

An Analysis of the Effect of Excessive Exposure to Media (Slangs in Urdu) on Students' Communication at Graduate Level in Pakistani University, During Covid-19

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Abstract

The present study is a qualitative study and it focuses on the effects of media especially on the vocabulary of the students. The students at graduation level of NUML University, that is renowned for the language courses in Asia are assessed by their respective teachers during written and presentation tasks. This study is a qualitative analysis through the interviews comprised of fifteen open-ended questions from the teachers that are teaching to 4th semester of BS English. The data from transcribed interviews is analysed thematically using NVIVO, The study aims to find the problems of student's academic language due to effect of over exposure to screen. This study also suggests possible solutions for future. It recommends training teachers with IT for Education Purposes. Lectures are to be prepared to cope with such kind of natural disasters. This study will be helpful for the curriculum designers and also for the media controlling policies to work positively specially for the academic language of students at university level. The present study is a qualitative study and it focuses on the effects of Slangs used in Urdu language of media especially on the vocabulary of the students. The students at graduation level of NUML University, that is renowned for the language courses in Asia are assessed by their respective teachers during written and presentation tasks. This study is a qualitative analysis through the interviews comprised of fifteen open-ended questions from the teachers that are teaching to 4th semester of BS English.

Key words: Covid-19; use of media (Slangs in Urdu); non-academic language; slangs; thematic qualitative analysis; NVIVO.

Introduction

Covid-19 during last few years, globally affected almost all aspects of human life. It became not only an element of fear for health but practically stopped all activities and bounded us to stay indoors. Education is the second area that created much challenges to cope. The only solution found suitable to continue education during this period was to switch to online mode of education. However, it was not easy to make the teachers learn online teaching platforms, but many institutes tried their best to cope with this challenge. Pakistani institutions including all universities immediately started Faculty development course to equip their lecturers with use of technology for teaching effectively. Despite financial issues on the part of students to buy laptops, NUML (National University of Modern languages, Islamabad) also tried its best to continue teaching without any gap.

Although the educational institutes including NUML used different online platforms including google meet, google classroom, Microsoft Teams, zoom conferencing etc. but it is a fact that the learning that can take place during face to face mode of teaching can't replace through the technology. Moreover, NUML started its own LMS system in days and this helped the students to get recordings of lectures as well as good platform to submit their assignments, quizzes and tasks. Despite, every

effort of using technology to make the studies of the students, up to the mark, we cannot ignore this fact that the screen time to students increased resulting as increased health issues. This study aims to find out and spot the bad effects on students' academic writing during Covid-19.

Although, it was difficult for the students to attend online classes due to buying network packages, signal issues, but they somehow managed to cope with the challenge of time. They were using gadgets more than required. This all activity resulted as spending the rest of their time also in front to screens, not for studying alone but also to entertain themselves with video clips of dramas, movies, comedy programmes and specially memes. The language used by the private production houses is never up to the mark. The more we watch them the more we learn.

Researches have shown that natural learning of a language includes for major skills; listening skills, speaking skills, reading skills and writing skills. Every skills relates to the other and their use in integrated for make are fluent in speaking as well writing. Our languages are not purely following lexical items of one language but code mixing of words from other languages especially English make us understand that language too. This code mixing of English language is very much obvious in our national language Urdu as well as mother tongues. It is a fact that media plays a very important role in promotion of different underlying strategies to disseminate among public, whether about state, new ideas, fashion or making connection with any language. During pandemic students were exposed to media more than requirement and they watched it in their leisure time.

Literature Review

Covid-19 marked permanent imprints especially on the Education system at the Global level. The educational institutes are switched to e-learning, as per the need of time and requirement of the precious time of students. There are many studies done on the benefits of e-learning

According to a quantitative study by M. Mohammad (2020) in Tiayaba, Madina, on the challenges during e- learning process of covid-19 is done on 184 universities expresses that the students of these areas vastly accepted and likes the mode of e-learning as new system of learning, this study also focussed on the obstacles found by teachers to meet the challenge.

Covid-19 that covers almost two years was a difficult time to cope with, it's not only health and education but all areas of human life, trade, food etc are affected badly. During 2020 Turkish Researchers conducted a study to find out the challenges teachers and students faced while abandoning face to face teaching-learning mode to Emergency Distance Education. Another research on same area by Yin, Y., Siang, W. Mohammad, M. (2021) on the challenges faced during Pandemic on English Language Learning with special focus to speaking skills was done.

In a Public university at China a study is conducted on 182 students to find foreign language class anxiety (FLCA) and listening anxiety (FLLA) over a semester. This longitudinal study was conducted to enhance listening, speaking reading and writing skills of the students at graduate level. Y. Ying (2021).

During April 2021, a study by A.B. Dan et.al in Indonesia worked on Arabic language regarding the challenges of time of Pandemic-19, the difference between the planning and implementation of Arabic language caused many problems for the language learners. This library research talks about the benefits of face to face learning. Covid-19 effected education badly in the whole world. Teaching and learning online with deficit resources was really a challenge. Teachers and institutes tried their best to educate their students. National University is also renowned of the only language university in Pakistan, teachers are always engaged in faculty development workshops

throughout the year, still pandemic have shaken this university too. The online mode of teaching increased media exposure time. The present study explored the problems that became obvious in productive skills especially academic graded tasks of speaking and writing skills. The language of students is highly effected. His present research collected data from teachers to reach the facts about the problems, and their possible solutions. This study will be a help for students, teachers, curriculum designers and media policy makers.

Methods

The present study focuses on the change or adoption of new but less prestigious lexical items that are frequently used in Urdu media and its effect on not only day-to-day communication of the students but also upon their academic language, whether in written form or spoken (productive skills). Therefore, this research is qualitative in nature. A questionnaire formulated to collect data from the teachers that are teaching BS English at NUML since years, had open-ended questions. These recorded interviews are then transcribed, They data is collected from the interviews of the teachers regarding the use of 'lexemes', learnt from media during covid-19 and their use in day-to-day conversation and also at academic level. The questionnaire containing 15 open-ended questions helped together data easily because the respondent can provide well-explained answer to the required questions. The data was in the form of narration and analysed qualitatively using a software technique known as NVIVO. This questionnaires contained analytical questions regarding the normal language behaviours of students during study tasks in spoken as well as written forms. The data collected in the qualitative form; from 40 teachers that are teaching students of 8th semester of BS English is analysed using NVIVO. NVIVO helps to conduct research smoothly in less time.

Results and Discussion

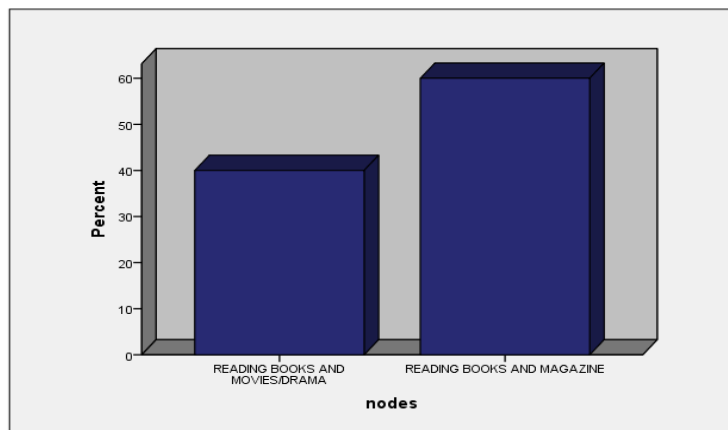
language learning is a nonstop process. Addition of new words to a language and keeps it alive. Pandemic since 2019 played a very vital role in slowing down all activities of human life on globe. To cope with the situation while staying at home, different platforms are availed to keep the system of life to go on. Education system also opted online education system. Its success varies in achieving goals according to available resources. Students benefited due to online education. For making classes more interesting and student's involvement required to work for hours on screen and students also explored different areas of IT. They felt pleasure in spending time more than requirement on screen and different modes of media. On one hand the learning took place fast, but on the other hand, students due to watching and socializing started learning non-academic, un grammatical, slangs and misspelled lexemes of Urdu and English, and they became part of their even academic language.

The present study focuses on the effect of the exposure of media during covid-19 and its effect on students' academic outcomes.

Q: What source do you preferably use for teaching during covid-19, hard form of books or videos/ TV/Commercials/ movies??

This question was to inquire about the choice of preferable teaching material during Covid -19,as all educational institutes went online.

Q1: coding by node

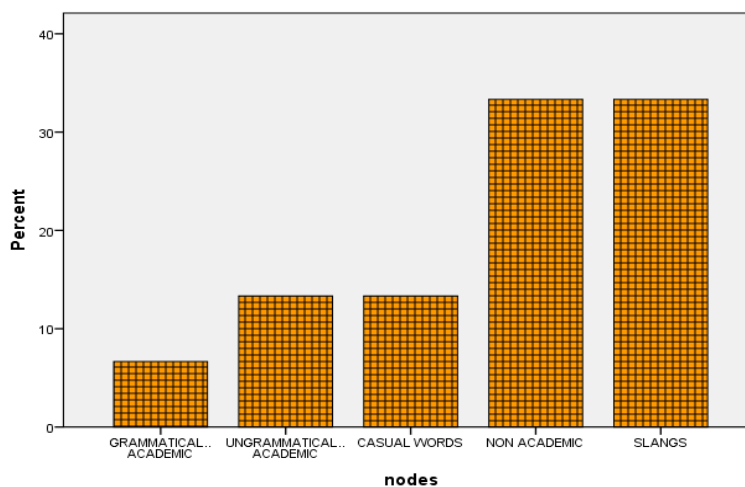


A qualitative analysis shows that 60% respondents preferred reading books and magazines, in hard copy as well as online but 40% used other sources of media also to teach online.

Q: What sort of Change have you noticed in students’ lexemes regarding academic or non-academic activities in class?

Everybody keeps on learning language and the progress gets clear when we use our productive skills The responses in this regard are shown in the chart below.

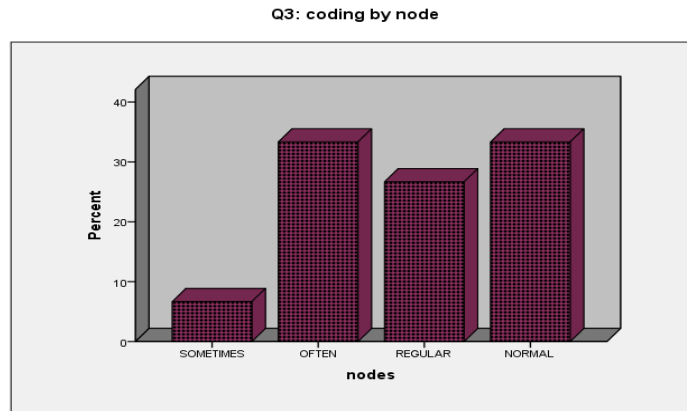
Q 2: coding by node



The analysis reveals that those 33% respondents noticed language like, ‘bcuz’ ‘rip’ etc. that students have started using slangs in their conversations, and 33% observed slangs like ‘gonna’, ‘wanna’ “slaatan” in academic settings. Where, 13% agreed that students have started communicating casually during graded tasks whereas 13% stressed upon wrong grammar under influence of media. And only 8% reported about purely use of academic and grammatical language in class without any influence of media.

Q: Do your student use the Frequently used words of ads like “yummlicious”, “chocoleto”, instant, yeah, mirchee, icy cold, magnet action, just right, regularly, often, sometimes or normally?

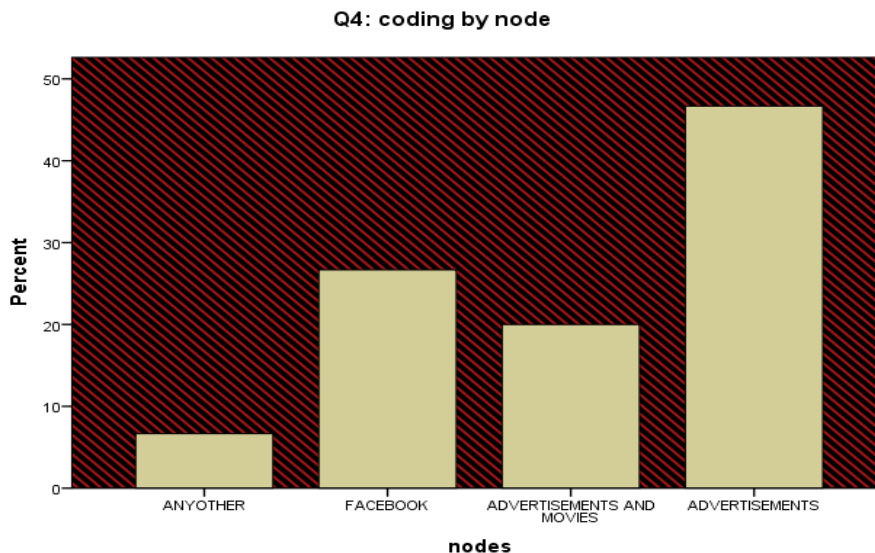
These words are commonly used in ads and other programs.



According to the analysis 33% agreed upon the usage of above mentioned words very often, while 33% feel this words became part of our language so no issue, 28% thinks it's part of natural learning process; listen, learn and use. Only 8% refused these words as a part of student's language on daily basis.

Q: What do think about the source of these non-academic words (slangs in Urdu) in students' communication used during tasks of speaking skills in pandemic ?

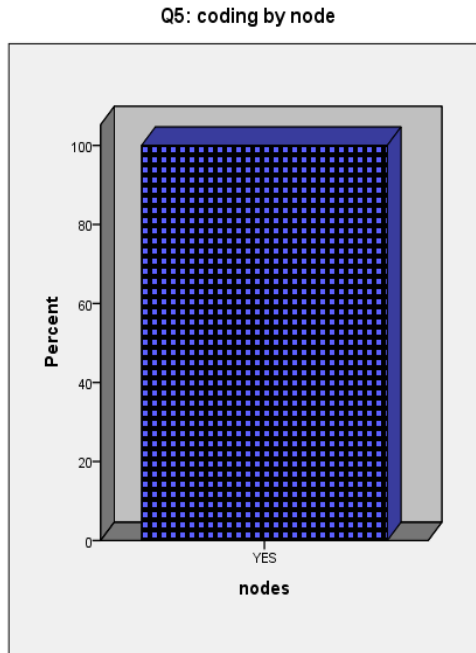
The analysis is shows that exposure of media is overall effected language of students. During covid-19 online education system.



Here 48% realised this few words are from advertisements, 28% agreed about excessive use of Facebook, 20% think that the catchy phrases and musical tone make us to learn these words quickly, whether grammatically correct or not, like UFONE. While only 6% think about the use to Whatsapp and putting and reading statuses, like AOA, LOL, FYN, K. etc.

Q: What is your opinion about the influence on word choice used in media during covid-19 is justified?

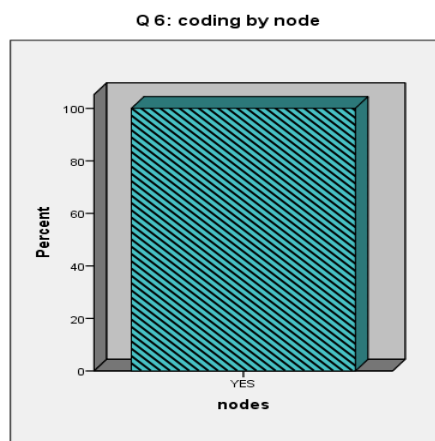
Media actually plays a very crucial role in promoting language of power and making concepts of public through get up and language.



According to this analysis 100% agreed that people learn from media. These catchy words along with music are accepted and become part of our language like, 'due', fair n luvly, yeah etc.

Q: Would you agree with this saying that adopting informal/ newness is for the sake of Swag only, resulting as use of non-academic language?

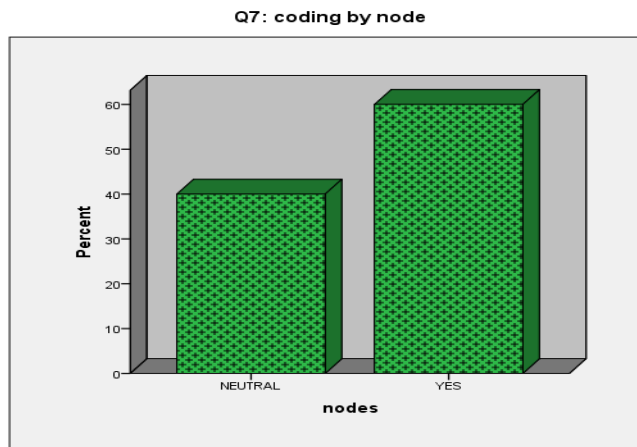
Newness is always appealing for everyone specially youngsters. The analysis shows that



100% agreed that students use ungrammatical/ misspelled/ non-academic language just for a style and secondly to look fashionable. English is the language of superpower and symbol of prestige so unknowingly students learn ungrammatical, non-academic and misspelled language as well.

Q: would you like to agree that during covid-19 too much exposure to screen for studies actually brought a change in vocabulary of Urdu too specially Urdu programs?

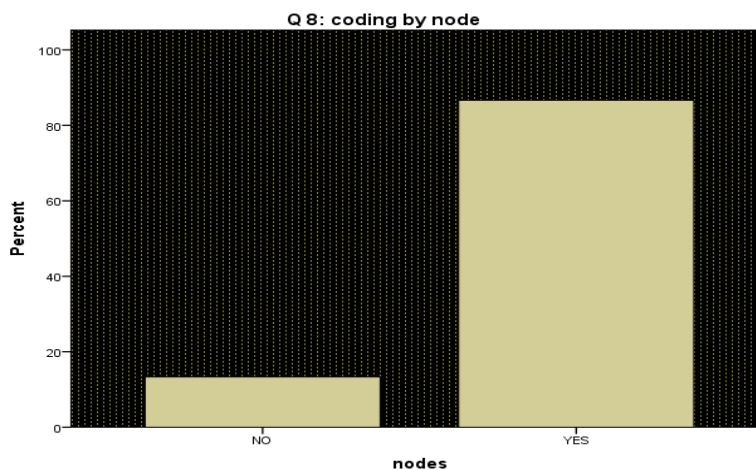
It's not only English but Urdu also accepted these non-academic words unconsciously.



60% respondents think that the language of media affect our language as well while 40% are with the view that we listen to these programs on different plat forms of media but that the use of language is not possible in the formal settings.

Q: Would you agree that youngsters are more attracted towards Urdu programs where English words are used?

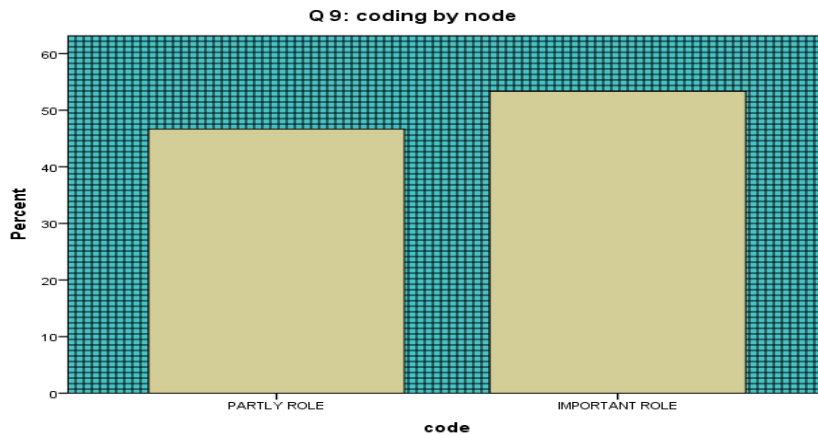
Trough out our lives we keep on learning language. As English is a language of attention so when we see or hear English words in Urdu programmes too, we are attracted.



The analysis shows that 83% respondents believe this way of media catches attention of audience and we learn ungrammatical and non-academic words also from media. But 17% think that not the English words in Urdu are matter of attraction but the moving pictures, colours and expressions.

Q: What is your opinion about the role of Exposure of media (any form) during Covid-19 in the language learning process of BS English students?

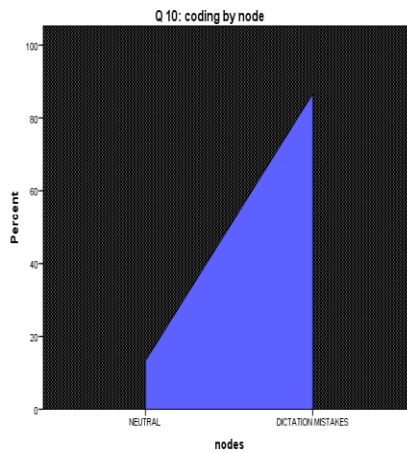
The role of media cannot be denied in making a person to learn a language, but private production houses for cheap entertainment make low standard language programs and in turn destroy language of others too that are watching them with interest



According to 54% respondents, feel that media is playing important role in language development, whether positively or negatively, where as 46% are with the view that these media programmes are partially playing their role.

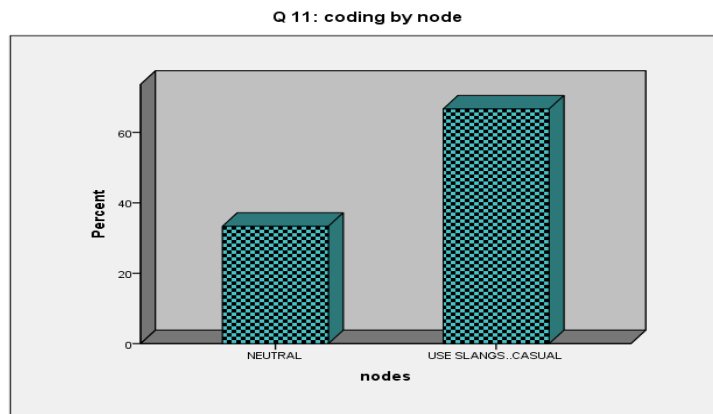
Q: What is the ratio misspelled words in Covid-19 than before?

In a language learning process writing skills is very important productive skill. 82% teachers feel that misspelled words used by students is basically due to exposure to media in excess during pandemic, for example UFONE, RITE, L'VINT etc. But 18% are with the view that media plays a partial role in learning wrong spellings.



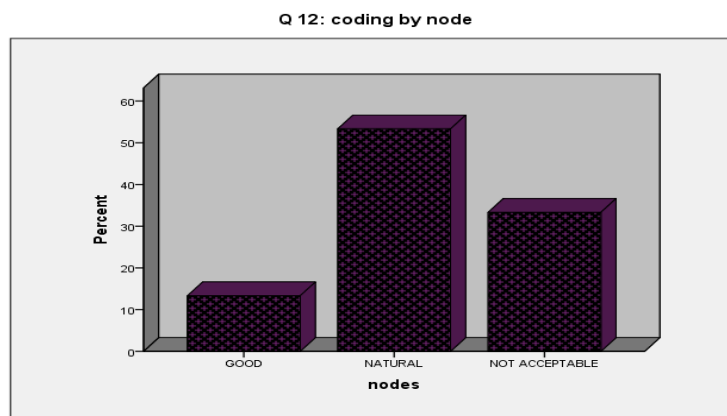
Q: How can you explain that the language media used for study purposes and over all exposure to media during Covid-19 affected speaking skills during class tasks?

A qualitative analysis shows the effect of media exposure on speaking skills of a student.



According to the analysis 65% noticed that the speaking is badly affected. Students started using non- academic language in formal settings. LikeThey have observed that the students have started using non-academic language in the class speaking skills activities like, **YUP! YEAH! GONNA !WANNA! M** etc. while 35% students are aware of the fact that the students are well aware of the formal and non-formal settings use of language and manners.

Q: How do you think about use of non- academic language during studies on regular basis?



During pandemic, too much exposure to screen brought many health and psychological issues. The analysis shows that 52% teachers agreed upon too much exposure to media made the students to use or mix the language of media in their own language, whether right and wrong. While 32% think that the misspelled words and un grammatical use of words by media should be stopped, here 16% think that we should make this language learning system from media with proper planning.

To sum up with the data analyses, the questionnaires with open ended questions showed that during pandemic, this was the need of time to go online; education system of the whole world according to their resources went online. On one hand the precious time of students is utilised but on the other hand students' started socializing online more than requirement and as a result it affected their language abilities especially regarding productive skills.

Conclusion

According to research finding, the researcher may conclude that language learning is a nonstop process. Addition of new words to a language and keeps it alive. Pandemic since 2019 played a very vital role in slowing down all activities of human life on globe. To cope with the situation while staying at home, different platforms are availed to keep

the system of life to go on. Education system also opted online education system. Its success varies in achieving goals according to available resources. Students benefited due to online education. For making classes more interesting and student's involvement required to work for hours on screen and students also explored different areas of IT. They felt pleasure in spending time more than requirement on screen and different modes of media. On one hand the learning took place fast, but on the other hand, students due to watching and socializing started learning non-academic, ungrammatical, slangs and misspelled lexemes of Urdu and English, and they became part of their even academic language. The study recommends to teach students the difference between formal and informal language and to give them tasks of speaking as well as creating writing skills to overcome this problem. The study also suggest to prepare technology based lessons beforehand to cope with the challenges of life during that kind of natural disasters of the world. This study is helpful for the curriculum designers to make changes in course to cope with natural disasters. It opens gates for the policy makers of Media to control non-academic language and slangs on screen as media is a continues source of learning language for the public. There is a need to take measures to protect our national Language Urdu regarding media to control, slang words that become part of people not only academically but also at day to day lives.

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