plan"** also was used that is code switching but rest of words are used as code mixing. Some slangs like **wanna, yeah yeah, cuz, o yaa** were also part of the conversation. While some words are repeatedly used, for example **yeah, yummy, stunts, plan, shops**.

The code mixed English words are **last, year, Hunza valley, tiring, end, beautiful, visit, greenery, beauty, juice, refreshing, chicken karahi, yummy, tasty, presentation, attract, stall, stylish, items, labels, price tags, expensive, clear water, healthy, shops organized, attract, foreigner, mountains, bikers, stunts, stunt, grey black jacket biker, fire stunt, yeah yeah! jump, cars, dangerous, stunts, life safety, morning n nights, beautiful, roasted fish, spices, vitamin D, mountaineers, bones strong, fresh air, environment, plan, northe**rn, **family, plan, fresh juices, I wanna go again cuz I love shoppin**g, **plan, visit, magical environment, shops, fa**mily, **enjoyment, fun, hotels, noodles, pasta, burger, healthy, simple food, tasty, yummy, refreshing juices , grape juice, shawl, texture, expensive, o yaa!, visit, last time, stylish, handy crafts, mirror work, caps, attractive, labels, lets plan, next month.**

When the analysis of these code mixed English words is done, out of 120 words 45 were those used in advertisements (analysed). So the ratio becomes 70%:

30%. Where words like **"yeah, ya, pizza, bar b que, yummy, vitamins, chocoletee, cookies, cake,"** do not have equivalent words in Urdu, but **"start, chicken, use, action, icy, instant, tasty, idea, refreshing, try, drinks, mint, clear, food, spice,oil "** **are having** have equivalent words in Urdu but instead of using words from Urdu, these are used as code-mixing. The English words that are used in code-mixing are in the Noun, Verb, Adjective, adverb and interjection.

Table 85

Casual speech Analysis

	Words used from advertisement	Equivalent Urdu word	Lexical type
1.	Start	Shorru	Noun
2	Yeah	…………..	Interjection
3	Item	Cheez	Noun
4	Chicken	Murgha	Noun
5	Pizza	…………..	Noun
6	Use	Istemal	Verb
7	Action	Kaam	Noun
8	Bar b que	……..	Noun
9	Yummy	………	Adjective
10	Cookies	…………	Noun
11	Chocoletee	……….	Adjective
12	Cake	……….	Noun
13	Ya	…………	Interjection

14	Instant	Foran	Adverb
15	Tasty	Mazeydaar	Adjective
16	Idea	Khiyaal	Noun
17	Refreshing	Taaza	Adjective
18	Try	Koshish	Verb
19	Icy	Berfani	Adjective
20	Drinks	Sherbet	Noun
21	Mint	Podina	Noun
22	Clear	Saaf	Adjective
23	Food	Khana	Noun
24	Vitamins	……….	Noun
25	Yummy	………..	Adjective
26	Spice	Masaley	Noun
27	Oil	Teil	Noun

The percentage of code mixing of English words in Urdu, and English words of advertisements are shown in the table below:

Table 86

Casual speech Analysis

Total words used in	Words used	Words use	English word of advertisements	% of English	% of Urdu	% of English

advertis ement	(Eng lish)	d (Ur du)		wor ds	wo rds	adds. words
729	120	60 9	45/120	17 %	83 %	38%

4.3.6. Mean Percentage Values

The values of detailed qualitative analysis of five casual conversations of the students are then counted in total and mean values of percentages are shown in the table below:

Table 87

Casual speech Analysis

C as ua l sp ee ch	Total words used in adverti sement	Wo rds use d (En glis h)	W or ds us ed (U rd u)	English word of adverti sement s	% of En gli sh wo rds	% of U rd u w or ds	% of Engli sh adds. word s
1st	780	145	63 5	45/145	19. 5 %	81 .5 %	30%
2n d	725	104	62 1	61/104	15. 4 %	84 .6 %	59%

3rd	712	82	630	47/82	12%	88%	57.3%
4th	719	124	595	47/124	17.2%	82.8%	38%
5th	729	120	609	45/120	17%	83%	38%
Total	3,665	575	3090	245/575	16.2%	83.8%	44.4%

According to it all five students' conversations have 3,665 words and its mean becomes 733. Where 575 (mean 115) English words are code mixed in 3090 (618) Urdu lexical items to complete the conversation and convey the meanings. The mean percentage values show that the conversation have ratio of Urdu: English as 83.8%: 16.2% respectively. Further analysis of English words helped in sorting out the words of advertisements (analysed in first step) from these conversations, which was, 245 words out of 575 English code mixed words. We can say that 44.4% English words were learnt from the advertisements source. The words of advertisements used by students were discussed regarding their grammatical categories and equivalence in Urdu language. The study shows that being Urdu speakers the students have used words in English even having equivalent words in Urdu, along with slangs that is not a part of academic English. Therefore, this study reveals that the students communication is effected by the English words used in Urdu commercials of television, and they watch commercials, listen to those code mixed words grammatical or ungrammatical, formal or informal even slags and it

becomes part of their communication that is taking place as routine and casual campus talk.

4.4 Data Analysis of Interviews

The present study focuses on the effect of the English words used in Urdu language of advertisements on the students' communication. The qualitative analysis of stu dents' casual talk recordings in the previous step has revealed that in the daily conversation, they are using 44.4 % English words that are learnt from advertisements and 65.6% from other sources. As casual talks mostly take place in informal setting and we do not expect much from students to use highly grammatical and formal language, without slangs, during campus talk. To analyse the extent of the effect, of this code mixed English words in Urdu of the commercials, in academic setting of students, interviews (Appendix 1-1V) of **fifteen teachers were conducted that were teaching to the same sample of students of third and four semester of Masters of English at NUML.**

These interviews were comprised of open-ended questions to avoid restricted responses on the given questions. These interviews were firstly recorded, and then a qualitative thematic analysis is done with the help of a soft were; NVIVO. For this purpose, all interviews were transcribed and a detailed analysis of all responses regarding each question was done and shows in charts below.

Q1: What kind of activities do you give to the students for having exposure to your own culture specially: Reading Books/ Magazines/ TV Drama/ Commercials/Movies?

This question was to inquire about the choice of helping material that a teacher may use other than the textbooks for study.
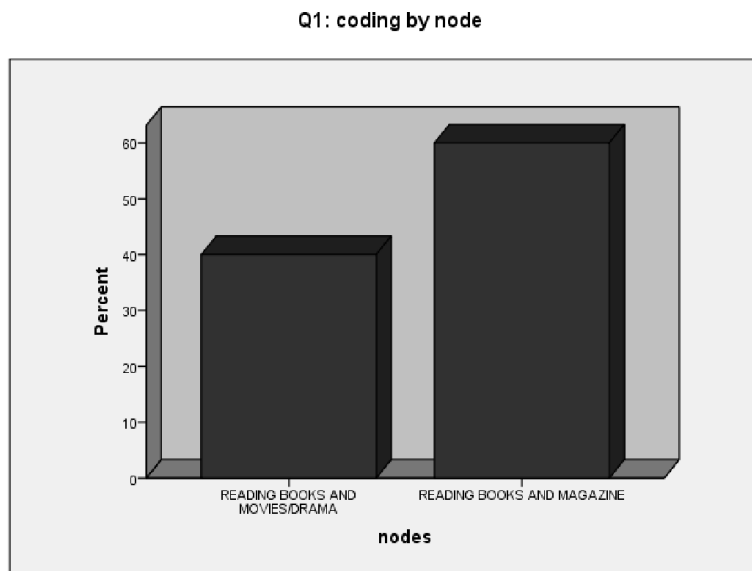
Figure 6: interview analysis

A qualitative thematic analysis as shown in the chart above, demonstrates that 60% respondents preferred reading books and magazines. According to them, these are authentic sources to learn literature with no grammatical errors, and secondly, these magazines contain newly searched varied topics with splendid knowledge in limited word count, which is easy to read, digest and enjoy, in minimum time. One of the respondent stressed on using of geographic magazine for teaching, as a geographic magazine other than the landscape and map, also provides knowledge about language, culture and living of that area.

Whereas, 40% respondents are using books and movies for learning purposes. According to them on many of the written texts of dramas and novels media has done excellent work and made movies, for example, pride and prejudice, wuthering heights, King Lear, Twelfth night etc. After reading text when the students watch movies in class, they get a better understanding along with learning about different roles in life and use of formal and informal lexical items.

None of the respondent have favoured the use of drama in academic setting of learning English literature and linguistics. They are of the view that according to the theme and level of focused audience, the choice of words and grammatical structure changes and as people learn from media, the students may learn wrong pronunciation and ungrammatical structures.

Regarding response about use of commercials in class for study purpose was not favoured because of misspelled but catchy titles of the products like, UFONE, most of the time use of ungrammatical structures, and slangs that are used for getting attention of the audience.

Q2: What kind of Changes have you observed in students' academic or non-academic communication regarding the choice of words?

Language learning is an ongoing process; this learning becomes obvious in the productive about the type of change in the word choices of the students. The responses in this regard are shown in the chart below.
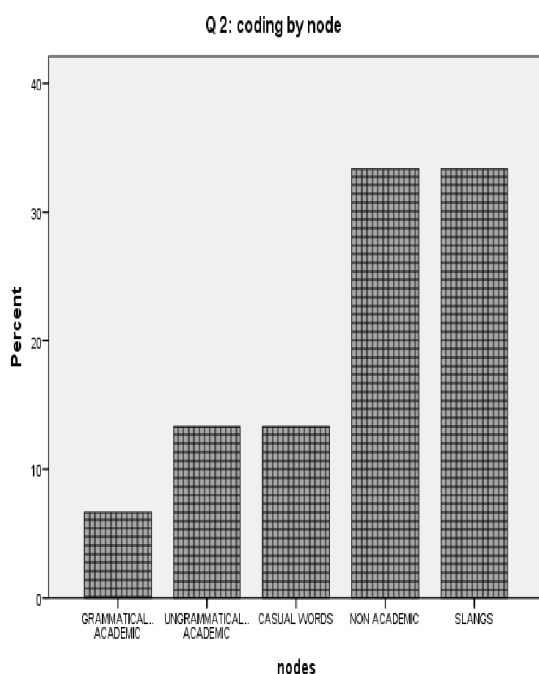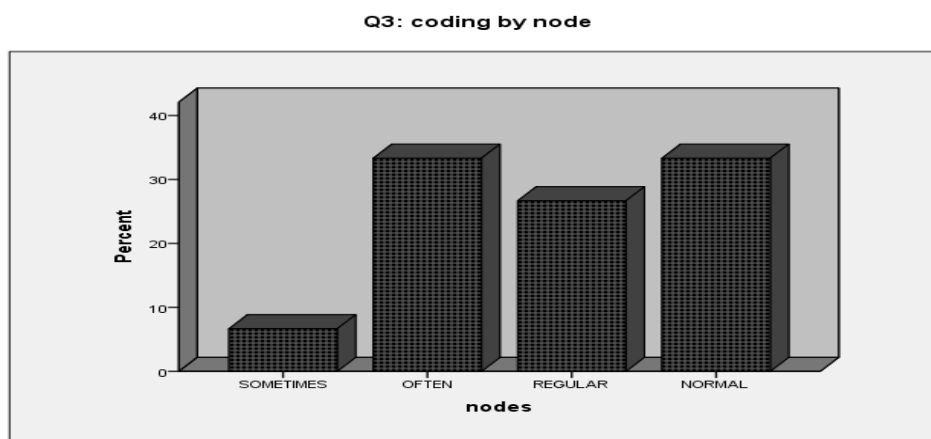

Figure 7: interview analysis

The thematic analysis shows that 33% respondents felt that students have started using slangs in their conversations, they noticed the use of words like "cuz" at the place of "because", gonna at the place of going to etc., and 33% observed use of non-academic words like "slaatan" at the place of "slots" and structures even in academic settings. While, 13% respondents felt that students have started using casual word when communicating with peers and teachers, whereas 13% have noticed an increase in the use of ungrammatical words in routine written tasks and presentations.

On the other hand, only 8% response was in favour of use of grammatical and academic language during class activities. They are of the view that there is no notable change in this regard. They felt that the students are mature enough and they can understand and control use of non-academic language in purely academic setting, so they use grammatical structures.

Q3: Have you observed that words, such as "yummy", "chocoletee", bikers, instant, yeah, icy cold, magnet action, just right, bite are mostly used by students on regular basis?

The above-mentioned words are from the list of code mixed English of Urdu advertisements. This question was asked to know the extent of using these kind of words in communication by the students. The analysis is shown in the chart below.
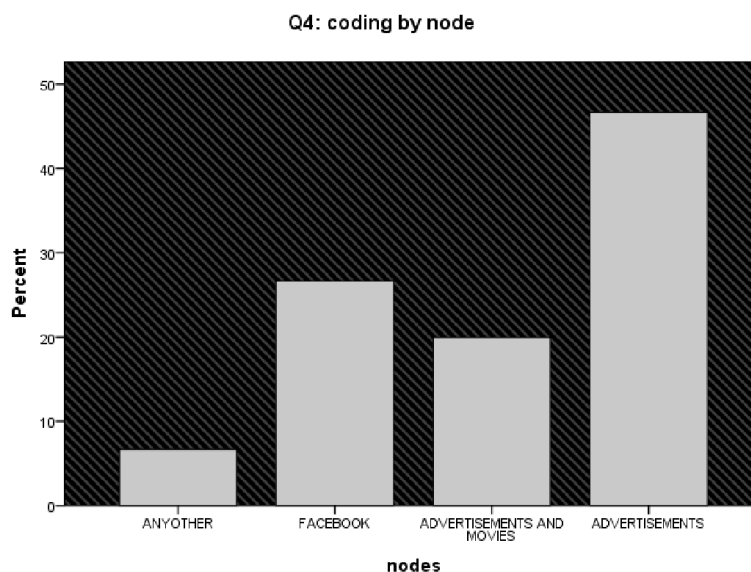

Figure 8: interview analysis

According to the analysis 33% respondents observed that, the students are using such kind of words very often. These popular words are too common in this generation. And 33% respondents felt that it is actually not a matter of very often rather it has become a part of their communication in such a way that even they are pointed out, still use such words in communication on regular basis.

The analysis above shows that 28% respondents are of the view that code mixing of English words in Urdu has become a routine of life and people listen to new words, learn and then start using them. They take it as a natural phenomenon and that it's a normal thing. On the other hand, 8% respondents denied the use of

such words by students on regular basis. They observed not many cases in this regard. For them students know what academic language is and what is not and often they take care of formal and informal settings while communicating

Q4: What do think is the source of certain words like "yummy", "chocoletee", bikers, instant, yeah, icy cold, magnet action, just right, bite; Teaching, Facebook, advertisements or any other?

This question was asked to take the responses regarding the source of learning of the words mentioned in the question. The thematic analysis is shown

Q4: coding by node

in the chart below

Figure 9: interview analysis

The result revealed that 48% respondents recognised these words as from the advertisement.

They say that electronic media use such kind of catchy but ungrammatical any misspelled words in advertisements for more purchase value of the product. These words gets attention of the audience more easily and they start frequently use them in the conversation. While, 28 % respondents are of the point of view that the academic setting, where students have started using non- academic and ungrammatical words on regular basis are not learnt through advertisements but real source is face book, where they use short forms like **U** at the place of **YOU** etc. so they have learnt such words from peers .

On the other hand, 20% respondents feel that advertisements are made attractive and pleasing to the ears by using jingles, music and attractive lyrics, just to sale the products. These words appear to be very pleasing to ears and effect more than a word spoken in normal routine. They say that not only advertisements, but also movies are the source of learning such words. As the story captures the attention of viewers and the actions and musical effects keep the viewer attached with it, till the end, so catchy words becomes popular among viewers and they start using them. Some mentioned that American movies are full of casual language and slangs to make the characters more stylish, so the young viewers are also learning this informal language from there, and using it to look stylish as their favourite characters.

The response of 6% was not agreeing upon the sources of advertisement, movies or face book. Rather, their point of view diverts attention towards active status of students on social media, like whats app, twitter, snapchat any many more. Due to laziness, they use short forms in texting like AOA, LOL, OK, I M FYN, Y, U, RIP etc. these short forms that are actually no part of grammatical English, becomes part of their academic activities too.

Q5: Do you think that regardless of the hidden agenda behind Advertisements, students are much influenced by the word choice used in these commercials.

It is said that every discourse can be analysed in order to find out the hidden meaning in depth of it. The advertisements can also carry more than one-underlined purposes, where the main can be, to increase purchase values of the product. Everybody cannot concentrate and think about the hidden agendas behind the advertisements, but still can one be influenced by the language or not. The analysis of the responses is shown in the chart below.
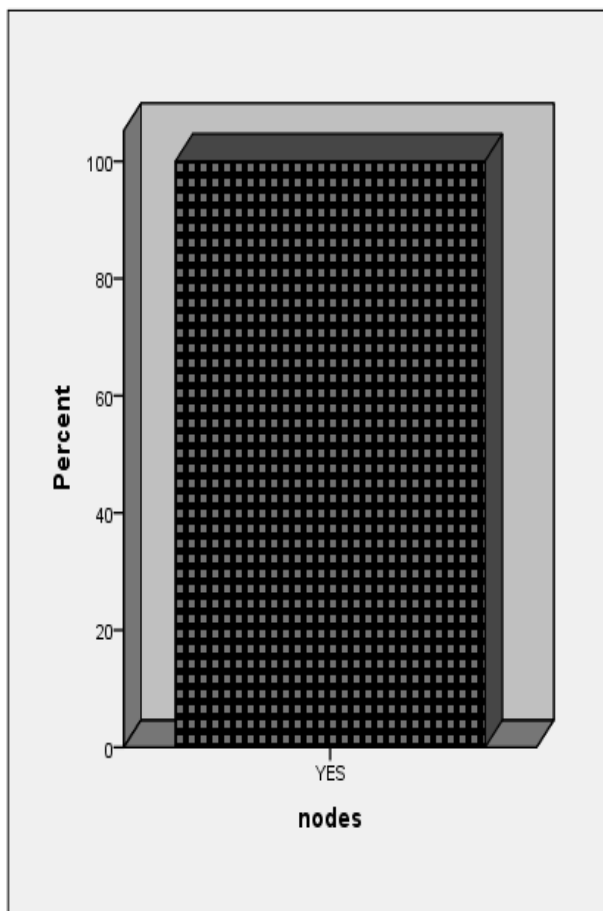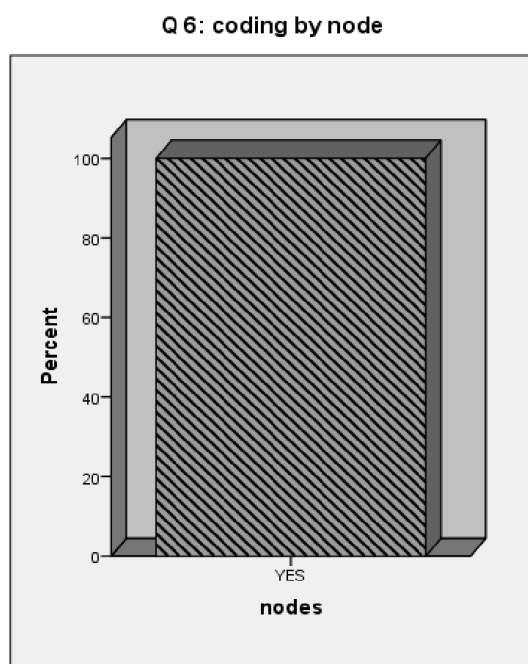
Figure 10: interview analysis

The analysis shows that 100% respondents favoured the concept that a viewer or listener gets affect from the word choice used in the advertisements. When students are watching advertisements, they might not be thinking about the purpose of broadcasting it, as if it can be to introduce a new trend or fashion of dressing, or to promote western culture, or developments in the country other than describing the properties of the product. However, the words that are used along with music, appear appealing and pleasing to ears. The words may be misspelled like **fair n luvly, fone,** etc, or ungrammatical; **ufone, due** or slangs; **yeah, dan dna dan,** but still due to their catchy effect, youngsters get influenced.

As during any favourite program, commercial break comes repeatedly after short intervals, so they watch them as a drill. It is a natural human instinct that on listening a thing repeatedly, it can remain in mind for long. After listening to something frequently, one starts using it in the conversations easily because of the pleasing effect that was associated with that particular word.

Q6: Would you agree with the normal concept that the use of non-academic language is not only a matter of pleasure for the youngster, but also to appear stylish?

Young generation is always fond of newness in life that is they try to follow every new thing, the value of English cannot be denied but the use of non-academic English language is also very much common among youngsters. The qualitative analysis on its reason is shown in the chart below:
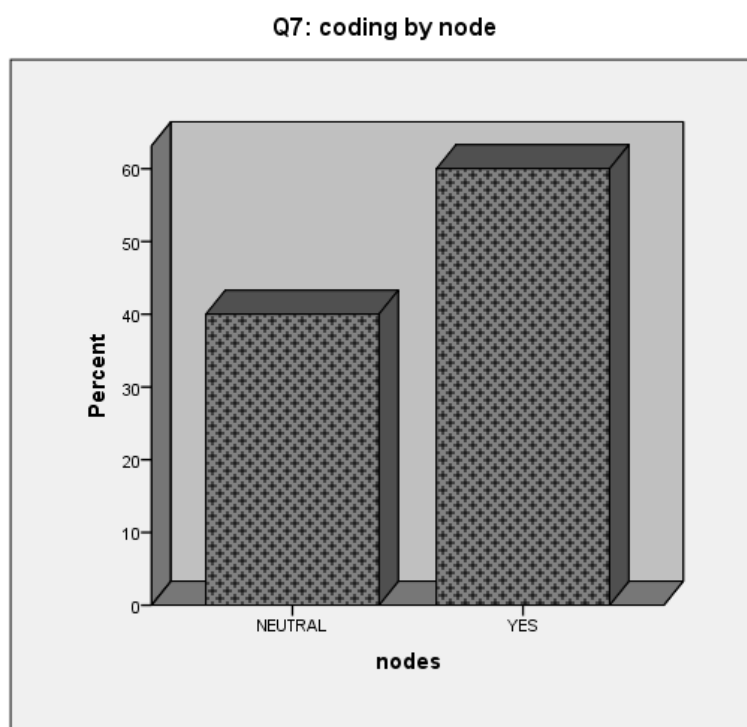

Figure 11: interview analysis

The analysis shows that 100% respondents favoured the fact that students use non-academic language in academic settings just to appear stylish, where unknowingly their language is badly affected. According to some of the respondents advertisements bring a sudden change and break the monotony of the routine that

is why students and in fact all are influenced. In advertisements English words that might be academic, grammatical, ungrammatical, misspelled, wrong pronounced or slangs, due to musical effect in advertisements, succeed in capturing the attention of viewers towards them. Then they start using these words. According to some of the respondents, as English is accepted as a prestigious language in the world, therefor youngsters also try to use it fully or partially: code mixing and code switching. They want to appear more educated, up dated, and stylish among pears, so they try to get attention by using them.

Q7: Do you agree that our language is largely affected by the Urdu advertisements being televised?

This question was asked to inquire about the influence of Urdu advertisements in our conversation. The analysis is shown in the chart below.

Figure 12: interview analysis

According to the analysis, 60% of the respondents agree that the language and vocabulary of advertisements influence our language. They are of the view language development is an ongoing process. If a language accepts and welcome words from other languages then the chances of survival increases for a long period.

Urdu is called a " lashkari zuban", which means that it has already absorbed words from other languages like Arabic, Persian etc. Some are of the view that every language gets effected by the most prestigious language of the era and English is the most powerful language to be used for communication in all world. Media is using these words too and as we watch television so we are also getting effected by the English code mixed Urdu language of the advertisements.

On the other hand, 40% respondents think that advertisements do not effect much, yes, we listen to the language of advertisements, but the use of these words in real situations can rarely be seen, rather it varies person to person.

Q8: Do English words used in Urdu Advertisements catch attention of the viewers?

Language learning takes place on different levels in mind specially, in a multilingual environment. It is natural that humans are attracted to the new things. An analysis to inquire, the effect of novelty, due to use of English words in Urdu advertisements is shown in the chart below.
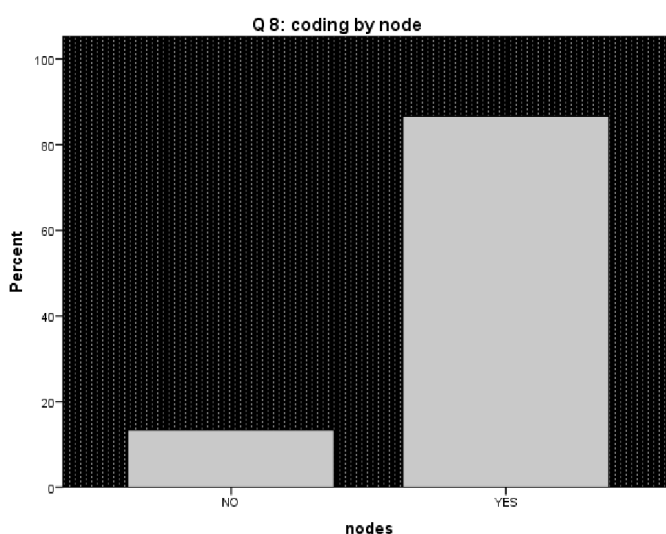
Figure 13: interview analysis

The analysis demonstrates that 83% respondents believe that the English words used in advertisements become a source to divert the attention of the people towards that product. For example, **" pehley TWIST Karen, phir LICK Karen, phir DUNG karey, YUMMM!"** Through a beautiful way of introducing a product to the viewers, where high note music, happy loud jingles with quickly moving

pictures accompany the language of advertisements actually catches our attention. Some respondents said that they become a source to break the monotony of the program that actually we were watching, and naturally we listen, and memorise them and give attention to the products. These English words beautify the language of advertisements and the about the product is well conveyed. For example, "**BONES STRING TO MEIN STRONG.**

The analysis also shows that 17% respondents do not agree that it is the use of English words in Urdu commercials, which catch our attention, but the pictures that are very colourful with happy faces, full of smile and life are the source of attraction.

Q9: Is the use of English words in advertisements playing an important role in the language learning process?

This question was asked to take the responses regarding the role of advertisements in a language development process. The analysis is shown in the chart below.
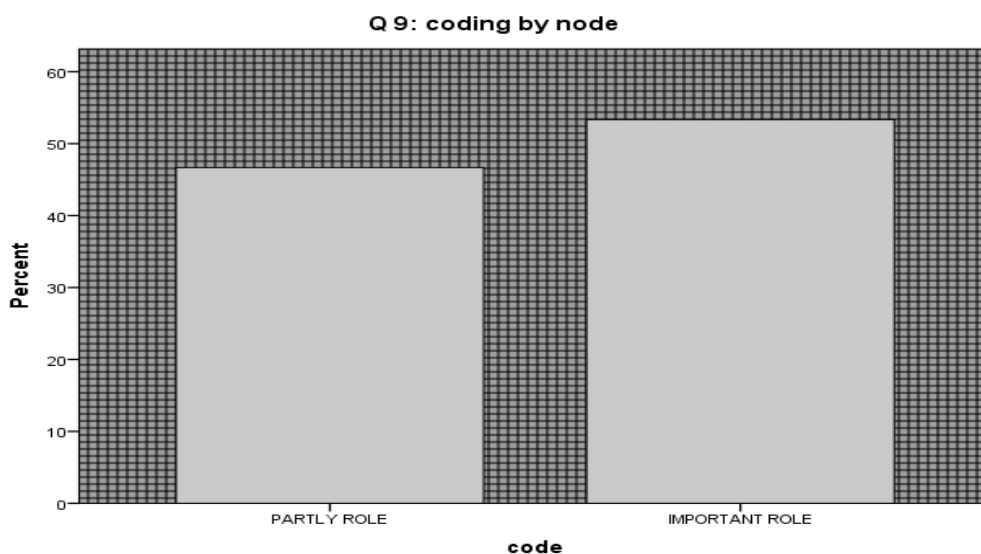
Figure 14: interview analysis

There is slight difference on the views of respondents, regarding the role of advertisements in the development of the language. According to 54% respondents, feel that advertisements are playing a very important role in the development of language. They tell that in a natural way of learning a language, a learner is firstly exposed to that language; he listens for months, and then starts

speaking through a process of one sound to one full sentence. It is the same thing that English words used in Urdu commercials are new to the viewers, they repeatedly listen to them daily and it becomes a part of their memory, and eventually they start using these lexical items according to the context and need, irrespective of the informal and slang language used in these commercials. So these English words; grammatically correct or not, academic or non-academic and slangs, are learnt and used by the viewers.

While 46% respondents have the point of view that English words used in Urdu commercials are partly playing a role in the language development process. There are other factor; internet, social media, texting that are also effecting this language learning process.

Q10: Have you observed changes in spelling due to language of advertisements?

In a language learning process written discourse is very much important. To inquire about the source of change in the dictation by using wrong spellings, the analysis is done and shown in the chart below.
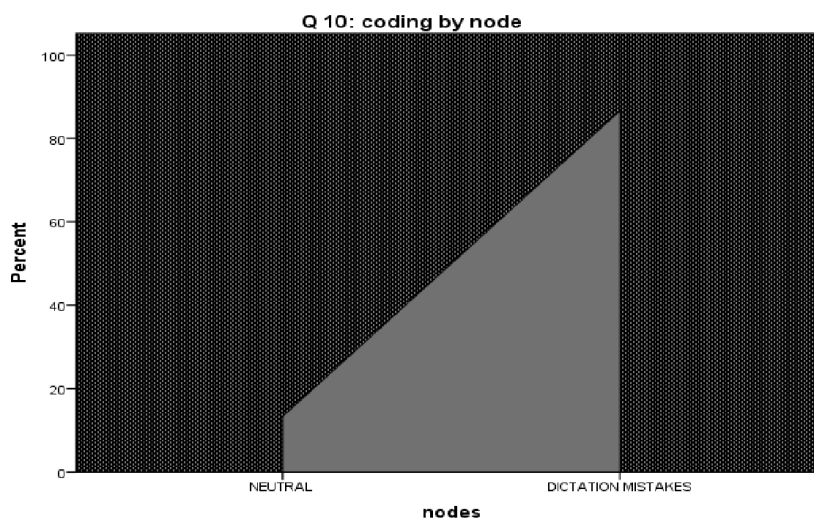
Figure 15: interview analysis
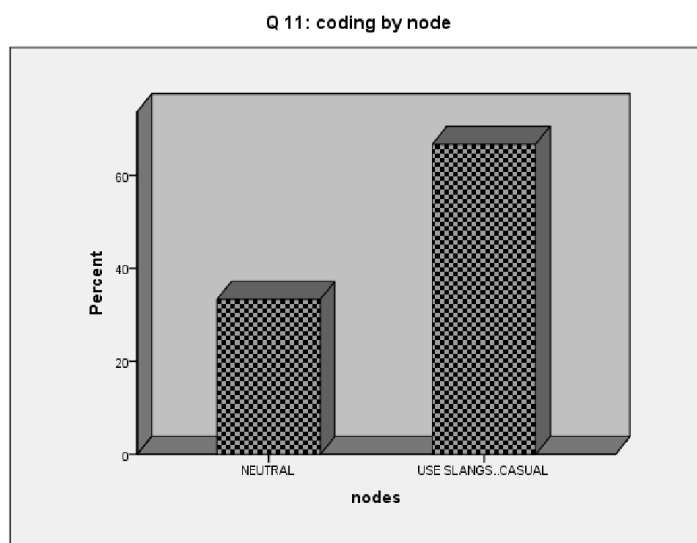
The analysis shows that 82 % respondents feel that the spelling mistakes can be seen in the written tasks on a regular basis. This change is due to wrong spellings used in advertisements on a regular basis. They say that to make advertisements attractive, use of misspelled English words are very much common, for example **FAIR** N **LUVLY** at the place of **FAIR AND LOVELY**, **UFONE** at

the place of **YOU PHONE**, **RITE** at the place of **RIGHT**, **IM L'VINT** at the place of I **AM LOVING IT**. etc. the same mistakes of spelling are observed in students' class activities.

On the other hand, 28% respondents demonstrated that English words of advertisements play a partial role in bringing change in spellings of students. They are of the view that there are other factors too, which are also playing a silent role in this deterioration of spellings. Social media: whats app, snapchat, face book and others are also responsible in this regard.

Q11: How does informal language of advertisements affect students' speaking skills during class activities?

A qualitative analysis to find out the effect of advertisements on the speaking skills during the class activities, is done and shown in the table below.

Figure 16: interview analysis

The chart shows that 65% respondents feel that the speaking skills of the students is effected due to use of casual English words in the advertisements. They have observed that the students have started using non-academic language in the class speaking skills activities. The use of slangs is also very common even in formal settings of class like **YUP! YEAH! GONNA ! WANNA! M** etc.

On the other hand, 35% respondents feels that students are using formal and academic language in class. We absorb many things and words from the

environment, media and social media but it all depends upon the person that is communicating, because this phenomenon is controllable by the students. Therefore, according to them they have not seen much use of wrong English when spoken tasks are assigned to the class.

Q12: How do you see code mixing of informal words of English into Urdu advertisements on a regular basis?
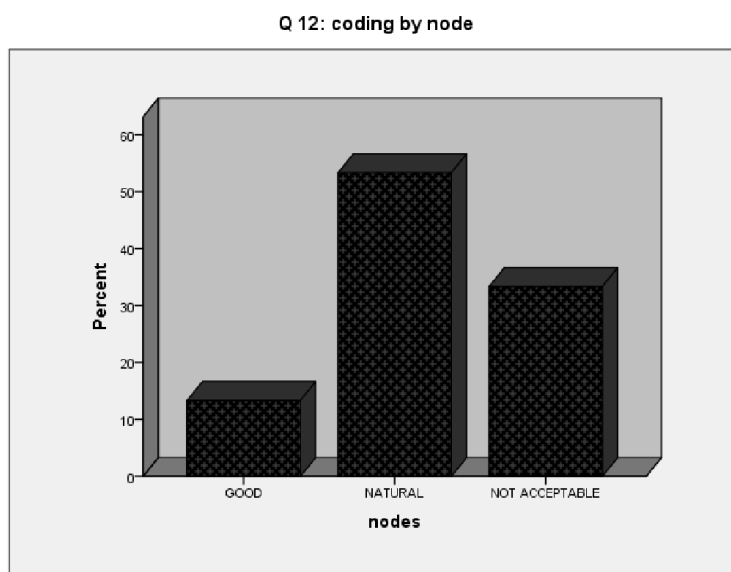
Figure 17: interview analysis

The analysis of the question as shown from above in the chart demonstrates that 52% respondents think that the code mixing of English words in Urdu has become a natural phenomenon now. In daily life, too we are used to of communicating in code mixed language. In advertisements, same thing can be seen. Many people are learning new words or having equivalent words in Urdu through these advertisements. While 32% respondents are against this code mixing of English into Urdu. They feel that viewers are getting attracted towards advertisements due to English words, where mostly they are neither correct in spelling or grammar, nor are informal. People are learning informal words from this cheap source and start using them in formal, and academic settings, which is not good. On the other hand, 14% respondents are in favour of English words in Urdu advertisements. According to them, the value of learning English is increasing day

by day and this is also one of the source of learning English, that is not only easily accessible but people also learn where to use this word.

Q13: What recommendations do you suggest regarding the code mixing of informal English words in Urdu advertisements?

A qualitative analysis of this question is done and shown in the chart below.
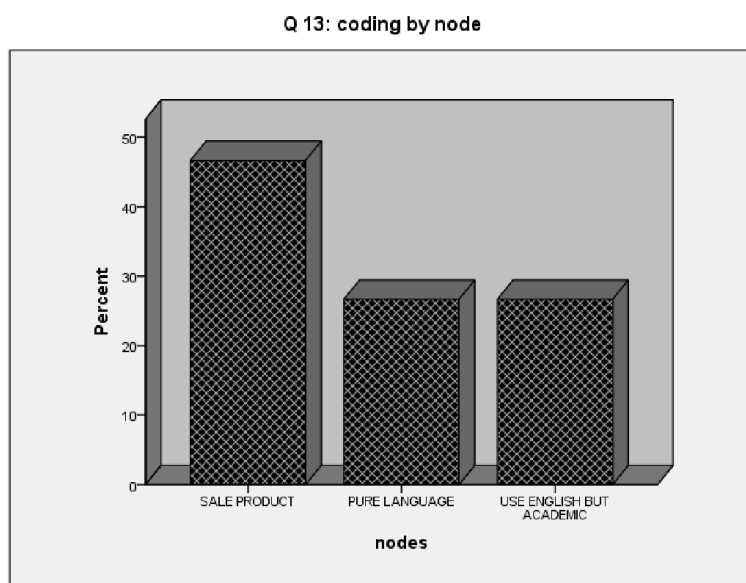
Figure 18: interview analysis

According to this analysis 50% respondents think that the use of English words is a need of companies to attract the viewers for increasing purchasing of the product. They cannot be stopped as the language policy of the advertisements to try every effort, that is; music, jingles, dressing, setting and code mixing, to catch the attention of the audience. On the other hand, 25% respondents think that pure Urdu language is also necessary for the sake of survival of Urdu language. As many words in advertisements are those, which have equivalence in Urdu, and due to advertisements many words are replaced in routine conversation too, for example, USE, TRY, STRONG, etc. therefore, for Urdu advertisements, pure Urdu language is compulsion as it is understandable across all corners of Pakistan. While 25% respondents are in favour of using English words in Urdu advertisements as it is the need of time to equip the audience with simple words of English words with the

focus to revise the language policies of advertisements. Use of grammatical, correct and formal English words are suggested to consider, in the advertisements to avoid worse effects on the communication of the viewers.

To sum up with the data analyses in four steps, the use of English words were extracted out from the first fifteen advertisements on ARY,GEO and PTV in the first step. These words were further analysedf qualitatively on NVIVO to find out there grammatical categories and equivalent words in Urdu. After analysing them separately total values and mean percentages were also calculated. According to it 848 words were used on fifteen advertisements where 508 were Urdu 340 English. The mean composition of was Urdu 59 % and 41 % of English.

In second step a questionnaire of 45 close ended was filled by 200 students of third and fourth semester of Masters of English, where first five were to inquire about there exposure to the advertisements and their attention towards English words used in them. The rest of 40 questions had one main part having three options to fill up a blank from, where one them was from advertisements at random positions to avoid unfair responses. The sub part of each question had four options as the source of leaning that chosen word. The analysis of these 200 students is done statistically using SPSS. Through analysis it was obvious that 80% students have chosen words of advertisements and also mentioned the source of learning that word from advertisements. This analysis have shown that students' communications is effected by the English words used in Urdu commercial, which include even slangs.

In the third step, another sample from students is taken to validate the study and make the results more transparent and accurate. For this purpose five casual recordings are done. They were transcribed, and then analysed qualitatively through NVIVO. The content analysis of these speeches helped in sorting out the English words and finding out their grammatical categories, as well as equivalent words in Urdu. The mean values word counts and percentages were also calculated at the end. Where in 3,665 words of all five converstaions 575 English words are code mixed in 3090 Urdu, with the mean percentages of Urdu: English as 83.8%: 16.2%. Further analysis of English words is done that sorted out 44.4% English learnt from the advertisements (analysed in step one). This analysis have given a very clear picture about the use of English words in students' communication learnt from advertisements.

To explore the performance of students during spoken and written academic activities in class, and the extent of effect of English words of advertisements, interviews of fifteen teachers were recorded. A thematic analysis of these responses is done using NVIVO. This analysis have also given strength to the fact that the spoken and written language of students is badly effected by English word of advertisements and students have started using casual, informal and slang words not only in campus talk but also in class activities. Few respondents were of the view that by keeping check, this problem is controlled by the some of the students and can be applied to all, as this effect varies from person to person. At the end, the respondents suggested certain solutions to overcome this problem.

CHAPTER 5

CONCLUSION

5.1. Research Summary

In the bilingual communities, the communication level increases to move on global level. Code mixing and code switching are highly practiced in advertisement and as viewers, youngsters are highly affected by them and they effect their communication during their educational career. Broadly speaking these effects are of two types: academic and behavioural areas. In the speech of a bilingual person, there can be an effect of the dominant language more than other and the concepts attached to it are transferred as such though apparently they have no connection with the statement of that advertisement. For example; 'aik hi dhulai mein **clean bold** ker dey' and '**dew** nakiya to kya jiya'. Now here the word **'clean**

bold' that is attached **to** cricket is used for the sense of 'washing' and **'dew'** is used in a double fold sense, one is as 'due work' that is to be done and second is to drink 'dew' to complete due tasks. The effect of this code mixing is very much obvious in the campus talk of students when they use same word **clean bold** if some student could not pass the exams and **dew** when an assignment is submitted on due date.

The effect of this English assimilated Urdu language is also very much obvious in the written work of students and a lot of spelling mistakes are observed by teachers when they use **U** at the place of '**you**' and **'fone'** for '**phone'** etc.

Many words do not actually exist in formal English but are taken by viewers from English assimilated Urdu media discourse and are practiced by youngsters. So, we can say that the language is innovative and under the influence of code mixing one produces a number of novel utterances and the language can be affected phonologically as well as syntactically. The competence on those languages is very much obvious in the performance too and definitely, it affects the communication of a person.

The present study aimed at analyzing the lexical types of code mixed English words, used in the Urdu media discourse of advertisements. This study also aimed at the extent of the effect of code mixing in advertisements on the communication of students of masters at NUML. This research also focuses that how the use of English words in Urdu advertisements affects students' communication skills during study at master's level.

In the preceding chapter, the data analysis through both; qualitative and quantitative techniques is discussed in detail. This chapter finally concludes the study through research findings along with a detailed discussion, conclusion and then recommendations.

5.2. Research Findings

The findings of this study are derived from the data that was collected, analyzed and presented in the fourth chapter. As discussed in chapter three, this study used four sources for the collection of the required data. The triangulation method to analyze the data for the effect of English code mixed words of Urdu advertisements made the result more reliable.

The present study is a mixed method approach where the data was analyzed qualitatively as well as quantitatively. For these both types on analyses advanced technological soft wares are used NVIVO (qualitative analysis) and SPSS (quantitative analysis) to avoid any biases or manipulation of results according to the desire of the researcher. This study focused on the use of English words in Urdu commercials on one hand and their impact on the students' communication on the other hand. A collection of data was done using triangulation from four different sources to get a valid result. To check the reliability of the data collection process and analysis a pilot study was done at micro level and its reliable results helped in moving to the main research process of data collection and data analyses.

As discussed in the introduction and the chapter of literature review, communication is the basic need of humans. In a multi lingual society every language gets affected by other powerful language, that influence brings positive or negative effects to the language. the code mixing and code switching adds new words to the mother tongue to be alive but on the other hand the purity of it is at risk. Media policies always play a very vital role in molding the thinking style and interests of the public. The use of English language is common at formal level and people feel highly valued if they can communicate well in English language as it is now a language of elite class and symbol of prestige.

Advertisements are also found Code mixing English word whether grammatically or spelling wise correct or not. An analysis of 15 TV commercials was done qualitatively and quantitatively to reach the reality with the help of facts and figures. This code mixing is good in a sense that without attending such language classes a layman can also learn English words through advertisements and can guess their meanings through the context of urdu words of commercials.

To analyze the impact of code mixed English words in Urdu commercials data was collected through triangulation to avoid lapses in the results and it becomes easy to conclude the research well. A survey of questionnaires containing 45 question was taken from 200 students to find out the extent of using the code mixed words of the advertisements in the students' communication alongwith their opinion about the source of learning these words. To avoid any biases five casual recordings were analyzed, as discussed in detail in data analysis chapter to validate the impact of code mixed words in their daily conversation. Lastly, open ended

interviews were recorded, to find out the impact of this code mixing at academic level and it is found that it has good but mostly badly affected at academic level during speaking and writing tasks both.

As discussed in the previous chapter, a content analysis of first fifteen Urdu commercials was conducted using NVIVO and the focus was to analyze lexical types of the English words used in the discourse of Urdu commercials. The total world count of these fifteen advertisements was 848 and out of those, 508 were Urdu words and 340 English. The mean percentage value of Urdu words was 59 % while of English words is 41%. The results display that Urdu advertisements do not use pure Urdu but with the code mixing of English. The analysed data shows that most of these English words have equivalent words in Urdu but still they are replaced by English words in these commercials. The apparent reason seems to make the advertisement more interesting with a touch of newness, which will attract the audience and result in increasing the sale values of the said product. The analysis of lexical type of code mixed English words shows that they not only belong to the content words; noun, adjectives and verbs but also adverbs, preposition, and conjunction.

Through the analysis of data, it is found that some slang words are also used, which are neither a part of formal language nor academic one. These words are not used in sophisticated language but are part of these advertisements, for example, "yeah, O yaa! Etc. Furthermore, the study reveals that some titles of the products have wrong spellings, for instance; RITE (biscuits) at the place of RIGHT, UFONE at the place of YOU PHONE, FAIR AND LUVLY instead of LOVLEY. These slangs and misspelled words are probably used to give the advertisements a catchy effect to attract the audience.

As discussed in the previous chapter, to find out the effect of these code mixed English words in Urdu advertisements on the communication of students, a survey through questionnaire was conducted. Its first part was composed of five close-ended questions. According to the analysis, it is found that 1% respondents strongly disagreed and 4.4% disagreed about the influence of English words of Urdu advertisements on students' communication, while 7% remained neutral. On the other hand, 51.5 % respondents agreed and 28.7 strongly agreed with the role of commercials and their impact on the viewers. It is found that the TV advertisements

are watched in routine along with other programs. The viewers watch every new advertisement with interest. The analysis demonstrates that the English words used in the discourse of Urdu advertisements catch the attention of the audience and they influence them too.

The rest of 40 questions had one gap filling statement with three options. One out of them was from the analysed advertisements, placed at different position in every question. The analysis demonstrates that 82% of the respondents have chosen the words of advertisements to fill the gap of the forty statements. Some of the questions had formal words with an option of slang word and the result revealed that the slang were also chosen by the students, for example , **Yeah, Yaa** etc. There were some words having wrong spellings, like **Rite, luvly**, and it was also among the chosen options. The result also demonstrates that some words like **chocoletee, and chocolicious** which are not from English vocabulary are very much common among students. It does not mean that all ungrammatical and were chosen by the students, but grammatical and technical words were also among the selected ones. There were certain statements that were related to health issues and the respondents have shown knowledge by selecting scientific words (advertisements). The responses related to beauty were also amazingly chosen from the options of advertisements.

As mentioned in the previous chapter, the sub-part of these forty question inquired about the sources of learning these chosen words. The analysis demonstrated that 75- 80% respondents have selected advertisement as the source of learning word selected in every first part of the question, while 10-12of the responses were in favour of teaching as the source of learning. On the other hand, 5-6 % responded for face book and 3-4% favoured some other source. The analysis demonstrates that mostly students have favoured the English words used in the media discourse of Urdu advertisements, as the source of learning these selected words. The misspelled words and slangs were also selected by the students to fill the gap of the statements along with the option of advertisements that was chosen as the source of learning. The analysis demonstrates that Urdu advertisements are might be one of the strong influence on the language of the viewers.

This present study is a mixed method research, which mean both; qualitative and quantitative techniques. After finding out the code mixing of English words in

Urdu commercials, the lexical types of these words and their influence on students' communication is found through survey of two hundred students of the third and the forth semester of masters of English at NUML. Then, a qualitative analysis of five casual speeches have helped the researcher to find out the extent of code mixing in the students' communication. The analysis of the transcribed data demonstrates that it has 3,665 words (mean 733), Where 575 (mean 115) English words are code mixed in 3090 (618) Urdu lexemes. According to analysis, we may deduce that students use code mixing of English in there casual talk too, where majority of words have equivalency in their own language.

Further analysis of English words helped in sorting out the words of advertisements (analysed in first step) from code mixed words of English Conversations, which was, 245 words out of 575 English code mixed words. Therefore, the analysis concludes that 44.4% English words were learnt from the advertisements and 55.6% from all other sources that may include, teaching, face book, dramas and movies, social media, whats app, snap chat, IMO, twitter, peer learning or any other. The analysed lexical items were verbs, noun adjective that were used in conversation, including a few slangs. In the light of analysed data, it is deduced that the students have used the words of English that were having equivalence in Urdu but still they were preferred.

As mentioned in the previous chapter, the extent of effect of advertisements was studied by mixed method. On the one hand qualitative content analysis of casual talk to find out lexical types and the extent of the effect of Code mixed English words on students' communication during a casual camp talk is done. On the other hand, a qualitative thematic analysis of fifteen teachers demonstrates the performance of students during class activities in academic setting. The analysis explains that neither of the teacher ever tried to use advertisements to teach English but always used authentic material. However, they found students using words of advertisements on regular basis. It is obvious from the data that students use some of the words very frequent, even slangs in their conversations. According to the analysis, the respondents have noticed a change in the word choice of students in their conversations. They have agreed that the students mostly use casual language and slangs in the speaking skills activities.

The data demonstrates that there is a change in written activities of the students also. They have started using wrong spellings, for example, **"RITE, UFONE, U, I M, HV"** etc. The analysis reveals that the language of advertisements effects our conversation. It also finds that the main purpose of advertisements is to sale the product and to make it appealing, they use catchy phrases or words, even if they are not grammatically correct. These words are made attractive with the help of fast music, moving pictures, a quick change of scenes with pleasant, smiling faces. All of these things make the words so pleasing for the ears and we are attracted towards them. The analysis reveals that unconscious learning takes place. During a program these advertisements are on-aired after short intervals and on listening them repeatedly, these words are unconsciously memorised. Therefore, speakers start using them without thinking that non-academic or slangs words are not appropriate for the classroom settings.

The analysis also points out the change in spellings is might be due to excessive use of social media for the chit chat, for example, whats app, face book, snap chat etc. It also points out that students might have started using ungrammatical kind of short forms because of lazy ness.

The analysis demonstrates that in a bilingual community, the prominent language is always code mixed into less powerful language. English is a global language and is now popular mode for communication throughout the world. Due to its value and popularity, it became a symbol of prestige, and sophistication. Therefore, it is dire wish of youngsters to speak in English and also use slags to appear stylish, modern, and updated in group of friends.

The data presented in the previous chapter also presents the fact that every language has an ability of absorption of words from other language, and actually, with this ability it keeps growing and alive. Urdu is a "lashkari zuban", and already has words from Persian, Arabic etc. Therefore, if it is absorbing words from English, then it is good to use English words. However, it is concluded from the finding that grammatically correct, academic and formal words are unfortunately not used much by the students. They have no judgement power about which word to be used and which not to be used. Naturally, whatever they will listen, they will start speaking it, that is why there is much negative effect on their language.

In the end, the researcher on the basis of findings may conclude that language learning is an ongoing process with no end. Whatever is learnt from the environment becomes a part of the understanding and finally part of the communication of the learner. The electronic media is always playing an important in shaping the language. Our advertisements have started doing code mixing of English words in Urdu. To give them a catchy effect or make them appealing to attract the audience, they have started using even grammatically wrong words, misspelled titles or slang along with other vocabulary item of English that are appropriate to the situation are used in advertisements. The main purpose is to increase purchase values of the product but slowly and gradually, it is playing a silent but important role in the language development process.

As discussed in previous chapter that absorption power of a language keeps it alive, if every time purity of language is focused, then the growth will finish and this will lead to the death of Urdu language.

5.3. Discussion

Based on analysis and findings, it is concluded that the advertisements play a very important role in the development of language specially by influencing the word choice.

Language is not a static thing, but it keeps on growing and changing and accepting words from other languages. The more is the absorption ability, the more will be the chances of survival of that language. According to J. Howard(2010) in *lexicograph,* the most powerful and popular language of the world is English and if we study its history, we can observe that the lexical items of English are taken from different sources because of interaction between people and speakers of that languages.

Every language differs from other on the basis of sentence structure, grammatical rules and the word choice. These words collectively then construct a text and a text become meaningful if these words are properly connected showing cohesion and coherence. The lexical items of English used in Urdu advertisements were also having proper connections with the sentences. According to S. Aquilino (2007) every word is not only a lexical unit but also serves as a semantic unit, during the process of development of a language.

The present research focussed on the study of lexical units of English language used in the Urdu Advertisements, they were well connected semantically with the context described by the Urdu language. According to the focus of the study, lexical types of these words were extracted out and their equivalent words in Urdu were studied.

The effect of these code mixed English words in Urdu commercials were then studied using questionnaires, they included fill in the statements with the word choices given in each question. As G.U. Peter(2003) researched that vocabulary items cannot be learnt in isolation but through the language use. According to the data findings, 82% respondents have shown effect of advertisements on their communication.

The focus of the study was to find out the extent of the influence of advertisements on the communication. To have clear picture of it five casual recordings were analysed. C.E.Jammes (1956) declared that vocabulary cannot be learnt well if it is put in passive form but when is actively used. The lexical types and percentage of the English words from the commercials were studies that were used in these casual talks.

As shown in the previous chapter, interviews of the teachers were conducted to inquire about the role of advertisements on students' academic activities and communication tasks. The thematic anlysis helped the researcher to find out that how much students' communication is effected by the English words in the Urdu advertisements. According to Gubrium (1994) thematic analysis has varied advantages, and among them the most tremarkable benefit is that it directly represents participant's point of view.

The study was done using multi method technique to reach a transparent conclusion. In addition, the data analysis and findings helped to conclude that Advertisements influence students' communication largely. They have shown usage of same English words that were present in Urdu advertisements.

5.3. Recommendations

In the light of data analysis and findings, following recommendations are suggested.

Firstly, the teacher should enable their students to differentiate between formal and informal language, academic and non- academic language.

Secondly, teacher should teach the students that what a slang is and what its place is in a sophisticated language. When and to whom, they can use slang words. There is a nd to give awareness to the students, which language and vocabulary they can use for academic and formal settings.

Thirdly, code mixing of two languages is a natural and normal phenomenon in bilingual societies. This code mixing can be a source of learning, so it can be used for this purpose properly.

Fourthly, the life of a language needs a continuous process of growth. Otherwise, there is no guarantee of the survival of a language. Urdu language is an amalgam of many languages; Persian, Arabic, etc. so there is no harm if it absorbs some words from English language, but again a check on the words is to be taken by language policy makers.

Fifthly, media plays a very important role in the development of the culture of a society, and Language is one of the important factors that defines the culture of a society. People of a society take effect from all sources of media, specially the electronic media. It is found that people learn language from media directly or indirectly. Advertisements are one of them that affects this learning process. Therefore, there is a need to check the things going on air, as nothing in conflict of our culture can be allowed. For example, the choice of words according to the formality of situation is need to be addressed, even in the advertisements, as they are also a source of improving a language.

Sixthly, regardless of any hidden agenda behind the advertisements, the producers, whose focus is only to catch attention of the viewers, and for that purpose, highly informal language is also used. Keeping in view the attention of viewers for advertisements and the affect of the language, specially, code mixing of informal and non-academic English, on Urdu language of the viewers, is to be taken seriously. As concluded from the present study, along with grammatical words of English, highly informal structures; casual speech, misspelled words and slangs also become part of the language of the viewers and it is affecting their classroom activities. Therefore, the selection of words is supposed to be done carefully.

To sum up, based on the findings, a national language is always a matter of prestige for the nation. There is a need of promotion of the element of pride of nation, to eliminate feeling of embarrassment of a speaker when communicating in pure national language is not a good thing and is to be addressed at different forums.

Code mixing of English words is also needed to be done carefully, for instance without slangs and casual vocabulary.

The study suspects, that if the code mixing in advertisements is much focused, then youngsters will start replacing maximum words of Urdu with the English words and after some time definitely, they will start forgetting equivalent words in Urdu and it is a great threat for the survival of national language. The present study demonstrated that advertisements play an important role in language learning process. The language policy makers of media have to revise the policy and include only those English words that are not harmful for the academic activities of the youngsters and survival of Urdu language.

The present study opens more doors for upcoming researchers to work of change in the misspelled words, pronunciation. Further study can also be done on the students' informal language and behavior in formal settings. Another aspect on the purity of Urdu language and risk to its survival in original form can also be studied.

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APPENDIX A

FAIR AND LOVELY COMMERCIAL

Hi!

Hi!Arrey tuhari shirt ko….

Shirt ka ye haal hey tow face ka socho

Haan, ye lo.

Hmmm,,, soap sey kya ho ga?

Ham bikers ko chahiey yeh.

Magnet action

Fair and lovely men's face wash

Jiss ka magnet action Jamey huey oil or pollution ko kheinch nikaley

Icy menthol k sath dey cool, instant bright look,

Magnet action

Fare and lovely men's face wash.

APPENDIX B

NESTLE NESVITA

Kya ham hein strong…. Yeah

Kya ham hein strong…yeah

Bones ko strong bna k

Rahein sab sey aagey

Jo samjhey weak wo ….wrong

Kya ham hein strong……yeah

Torhein gay weak k label

Or jorhen gay apni strength

With nestle nesvita

Iss mein hey ziada calcium

Or izafi VIT D

Jo calcium ko bones mein jazb ker k bnaey bones ko strong

Bones strong to mein strong.

Dikha do your love.

APPENDIX C

BISCONI ROTE BISCUIT

Dekho, deikho, deikho, yeah hey merichoice

Just right

Bisconi right

Dark chocolate biscuit

Vanilla cream k sth

That's right, bisconi rite

Meethey mein baney

Milk mein doobey

Ice cream b ho gai high

It's right, bisconi rite

Jo care karey

Wo share karey

Piyar mein dooba her bite

Bisconi rite

Dark chocolate vanilla inside

Bisconi rite

APPENDIX D

DOVE INTENSE REPAIR

Kitney waadhy krtey hein hmm apney baalon sey

Straightner, karo damage na krney ka wadha

Ooopsss!

Love curls

Phir sey damage nahi

Yaad hey na wo wadha

High lights, phir sey

Pr wo aakhri baar ka wadha

Ab aakhri baar nai baar baar

One quarter moisturizing milk

Or keratin actives k sath

Baalon ko ander sey nourish karey

Or dey unbeatable damage repair

Dove intense repair

Unbelievable damage repair

APPENDIX E

DUE WHITENING CREAM

Din k haseen ujaaley

Sham ki siyaah thandak

Lekin meiri skin ksi b farak k bin

Rahey soft and glowing

Due beauty cream k bdolat

Due beauty cream

With multivitamin

Jild nikhaarey or rakhey aap ko hameisha

Purkashish or fresh

Due sey hr pal khoobsoorat

Hr lamha haseen

Jab hey Due to phir kuch or kiun

Due whitening cream

APPENDIX F

SUNSILK SHAMPOO

Jb baal jagmgaein to ideas youn aaein

Sunsilk laey shine

Shikakai ki khushbooun sey bhraa

Naey pearl oil k texture k sath

Umeedon ko muskraaney dow

Dil mein jo hey,

zubaan py aaney dow

Manzil hey nazdeek ,

mujy paaney dow

aasmaan ko choo aaney dow

yeah!

APPENDIX G

CLEAR ANTIDANDRUFF SHAMPOO

Baar baar deikho

Hzaar baar deikho

He…he

Dandruff!

Baar baar wapiss aa sakta hey?

No chance

Dandruff proof hoon

Clear, shiny, silky.

Baar baar deikho

APPENDIX H

KNORR NOODLES

Boriyat ki ghanti baji

Knorr noodles ki entry huee

Dan da dn dan dna dn

Ab kuch nai hey boring

Homework b bn gya fun

Knorr noodles kha rahey hein hmm

Chat pta or chicken ly k aaey hein fun

Knorr!

Iss ka magic hi or

APPENDIX I

SAFE GUARD

Try Karen

Safe guard hand liquid

Aik drop hey

Fine soap behtareen

Aik drop sey

Khatm karein jraaseem

Aik drop bnaey

Jhaag behtareen

Aik drop sey ho jaey

Haath soft orr clean

Safe guard k aik drop sey

Jraseem khtm, dheeron jhaag

Orr hath soft orr clean

APPENDIX J

COCOMO

Hey! Catch it

Aaeeye aap ko milwatey hein momo sey

Hey

Very stylish

Hello!

Bohat cool

Orr iss per attitude

Jabhi tow kehtey hein

Sb sey cool hoon mein

Sab ka favourite hon mein

Sab sey acha hoon mein

Naam meira momo..momo

Cute

Acha

Coco

APPENDIX K

CHOCOLICIOUS BISCUITS PEAK FREANS

Cho-co-li-cious

Meiri cookies hein chocletee

Cho-co-li-cious

Sab chahein chocolate

Just like me

Hi! Hi!hi!hi!

Deikho kitna cruchy hey

Bohat yummy

Deikho choco chip

APPENDIX L

CHOCOLATE CHIP COOKIES

Pta hey pta hey

Chocolate chip cookies

Aamm, amm..ammm

Bohat chocoletee hey!

Hmmm!

Ab hm

Barhy ho gaey hein

Amm,, amm

Bohat yummy hey?

Bohat bohat bohat yummy hey

Ammm!y

Arry yeah to sb ko pta hey

Excitement ab or barhy gi

Kiun k chocolate cookies

Ab hein orr b

With more chips

Hrr bite mein

Baat hey orr ziada mazey ki

Bisconi

APPENDIX M

NESTLE ..SUNAM MESSAGE

Bones strong to mein strong

Sab kehte hein ..yeh kya karey gi?

She is just a women

To kehney do

Shaadi k baad gole rotiyaan pkaey gi

Kehney dow

Dow late sitting hon gi, khud hi nokari chorhe dey gi

Kehney dow

Haemin kuch b kerney sey rok sakti hein sirf weak bones

Jab ham nai just women

Tow kiun piyein just any milk?

Piyo nestle nesvita rozana

Iss mein hey ziada calcium

Or izaafi vitamin D

Jo bones ko rakhey strong forever

Nestle

Good food good life

APPENDIX N

PANTENE PRO-V

Ab sey baalon ko sirf wash nai karon gi

Unhein doon gi nashwonuma or mazbooti

Because Pantete is just more than a shampoo

Iss mein hey oil ki taqat liye pro vitamins

Tow dey nourishment or mazbooti

Jarhon sey siron tak

Bachlow tow sirf wash na kerna

Unhein bnao stronger

Thicker,

Sirf choda dinon mein

Strong is beautiful.

APPENDIX O

COLGATE TOOTHPASTE

Aik maan ki zimme daari hotii hey k apney bachon k liey feisla karey k

Uss k liey kya acha hey or kya bura

 Iss liey meira feisla hey colgate

Bachey kuch b khaatey rahein jab tak colgate hey tow mein tension free rehti hun

Daanton ki hifaazat k liey sirf or sirf Colgate per bhrosa kerti hun

Koe or toothpaste use karon swal hi peida nai ho sakta

In ki tarha karhon maein bharosa kerti hein colgate per

Iss ka plus calcium formula daanton ko rakhey mazboot

Or cavities sey mehfooz

Colgate per.???Colgate per tow 100 feesad bhrosa hey

Maan ka bharosa dentist ka recommended

colgate

APPENDIX P

CASUAL RECORDING 1

Speaker 1: or zainab ramzan start ho gya hey, aftari kab kera rahi jo?

Speaker 2: yaar jab tum bolo..

Speaker 1: mein to kehta hun aaj kraa do,, abi kra do

Speaker 2:o nai aaj tow nai,, wo thora sa tumein pta hey kya….wo ham tow… wo mein tow saari cheezein ghar pr bnati hun..bazar wala koe concept hi nai hey… tow mujy pooray araam sey… poora aik din chahiey hota hey kuch b bnaney k liey.

Speaker 1:wesey btao kya kya bna leiti ho tum?

Speaker 2:yaar,.. wesey tow mujy cooking b aati hey…but wo jo kehtey hein k… nehaari waghaira tow yeah cheez …itney barhy barhy items tow mein nai bna sakti… lekin mein… yeah chicken bna liya…koe …baking mein ker leiti hun… wo kya kehtey hein…pizza bna liya.. mein sandwitches bna liey…iss tarha ki cheezein mein bna leiti hun.

Speaker 1:pizza tow mein b bohat acha bnata hun ..ksi din competition na ker lein..!

Speaker 2:kiun nai.. wesey tum dough khud bnatey hoy a bazar sey laatey ho..?

Speaker 1: mein ghar per bnata hun.

Speaker 2: pakki baat hey?

Speaker 1: pakki baat hey!!.. (both laugh)

Speaker 2: kya kya use kertey ho tum?

Speaker 1:mein kya kya use kerta hun (repeats) mein sb sey pehley na chicken ko na… achi tarha khushk ker k… orr uss k baad iss mein koeley ka dam lgata hun..or phir wo….

Speaker 2: acha bar b que ka…

Speaker 1: haan wo wala bnata hun mein…

Speaker 2:haan mein b ziada ter wo…nai hey k…bar b que…. Meiin mix hi bna leiti hun…maslan mushrooms b daal diey…or b matlab vegatables b beech mein daal di…yeah nai k mein alag alag bnati hun..mein…chalo ksi din karein gay competition…deikhtey hein kon win kerta hey phir..

Speaker 1: sehi hey…orr iss k ilaawa tum kya kya bna leiti ho?

Speaker 2: yaar, wesey tow meira page hey.. tumhein pta hi hey..zianab yummy ka… ziada meira ussi per hota hey…kiun k uss k mujy orders itney ziada mikltey hein k..mujy baki time hi nai milta k mein kuch bnaoun..tow ussi pey,, matlab baking mein ker leiti hun..maslan cake waghaira bna liey…ziada mujy orders b fountain cake k aatey hein…freek cakes k aatey hein…tow yehi meiri saari routine hey or activities b hein..

Speaker 1: tow tumhein pta hey na aagey enterprenure week aa raha hey,,,hmaari university mein..tow kya plan hey..koe lgana hey udhar stall?

Speaker 2:yaar..meira dil tow bohat ziada hey..mgr tumhein pta hi hey k ham aaeyaaa sey students hein…haemin tow allow hi nai kertey yeah.. tow..lekin mujy poora poora idea hey k iss dfa..plan hey k mein karon gi.. wesey tum haan aesey…hamm dono mil k b tow ker saktey hein na…deikho

Speaker 1: haan hamm dono kisi BBA k student k sath collaboration mein kr saktey hein..

Speaker 2: haan collaborate.. kr saktey hein yaar..orr..ham log..haan mein tow… meira b acha taste hey hey.. or mein ho b professional gai hun.. .. or tumhaari b skills achi hein.. u can guide me well

Speaker: or wo jo aaj kal dish chal rahi hey kya naam hey uss ka… wo jo..wo jo…gol gol… lamba lamba sa hota hey…??

Speaker2:yaar..spaghettees?
Speaker 1:nai …

Speaker 2: pasta??

Speaker 1: haan pasta.. pasta keisa bnati ho tum?

Speaker 2: yaar uss k liey tow shapes per b depend kerta hey… mein yaa tow macorooni shape wala use kerti hun.. yaa wo jo yummy wali sphegettees nai

hoti wo use kerti hun…tow uss k liey tow bohat saara matter hota hey jo… meira yeah hey k ghar per depend kerta hey.. mein tow..chicken wesey kam hi daalti hun..kiun k mein na iss tarha bohat ziada chicken mein like nai kerti hun…tow mein na vegatables waghaira mein bna leiti hun..vegatables k ander k aap wo simple instant fry karo uss k ander thorey sey….jitney b spices daalney hein wo daalo…or jo doosrey hein wo oopr kero mix kr k daalo …. Or mixup ker k bna lo.. or baki doosra jo method hota hey…wo yehi hota hey k ..instant masala bhoono…chicken daalo..or kha lo…bsss yeahi hota hey.

Speaker 1:chalo yeah spice mein ho gya..sweets mein tum kya bna leiti ho?

Speaker 2:sweets mein yaar mein coffee delight bna leiti hun…or kya kehtey hein…kheer..aik dfa bnai thi mein ney or seenwiyaan bna leiti hun…matlab iss tarha ki cheezein mein bna leiti hun.. meiry liey koe mushkil nai hey…maslan custard b mein bna leiti hun..wo koe masla nai hey… orr yaar ramazan hey aaj kal…tum mujy drinks ka btao…mein chahti hun drinks thori c freshing hon……kon c…?

Speaker 1:sb sey refreshing tow mint margrtto hoti hey…aap pehly mint ko grind kr lo or….chilled sprite waghaira mein daalo…uss k sath lemon daalo….

Speaker 2:acha haan mein na actually mein na aik…last ramazan mein mein ney bnaya tha…tang nai hota tang bnaya tha..beech mein mint daal kr k na uss mein ice cube daal k naa uss ko khoob blend ker diya tha….wo b na iss baar try karon gi… tum b try kerna..

Speaker 1:chalo aaj mein tumhaara wala try karon ga tum meira wala try kerna.

Speaker 2:haan yaar wo entrepreneur week per na,,,

Speaker 1:haan uss ka tow kuch final karo na….tum ney baat start kithi wo wahin per reh gai…

2:wo na BBA mein meiri b aik dow friends mein…mein un sey b baat karon gi,,,tow clear karo yeay agley week ho raha hey..kab ho raha hey?

1:next week ho raha hey…nai nai…yeah ramazan k baad ho raha hey..abi tow ramazan chal raha hey…

2: chalo haan haan…tow chalo mein na yaar btatai hun.. aik tow stall ka na….pehley sey kerna perta hey…tumhein tow pta hey…..itney saara log hotey

hein….stall hog a..yani jagah ,space ho gi na tow ham bnaein gay na.. orr yaar food b decide karo..k kon sa food ham rakhein gay or kitna ham earn ker sakein gay…taakey haemin kitna profit ho ga….or kitna ham

1: chalo next time ham mil k deikhtey hein…

2:chalo chalo last days mein kertey hein… meira bohat dil hey iss pey kermey ka..….ok!.??

1:ok!

APPENDIX Q

CASUAL RECOREDING 2

1… or yaar barhy gym shim ho rahey hein.

2…..mein tow kafi deir sey ker rha hun tumhein pta hi hey meira tow.

1.. ... kidhar jaa rahey ho aaj kal?

2….mein k udhar ghar k paas hi hey…PWD mein aik gym hey. Mein tow udhar jata hota hun.. pehley jab mein Multan mein tha tow…Multan mein .mein regular kerta tha,, mein nai yun beech mein chorhta

1.. acha… tow yeah baal shaal… set keisey kertey ho?

2…baal waghaira to mein rebounding kerwata rehta hun kiun k meierey baalon ka masla hey na.. curly bohat hein..tow mei her after ….after six months ..mein rebounding kerwata rehta hun.

1…..kidhr sey

2.. mein Lahore play zone walon sey kerwata hun.

1… acha..!

2…. Or tu nai jaata gym?

1.. mein ney shorru kiya tha..phir aagey ramazan aa gya.. phir chorhe diya aajkal..

2… ramazan mein to bhai sehi gym lagti hey…

1… haan magr himmat nai lagti ,,, trawiyaan perh k aata hun..thka hua hota hun uss time.

2… haan.. lekin.. Abdullah jeisey mein deikh raha hu na .. jis terey teiri physique hey..tujhy towchahiey k..tu apni body ko sahi fit rakhey.. or tujey gym ki kafi zaroorat hey..

1… sirf gym sey kuch hota b tow nai hey na.. proteins leini hoti hein…diet kerni hoti hey.

2… nahi protein..mein btata hua na ..deitin g bplan kya cheez hoti hey.. ab hmaari taraf kya hota hey k ham gym jatey hein..wo apni dukaan daari chlaaney

k liey haemin kehtey hein..aap yeah protein use karein.. yeh steroids use karein…yeah use karein.. wo sirf apney peiseon kmaaney k liey kertey hein..aap ki total protein..ap ki roti mein hey..meat mein hey..aap k rice mein hey.. aap k fruits mein hey.. jitna ho sakta hey aap fruits and eggs khao..Or Eggs mein jo aap ki zerdi hey..a..ap koshish karo k zerdi aap rehney dow or white jo saara hey..wo aap khao. Lekin iss mein aap ki saari Proteins poori ho rahi hein.aap banana milk shake piyo… aap mango ka milkshake piyo aap date ka milk shake piyo..aap kisaari proteins poori ho rahi hein. Or tu gym lazmi jaa or jis tarha mein bta raha hun na dieting plan ..apna deiting plan.. wo set ker.. deit jo hey..iss ka aik time table bna k iss mien mein yeah karon or yeah karon..

1.. sehi hey.. wo aik add b aata hey na k,,,bones strong tow mein strong

2… haaan.. wohi na..tu iss tarh ker k rakh.. iss tarha tu bohat weak hota jaa raha hey..

1.. sehi hey..ok..

2… haan…. Or specially jo boys ki look aap pey depend kerti hey k aap ki body keisi hey..? aap ki dressing uss k baad matter kerti hey..aap ney T-shirt pehni hui ho or neechey aap k baazo teeley jeisey nazar aa rahey hon tow T-shirt aap k o kya piyaari lagni hey.tow isss sey behter hey k pehley apni body ko bna phir dressing ki taraf jaa.

1… chalo inshallah h kuch kertey hein.. wesey tujey kitna ars aho gya hey gym jaatey huey?

2.. mujy tow takreeban teen sey chaar saal ho gaey hein..

1…yaar mujy b thorhi traning dey dey.. mein abi bilkul nya hun iss cheez mein tow.. koe maheena ..deirh maheena mujhy b dey dey traning.

2.. theek hey mein PWD jata hun…sham saat bajey…jeisey hi aftaari ker k mein saarhey saat bjy tak chala jaata hun..

1… yaar khaney k baad kon gym jaata hey.

2.. nai khaaney k baad nahi.. mein aftaari bilkul light c kerta hun…or jaat hun khaali peit… matlab hota hey mein game lgata hun or wapiss aa k mein dba k khaana khaata hun..

1.. orr is k ilawa koe or hobby hey teiri ..swimmimg waghaira..yaa iss tarha kuch?

2… nai itna kuch khaas nai hey..bss yehi heu… ziada dehan meira body pey ho hota hey..

1.. chal agar mein tumhaarey paa saaoun tow mujy kraa dey ga..

2…. Haan haan kiun nai.. aana na meirey paas…mein balkey poora aik month mein tujey kerwaoun ga.

1.. tow phir theek hey mein..kal sey aaaoun ga terey paas tow ham ikhatty start karein gay gym

2… theek hey tu inshallah iss tarha kerna k theek saarhey saat bajey meinrey paas pohanch jaaya kerna….ham gym jaya Karen gay.. ikhatty game lgaya karein gay…or teri dieting ka mein tujeypoorha plan btaoun ga…tu apni diet kis tarha control kerna hey.. kis tarha..tuu ney apne food ko rakhna hey.. theekhey?

1..ok Insha Allah.. tu mujjey chart bna deiiin

2.. ok..ok.. insha Allah zaroor.

APPENDIX R

CASUAL RECORDING 3

1.. haan yaar Dilawar, kya haal hey yaar

2.. Allah ka shukker

1… yaar mein to yaar,,, bilkul ser ka ganja kerwa diya hey…meirey to kafi baal gir rahey they yaar.. barhey..meirey strong or barhy healthy baal hein yaar…bta na kya use ker raha hey aaj kal

2….koe khaas to use nai ker rahs.. wohibass shampoo waghaira use kerta hun.. or uss k baad

Laurel ka jo hair conditioner hey wo use kerta hun.. pehley meirey b baal barhy curly they..iss k baad aik baar tow mein rebounding kerwai thi baalon mein.leikin uss k baad mein simple shampoo use ker raha hun.. uss k baad iak tow meira baalon ka hair fall wo khattum ho gya hey..after rebounding or jo mein laurel ka hair conditioner use ker raha hun.. us ki wajah sey meirey baal bohat glow kertey hein..aap k saamney hi hein..

1….tu hair loss b control hua hey koe.?

2.. haan bilkul aab meirey baalon ka bilkul girna band ho gya hey ..matlab wo kehtey hein na strong baal ho gaey hein meirey.

1.. chal mein b use kerta hun.. ,mujy iss ka naam likh dein taaakey mein b… meirey baal b tumhaari tarha achey sey nourish ho sakein orr..

2.. theek hey mein bta dun gam gr aa piss ko aik baar lazmi use kerna… yeah iss ka tha naam.. shampoo tow mein use ker raha hun…clear walon ka or iss mein conditioner mein laurel ka use ker raha hun..aap use… aap ko duun ga.. aap use kerna… aap ney tow abb bohat chotey kerwa diey hein.. lagta hey aap bohat hi tang aa gaey they baalon sey

1.. nai yaar meirey baal bohat hi khraab ho gaey they.. I think vitamins ki kami ho gai thi.. lekin ab mein use karon ga.. aap ney jo recom,mendation ki hey… umeed hey k meirey baal pehley ki tarha strong and glowing ho jaein gay..

2.. haan nai..insha ALLAH lazmi hon gay.. aik dfaa aap yeah use ker k deikhein tow shi.. or mein aap ko..aik or b suggest karon ga..aap baal thorhey sey barha k na..uss k baad aik baar laazmi …aap k baal b mujy bohat curly nazar aa rahe hein… wo jis tarha baal beyjaan sey ho jatey hein na.. mujy wo lag rahe hein… to aap aik baar lazmi rebounding kerwa k deikhein. Or uss sey b aap ko kafi farak parhey ga or deikhna ..baalon mein jo shinning aap jaati hey..Or aap k baal glow karein gay.

1.. acha.. acha orr yeah…jo tub ta raha hey rebounding ..yeahmeirey dost ney kerwai hey..mgr uss k baal tow jall gaey hein yaar, barha uss ney.. wo tow khfa aho gya tha..

2.. nai nai..Ehtzaza bhai aap darein matt..aap k dost ney jo kerwaey hon gay.. wo vella straight kerwaey hon gay…yeah vella straight yeah hota jo aap local shop seykerwa leiteyhein..peisey bchaaney k liey… dow teen sow mein aap kerwa leitey hein.. or wo aap k baalon ko bohat nuksaan pohanchaata hey..or aap k head per b barha effect kerta hey wo tow. Lekin aa piss ko,,, aap aik baar baal berhaaein tow sahi.. mein aap ko suggestion dey raha hun.. yeah meiri taraf sey gaurentee hey.. mein jahana sey keh raha hun aap wahan sey aik baar kerwa k tow deikhein..aap ko faida b pohancha ga.. or aap kahein gay l yaar mujy kisi bandey btaya tha or yaar meirey baal barhey shinning waley ho gaey hein..

1.. tu mujy jo recommend kerraha hey yaar.. mujy pehley b aik friend ney recommend kiya tha…lakin yaar uss ney jo mujy recommend kiya hey mein neyuse b ki hey mgr… uss seymeira haor fall or barh gya hey pehley sey…

2.. lakin jo mein aapko bta raha hun na hair rebounding ka.. ap wo. Kerwaein gay.. uss sey aap k baal b girna band ho ajein gay or deikhna aap k baal bohatglow karein gay.

1… chalo mein use karon ga jo tum ney btaya hey..

2.. or haan aik orr. Cheez mein aap ko btaoun.. aksar aap deikhtey hein na aaap wo flaan oil lgaein.. coconut oil lgaein…serson ka oil use karein…aaap dehi..eggwaghaira use karein… mgr jo mein bta raha hun uss baad aap ko kisi teil ki zaroorat nai rahey gi..aap use karein gay to wiss k baad aap simple oil use karein… wo b aap agr aap ko zaroorat parhey tow.. werna aap ko koe cheez use

kerney kib chaein tow.. werna aap ko kisi oil ki zaroorat nai perhy gi.. jo mein aap ko recommend ker raha hun uss k baad.

Orr aap tension na lein.. aap sik baar iss per amal ker k deih agr aap k baal girna band ho jaein gay.. or aap k baal grow kena shoru ho jaein gay..

1..chalo yaar mujy tow aik bohat khof s alga hua hey k….mein tumhaari suggestion per amal karon ga,,, umeed hey k….meirey baal b theek ho jaein gay…

APPENDIX S

CASUAL RECORDING 4

1… yaar mein kaal sham seytumhein contact ker raha hunnn,, kahan thii tum? Na phone attend ker rahi ho.. na msg ka reply ke rrahi ho..kal taqreeban sham paanchbajy sey mein mein caal kerna shorru kiya tha

2…. Sham paamch bajey..?? thi..

Haan wo yaar mein apni family k sath gaei hui bahar na… iss liey.. sorry yatr mein ney deikha hi nai wo tumhaarey messeges.

1.. kidhr ..kidhr kheiriyat sey gait hi..

2.. haan haan wo yaar,,, wo na ham mall gaey huey they centaurus mall.. wahan per na mujy kuch cheezen

1.. acha.. kya kya tum shopping ker k aai ho tum centaurus sey,

2.. kuch nai yaar wo mein.. ney apney face k liey kuch cheezein leini thi.. lotion leina tha,, shampoo leina tha.. face wash ho gya.. iss tarha ki cheezein leini thi..?

1.. acha mujy tumhaari iss beauty tips sey yaad aaya… yaar meiri skin na bohat oily hey.. mujy tu samajh nai lagti k mein kon sa face wash use karon??

2.. tum kon sa.. abhi kin sa use ker rahey ho..?

1.. mujy na jo b koe bta deita hey aeiwein mein wo use kerta hun.. mujy aik dost ney btaya tha k.. fair and luvly for men face wash use karo.

2..nai tum koe b oil free face wash use ker k deikho… bohat achey hotey hein.. tum kisi k bb paas chaley jao..kheir mein b aik hey meiri cousin.. mju bta rahi thi…mein na uss sey tumhein pooch k btaoun gi.. wo wala use kerna.. wo bohat acha hota hey…

1… acha… uss ka kya..naam kya hey..?

2.. I thinkl fair and luvly for men.. shayad yehi hey.

1.. wo tow mein use ker raha hun,,, wo tow mujy koe faida nai ho raha.. kow faraq nai perhta.

2.. mein ney btaya na.. mein uss sey message ker k…pooch k tumhein bta dun gi.. mujy abi mind mein nai aa raha k kons hey..

1… acha tum ney yeah jo beauty item hein,in ki jitni b cjeezei hein …yeah btum centaurus sey hi purcjase kerti ho..??

2.. centaurus k ander wo body shop hey..wahan sey hi aksar mein saaarey ley leiti hun..

1.. acha abi. Last time meiri family gai hue thi.. giga mall. Udhr b aik dow new shops open huee hein… abi next tim eudhr b chaker lagana agr dobara koe beauty sey related koe cheezein leini hon.tow udhar b chaker lgana.

2… haan yaar.. mienudhr b lgaoun gi.. actually giga mall hey bohta doore meirey ghar sey…tow jaatey jaatey aik ghanta tow udhar hi lag jata hey..kheir mein next time udher giga mall b chakker lgaoun gi.,,abi tak mein wesey gai nai hun udhar.

1.. acha.. tow tum wesey sath lotion kon sa use kerti ho? Tum kal shopping pergai hue thi.. lazmi tum ney wahan sey kuch khareeda tow ho ga.

2.. haan yaar lotion na.. mein na lotion liya tha.. mgr mein na wo bodyshop sey nai liya tha..tumhein pta hey yaar.. wahan sey cheezein bohat ziada expensive milti hien. Tow mein na F7 mein aik market hey..sorry F6 mein aik market hey…. kohsar market wahans sey liya tha..wahan aik shop hey..easa gee.. wahan per tum lotion leina nivia tha coconut moisturiser. Wo tum leina. Bohat acha hey wo.

1…yaar yeah jo tum itney ajeeb ajeeb naam bta rahi ho.. agr tumhara next time chaker lagey… tow tum meirey liey b leiti aana.. mein tumhein pay ment ker duun ga.

2… next time tow… pta nai… tum mujey pehley bta deity.. abi kal hi tow meira chakker laga hey… chalo mein chakr laga tow mein tumhein bta dun gi…mein ley leiti.. abi pta nai kab chakkr lagey..

  1.. chalo theekhey.. mujy tum laazmi btana.

2.. tum btao … tum kahan sey shopping krtey ho? Jeisey lotion ho gya.. purfum eho gya.

1… nai iss tarha ki cheezein tow mein ney kabi li nai hein.. haan mujy joshoke hey.. wo purfumes ka hey.. or mein J.DOT sey purchas kerta hun.

2.. acha j.dot ka perfume yum.. Islamabad sey leitey ho?

1… haan j.dot ki koi b out let per mein chla jata hun..pwd mein meirey ghar k qareeb hey.. yaa centaurus mein..

2… haan j.dot ko mein use kiya hua hey.. iss ka wo ruby mein b use kiya hua hey. Or aik wo hey.. komal.. wo b bohat use kiya hua hey.

1.. acha..haan mein ney tumhein btana tha k.. mein tow jta hi rehta hua j.dot purfumes leiny k liey.. to abbi recently, two months ago unhon ney beauty items..ladies items ki make up kit b unhon ney apni outlets mein rakhney shorru ker diey hein. Agr tumhaara nexttime chakkar lagey towtum b avail ker leina

2.. acha! Tumharey paas nai hey member ship card.. tum tow jatey hi rehtey ho

1… haan meirey paas.. membership card b hey.. j.dot ka.. agr tum ney b leina ho kuch tow btana…. Mein tumhein apn acard dey dunn ga. Tum uss per discount mein cheezein purchase ker leina. I hope k saari cheezein bohat achi hon gi..

2… arrey haan.. ab tow unhon ney bohat c cheezein nikaal li hein, kurtey ho gaey. Jootey b rakh liey..Perfume b rakh liye.. jewellrry b rakh li

1… haan sab kuch.. ab tow make up hey ab.

2… haan ab jab b meira chakkr lga tow make up zaroor lun gi. Theek hey.

2… theek hey.. ok!

APPENDIX T

CASUAL RECORDING 5

1…Yaar yaad hey last time jab ham hunza gaey they.. kitna maza aaya tha

2… haan mujy toe yaad hey.. kya beautiful scenery thi..

1… haan lekin safr bohat hi tiring tha.

2… haan mgr end per ham bohat hi beautiful and greenry wali place per pohanch giya tha

1… haan scene tow bohat hi beautiful tha.. itni greenry thi.. mein ney tow uss visit ko itna enjoy kiya tha jitna mein ney kisi visit ko enjoy nai kiya

2… tow raastey mein yaad hey hamney jo chicken krhahi khai thi or jo juice piye they.. it was so yummy and tasty. Un ki presentation b bohat achi thi..

1.. haan juice itney refreshing they uss time pey.. wo germiyun ka mousam tha na… uss mein aik tow greenry itni zida thi.. mousam b bohat acha tha.. tow wo bohat hi refreshing tha. . haan wakaee presentation tow achi hi thi. Or zahir hey presentation toe achi hoti hry na…tabi tow wo sb ko attract kertey hein… hery na?

2.. haan yeah baat tow hey,,,haan or wo yaad hey jo un ka mountain bikers wala festival tha.

1.. haan stunts.. mein tow bohat hi der gait hi… wo itney mushkil kisam k stunts they.. jo wo bikers ker rahey they.

2.. uss mein sey mujy jo sb sey ziada mazey k alga tha.. wo fire stunt tga..

1.. haan wo tow bohat hi khatternak tha .. or deikho jis ney grey coloiur ki jacket pehni hue tji.. wo bokers tow bss kamal hi tha. Kamal,

2.. or un k jo bikes they.. dekhey they.. kitni kitni bcc waley they,,

1.. haan.. pta hey kya,,, wahan per kitny foeeigemns they. Un foreigeners ko b tow attrct kerna hota hey na..or wo barha organise tareekey sey hota hey ns. Isi liey wo jo un ki beauty thin na.. it was wonderful.

2.. or deikha tha wahan per kitni ziada families aai hue thi. . wo tow family function tha.. mujy lag raha tha. Family outing thi

1.. zahir hey.. hunza valley jo hey,,, its so wonderful, itni greenry hoti hey.. itni mountains.. itni achi cheezein hoti hein tow zahir hey issi liey klog family sameit aaein.

2.. or mujy tow sab sey ziada pasand wahan ki jewellery aai hey yaar.. kya jewellery hey yaar or kya uss mein stones lgaey hotey hein..shopping k liey jo stalls lagey hotey hein.. I really love it.. and Ireally wanna go there and Iwant to do shopping there.

1.. aan I also wanna go there again cuz I love shopping. Haan jewelary ilawa b wahan per cheezein achi thi but yaar, jo label price tags k uss k opper lga deity hein na they are so expensiw

2… yers definitely foreigners hotey hein.. un k liey tow price tag lgana perhtery hein.

1.. haan.. lekin dekho wo environment barhi hi magical hey. Hey na?

2.. haan yeajh tow hey.. haan wahan k natives sey aap ki jaan pehchaan ho tow ..cheezein munaasib rates per mil sakti hein

1.. haan mgr deikho.. foreigners k lehaaz sey unheon ney itni ziada cheezen bnai hue thi.. chiken karhai type cheezein b thi ,,or yar tumhaara favourite food b tha.

2… haan noodles or pasta..i really love it.

1… haan or burgers. They are so good. Maza aa jata hey.. stomach filling hota hey,

2.. or sathh mein juices grape fruit k… or sath mein orangen or mango. They are inspiring.

1… haan mgr deikho… foodwas… simple food tha lekin tha healthy.

2… yeah baat tow wakaee thi.. lakin jo un k handy crafts they .

1.. haan u know.. mujy tow shawal bohat hi pasand hey.. uss ka texture b barha kamal ka tha lagta tha bilkul hi asli kisam ka hey,,, lekin pta hey kya bohat hi expensive,

2.. o yeah..that was.

1…But meira dil chahta hey k mein dobara visit karon.

2.. haan chalo theek hey… aeisey lertey hein.. next month plan kertey hein.

1.. let's plan.. last tim,e b mujy bohat maza aaya tha. Un ki jo stylish type ki caps thi.. or handy crafts they.. mujy tow itney achythey.. haan tum ney kuch buy b kiya than a.

2… haan bilkul mein ney shawal li thin a.. jo mein ney kal pehni huee thi.. tum ney deikhi thin an. Kya texture hey uss ka meira tow g chahta hey roz hi wear katron ussey.

1.. haan deikho na.. uss waqt tum ney germiyun mein ,li thi or abi serdiyun mein tumhaarey kaam aaii hey.. abi phir plan kertey hein na. meira dil hey k wo jo wahan per mirror work wali caps thin a wo mein loon. Barhi attractive THI..

2.. haan or sath mein uss k sath jo un ki jewllary hey na stone wali… wo uss k sath attach ho tow kya hi baat hey.

1… haan deikho tumhaarti shaafi b tow aa rahi hey.. mirror work ki cap or tum wo jewellery pehno tow maza hi aa jaey.. hey na,,??

2… haan bilkul mein b yehi soch rahi hun.. kya khiyaal hey,

1.. two phir plan karein..?

2.. haan bilkul bilkul

1.. ok what about next month,, chuttiyaan hein,, chaltey hein phir.

2.. chalo theek hey.

APPENDIX U

No	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I	Do you watch television advertisements					
Ii	Do you concentrate when watching the advertisement for the first time?					
Iii	Does language of an advertisement influence you?					
Iv	Do the English words used in Urdu Advertisement catch your attention?					
v	Do you think that advertisements are playing an important role in language learning?					

STUDENT'S QUESTIONNAIRE

Q2: Encircle the most suitable option.

1	For dry skin there is a need of ………..	cream	Moisturising milk	lotion	
1.1	Where have you heard this word?	Face book	advertisement	Teaching	Any othe

2	My …… is a big problem in these days.	Thin hair	Hair loss	Hair fall	
2.1	Where have you heard this word?	Face book	advertisement	Teaching	Any othe

3	Everybody wants to have ………. Skin.	beautiful	glowing	shiny	
3.1	Where have you heard this word?	Face book	advertisement	Teaching	Any othe

4	………. Covers deficiencies of body.	minerals	multivitamins	proteins	
4.1	Where have you heard this word?	Face book	advertisement	Teaching	Any oth

5	She is unable to bear that ……….	damage	loss	devastation	
5.1	Where have you heard this word?	Face book	advertisement	Teaching	Any oth

6	She tried every effort to ……… the baby	sustain	nourish	cherish	
6.1	Where have you heard this word?	Face book	advertisement	Teaching	Any oth

7	The ……….of this fabric is awesome.	texture	quality	Weaving	
7.1	Where have you heard this word?	Face book	advertisement	Teaching	Any oth

8	……….. it's party time.	Hey!	Aha!	Yeah!	
8.1	Where have you heard this word?	Face book	advertisement	Teaching	Any oth

9	Doing homework seems a ………task.	boring	tiring	tedious	

9.1	Where have you heard this word?	Face book	advertisement	Teaching	Any oth

10	People want to get things by ………	spell	magic	Trick	
10.1	Where have you heard this word?	Face book	advertisement	Teaching	Any oth

11	I am feeling lazy. Let's have ……….	Fun	pleasure	enjoyment	
11.1	Where have you heard this word?	Face book	advertisement	Teaching	Any oth

12	You are looking …… in this attire	cool	smart	Fit	
12.1	Where have you heard this word?	Face book	advertisement	Teaching	Any oth

13	Her ……….. creates problems for her.	pride	gratification	attitude	
13.1	Where have you heard this word?	Face book	advertisement	Teaching	Any oth

14	Nowadays, youngsters' focus is to look...	delightful	cute	beautiful	
14.1	Where have you heard this word?	Face book	advertisement	Teaching	Any oth

15	I like ………….. cookies	chocolate	chocolatee	chocolato	
15.1	Where have you heard this word?	Face book	advertisement	Teaching	Any oth

16	My mom baked ……….. pizza	tasty	yummy	Good

16.1	Where have you heard this word?	Face book	advertisement	Teaching	Any oth

17	You will enjoy every ……. Of meal.	Bit	bite	Piece	
17.1	Where have you heard this word?	Face book	advertisement	Teaching	Any oth

18	…...... increase the pleasure at tea time.	biscuits	cookies	wafers	
18.1	Where have you heard this word?	Face book	advertisement	Teaching	Any oth

19	Chicken patties are too …………	crispy	crunchy	Crusty	
19.1	Where have you heard this word?	Face book	advertisement	Teaching	Any oth

20	Trips always bring …………….	happiness	Excitement	amusement	
20.1	Where have you heard this word?	Face book	advertisement	Teaching	Any oth

21	She likes chocolate cone with ……….	cream	chips	biscuits	
21.1	Where have you heard this word?	Face book	advertisement	Teaching	Any othe

22	Models look so ………. on screen.	modern	stylish	graceful	
22.1	Where have you heard this word?	Face book	advertisement	Teaching	Any othe

23	Taking lots of water keep my skin …...	neat	fresh	Clean	

23.1	Where have you heard this word?	Face book	advertisement	Teaching	Any othe

22	Models look so ………. on screen.	modern	stylish	graceful	
22.1	Where have you heard this word?	Face book	advertisement	Teaching	Any othe

23	Taking lots of water keep my skin …...		fresh	Clean	
23.1	Where have you heard this word?	Face book	advertisement	Teaching	Any othe

24	Would you like to watch …….. race.	Motor cycle	bikers	scooter	
24.1	Where have you heard this word?	Face book	advertisement	Teaching	Any othe

22	Models look so ………. on screen.	modern	stylish	graceful	
22.1	Where have you heard this word?	Face book	advertisement	Teaching	Any othe

23	Taking lots of water keep my skin …...		fresh	Clean	
23.1	Where have you heard this word?	Face book	advertisement	Teaching	Any othe

22	Models look so ………. on screen.	modern	stylish	graceful	
22.1	Where have you heard this word?	Face book	advertisement	Teaching	Any othe

23	Taking lots of water keep my skin …...		fresh	Clean	
23.1	Where have you heard this word?	Face book	advertisement	Teaching	Any othe

24	Would you like to watch …….. race.	Motor cycle	bikers	scooter	
24.1	Where have you heard this word?	Face book	advertisement	Teaching	Any othe

25	This cream will give you …….. beauty	sudden	instant	magical	
25.1	Where have you heard this word?	Face book	advertisement	Teaching	Any othe

26	A bad …… cant the changed easily	Tag	label	sticker	
26.1	Where have you heard this word?	Face book	advertisement	Teaching	Any othe

27	This face wash is good to remove …..	impurities	oil	germs	
27.1	Where have you heard this word?	Face book	advertisement	Teaching	Any othe

28	……… makes your bone strong.	minerals	calcium	protein	
28.1	Where have you heard this word?	Face book	advertisement	Teaching	Any othe

29	…… menthol gives a fresh effect to skin	cool	icy	frosty	
29.1	Where have you heard this word?	Face book	advertisement	Teaching	Any othe

30	He reached here with ……… action	quick	magnet	Instant

30.1	Where have you heard this word?	Face book	advertisement	Teaching	Any othe

31	To work on screen, ……… is important	look	face	guise	
31.1	Where have you heard this word?	Face book	advertisement	Teaching	Any othe

32	That's …….. I agree.	ok	right	correct	
32.1	Where have you heard this word?	Face book	advertisement	Teaching	Any othe

33	Kids don't accept things without …….	option	choice	selection	
33.1	Where have you heard this word?	Face book	advertisement	Teaching	Any othe

34	I have to see dentist for tooth ……….	blackening	cavity	problem	
34.1	Where have you heard this word?	Face book	advertisement	Teaching	Any othe

35	Doctor has …… Colgate tooth paste.	suggested	recommended	indicated	
35.1	Where have you heard this word?	Face book	advertisement	Teaching	Any othe

36	Always …….. your teeth trice a day	clean	wash	brush	
36.1	Where have you heard this word?	Face book	advertisement	Teaching	Any othe

37	Strong teeth need ………..	brushing	calcium	fluoride	
37.1	Where have you heard this word?	Face book	advertisement	Teaching	Any othe

38	Completion of task is a big…….	relief	encouragement	happiness

38.1	Where have you heard this word?	Face book	advertisement	Teaching	Any othe

39	She is facing lots of ……. here.	things	problems	circumstances	
39.1	Where have you heard this word?	Face book	advertisement	Teaching	Any othe

40	Toothache is giving me ……. Shocks.	big	unbearable	electric	
40.1	Where have you heard this word?	Face book	advertisement	Teaching	Any oth

APPENDIX V

TEACHERS QUESTIONNAIRE. OF INTERVIEWS

Q1: What kind of activities do you give to the students for having exposure to your own culture specially: Reading Books/ Magazines/ TV Drama/ Commercials/Movies?

Q2: What kind of Changes have you observed in students' academic or non-academic communication regarding the choice of words?

Q3: Have you observed that words, such as "yummy", "chocoletee", bikers, instant, yeah, icy cold, magnet action, just right, bite are mostly used by students on regular basis.

Q4: What do think is the source of certain words like "yummy", "chocoletee", bikers, instant, yeah, icy cold, magnet action, just right, bite; Teaching, Facebook, advertisements or any other.

Q5: Do you think that regardless of the hidden agenda behind Advertisements, students are much influenced by the word choice used in these commercials.

Q6: Would you agree with the normal concept that the use of non-academic language is not only a matter of pleasure for the youngster but also to appear stylish?

Q7: Do you agree that our language is largely affected by the Urdu advertisements being televised?

Q8: Do English words used in Urdu Advertisements catch attention of the viewers?

Q9: Is the use of English words in advertisements playing an important role in the language learning process?

Q10: Have you observed changes in spelling due to language of advertisements ?

Q11: How does informal language of advertisements affect students' speaking skills during class activities.

Q12: How do you see code mixing of informal words of English into Urdu advertisements on a regular basis?

Q13: What recommendations do you suggest regarding the code mixing of informal English words in Urdu advertisements?