

Role of Indian Movies in Adoption of Slang Words/ Phrases in Linguistic Patterns of University Students of Lahore

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Abstract

This study investigates the Role of Indian movies in adoption of slang words/ phrases on linguistic patterns of college students of Lahore. This is hypothesized that slang words exposure through Indian movies determines the adoption of slang words/phrases. The sample comprised boys and girls, accessed from different universities of Lahore aged 18-24 years, selected through purposive sampling procedure. The measures for collecting data included an indigenous Demographic Information Sheet; scale for linguistic patterns was adoption. The data was analyzed on descriptive and inferential basis. The findings carry significant information regarding adoption of slang words and their relationship with linguistic patterns of students. The findings revealed that students, who watch more Indian movies, use more slang words in their routine life as well as its effects their linguistic patterns. Study found no significance difference in adoption of slang language of boys and girls from universities. Whereas it was demonstrated that students used more slang words with their friends as compared to their family members.

Keywords: Indian movies, linguistic patterns adoption, slang words, college students, social learning.

Introduction

Youngsters generally watch Indian films and adopt numerous Hindi slang words/phrases and frequently utilize such words in their routine. Students begin replicating their favorite stars, their style, their way for living and the way they talk. When we talk about movies McLuhan (1964) states that "there is an essential rule that recognizes a hot medium like the movie from a cool one like TV. McLuhan (1964) further expresses a hot medium is one that broadens one single sense in top quality.' High definition is the condition of being very much loaded with information. Hot media are low in cooperation, and cool media are high in participation by the viewers. The hot form eliminates, and the cool one contains. Trowel (2007) narrates "linguistic impressions even affect us through technology, like music, news casts, and film. Parents and teachers are not the only sources of information, education, and guidance anymore. Ali, Khalid and Hassan (2015) investigated that individuals use distinctive words in their routine life the significant wellspring of their learning is Indian movies and dramas. Utilization of Hindi words are a greatest obstacle in the way of our prosperity eventually we are going far from our identification. Zia (2007) reasoned that female viewers of satellite TV tend to demonstrate a more prominent level of acknowledgment of TV characters' appearance, style and dialect than male viewers.

Linguistically, a bunch of phrasal collocations of "slang" can be used in spoken language. People combine "slang" with "word," "expression," and "term" that follow up. For example, "a slang word" can be replaced by "a slang expression," and "a slang term." (Kao, 2014, p.14)

On the other hand, Agha (2015) defines slang as an ideological system for thinking about language that defines a class of degenerate registers of dialect. The philosophy may exist with changing degrees of power, omnipresence, and regulated power inside a dialect group.

According to Linhua (2006) slang is highly informal and is often used in colloquial speech. It is a part of a language that is usually outside of conventional or standard usage and that may consist of both newly coined words and phrases or extended meanings attached to established terms (p.260). Dai & Hes' (2010) study (as cited in Zhou., & Fan,2013) concluded that slang is form of speech variety. Speech multiplicity, refers to any unique kind of speech utilized by a speaker. Linguistic elements of a speech multiplicity can be found at the verbal, the phonological or the grammatical level of the dialect

Indian movies are not only a source of entertainment but has a great linguistic attraction for Pakistani youth as well. Youngsters not only watch movies for the sake of time pass or entertainment but consciously or unconsciously they learn and adopt the ways of dressing, behavioral patterns and linguistic patterns. Indian movies play an immense role in adoption of slang words/phrases among Pakistani youngsters. The adoption of slang language effects their linguistic patterns and ultimately they fluently use such slangs in their routine life. Batool (2007) concluded individuals like Indian movies, dramatizations and even promotions and they take in a great deal of things from the outside media. Society is a spine of any general public; it is the recognizable proof of a country. Satellite transmission is putting an extraordinary impact on Pakistani society, however after the link transmission the force of impact is expanding.

Kao (2014) describes slang in two utilitarian ideal models. One is that it is more used in spoken language than written language due to its casual mode of expression. Also, its utilization is situational and fits in with a specific gathering which is comprised of by individuals with the same sex, age, interest, social and ethnic foundation, and political inclination.

Coseriu (2000) Linguistic patterns bear a commonly established meaning. First, they have the ability of being processed in prior, and furthermore, of being known and utilized likewise by all speakers.

Social Learning Theory

Social learning theory suggests that most of the social learning takes place from films, television, books and other mass media (Bandura, 1994). The social learning approach considers manners of thinking and recognizes the part that they play in choosing if a behavior is to be imitated or not. Thusly, social learning theory gives a more exhaustive clarification of human learning by perceiving the part of mediational procedures (Bandura, 1986 cited in McLeod, 2016). Entertainment training is typical displaying and has an equation with three arrangements of characters with the social esteem that is to be analyzed is resolved early: 1. Characters that backing a quality (positive good examples); 2. Characters who dismiss the worth (negative good examples); 3. Characters who have questions about the quality (Singhal, Rogers, & Brown, 1993).

In the light of social learning theory, present study investigates the role of Indian movies in adoption of slang word/phrases in youth. This research also investigates whether observational learning through Indian movies effects their conversations and linguistic patterns or not.

Objectives of the Study

Following are the objectives of current research

- To explore how viewing the slang language in Indian movies affect the viewers' linguistic patterns of college students.
- To examine how much Indian movies, lead to adoption of slang words/phrases in students' routine life.
- To what extent university students use slang language in conversation with friends, family members and teachers.

Rationale of the study

This research aims to analyze the role of Indian movies in adaption of slang words by college students and its effects on their linguistic patterns. The purpose of this study is to find out the relationship between the role of Indian movies and its effects on the linguistic patterns of college students. Indian media has a significant role in the promotion of Hindi slang language in Pakistani youth. Because young people, especially students watch Indian movies and they adopt many slang words/phrases e.g. "yaar" (friend) "bindas" (adjective of approval) "dimagh ka dahi hogaya" (my brain is stressed) "kalti maar" (get out of here) etc. These adopted slang words effect their linguistic patterns and they frequently use such words in their daily conversations. The purpose of present research is to find out whether exposure Indian movies have any relationship with the linguistic patterns or not.

Hypotheses

H1: Greater the exposure to Indian movies using slang words the wider would be the effects on the linguistic patterns of students.

H2: There is likely to be association in exposure to slang language movies and adoption of slang language.

H3: male students use more slang words as compare to female students.

H4: Joint family children use more slang words as compare to nuclear families' children.

H5: Students use more slang words with their friends as compare to their family members.

H6: Students use more slang terms with their parents as compare to teachers.

Method

Problem

Present study investigates the role of Indian movies in adoption of slang words/phrases in linguistic patterns of college students of Lahore. How the exposure to Indian movies does effects the linguistic patterns of students? And how does students use slang language in their daily interaction of each other.

Research design

This research used Cross sectional survey design to explore the role of Indian movies in adoption of slang words/phrases on linguistic patrons of college students. The population of this research study were university students of Lahore.

Sampling strategy

The present research adopted the Purposive sampling strategy to examine the role of Indian movies in adoption of slang words/phrases and their effects on the linguistic patterns of university students of Lahore.

Sample

The sample of the present research consist of 200 students. Male and female students aged between 18 to 24 years were included in the sample. The minimal selection criteria were matric, who could read and comprehend the rating scale. The data sought from the universities of Lahore.

N=200

Inclusion criteria

Inclusion criteria is as follow: (a) both male and female students (b) students of private sector universities.

Exclusion criteria

Exclusion criteria is as follow: (a) male and female students aged below 18 years, (b) male and female students aged above 24 years, (c) male and female students other than private universities.

Measures

For making variables operational, and measuring the relationships of different concepts, data was collected through demographic sheet and scale for linguistic patrons. An informed consent Performa was also designed (appendix 1.1)

Demographic Sheet

In order to collect the demographic elements of the participants, a demographic sheet (appendix 1.2) was formulated. Respondents were asked questions about their name, gender, age, education, department, occupation, marital status, family set up, siblings' income, dependents and their exposure to Indian movies. All questions were constructed open ended.

Scale for exposure to Indian Movies

A five-point Likert scale consist of 10 items (appendix 1.3) was developed to measure the exposure to Indian movies and its effects on linguistic patterns of students.

Scale for Linguistic Patrons

A five-point Likert scale consist of 16 items (appendix 1.3) was constructed to examine the adoption of slang words/phrases and their effects on the linguistic patterns of the students.

Procedure

For data collection, the permission authority letter was sought from research approval committee in order to fulfil the ethical guidelines of Board of Advance Studies and Research approval committee. The data was accessed after the formal permission was granted by the higher authorities and sanctioned the permission to collect data.

Respondents were initially introduced about the topic, and they were requested to sign consent letter. In which, they were ensured about their anonymity and confidentiality. They were also granted the right to withdraw. The average time in completing the scale was 10-25 minutes. The scale was administered by one to one. All ethical research guidelines were fulfilled by APA manual.

The data was analyzed by using SPSS version 21. Descriptive and inferential analyses were executed. Descriptive analysis was used to describe the data. Pearson product moment correlation was used to analyze the relationship between exposure to Indian movies and adoption of slang words/phrase and exposure to slang language Indian movies and effects on linguistic patterns. Independent sample t-test were applied to examine the gender differences and family differences in terms of adoption of slang words/phrases.

Results

Table 1 shows the demographic characteristics of respondents. In the sample of the current study equal presentation is given to both genders (boys and girls). The age limit for the present study was 18-24 years. According to the results majority of respondents (65%) belongs to 18-20 years of age and 35% students are of age between 21-24 years. Education level of 27.0% respondents is post-graduation, while university graduate students participated in present study are 24.0% and 49.0% respondents' education is under graduation. Majority of respondents (79.0%) are unmarried while 6.0% are married and 15.0% are committed. 37.0% respondents belong to joint family setup and 63.0% have nuclear family setup.

Table 1
 Frequency Table of Demographic

| Variable | Frequency | Valid Percentage |
|--|-----------|------------------|
| Age of Respondent (18 – 24 years) | | |
| 18 – 20 years | 130 | 65.0% |
| 21 – 24 years | 70 | 35.0% |
| Gender | | |
| Male | 100 | 50.0% |
| Female | 100 | 50.0% |
| Education | | |
| Undergraduate | 98 | 49.0% |
| Graduate | 48 | 24.0% |
| Post Graduate | 54 | 27.0% |
| Marital Status | | |
| Married | 6 | 6.0% |
| Unmarried | 158 | 79.0% |
| Committed | 30 | 15.0% |
| Family Setup | | |
| Joint Family | 74 | 37.0% |
| Nuclear Family | 126 | 63.0% |

A Pearson product-moment correlation coefficient was computed to assess the relationship between the exposure to Indian movies and effects on linguistic patterns (H1). Table 2 shows there was a positive correlation between the two variables, $r = 0.347$, $n = 200$, $p = 0.00$.

Table 2

Correlations between Exposure to Indian Movies (EIM) and Effects on Linguistic Patterns (ELP)

| | EIM | ELP |
|-----|---------------------|--------|
| EIM | Pearson Correlation | .347** |
| | Sig. (2-tailed) | .000 |
| | N | 200 |
| ELP | Pearson Correlation | .347** |
| | Sig. (2-tailed) | .000 |
| | N | 200 |

*. Correlation is significant at the 0.05 level (2-tailed).

A Pearson product-moment correlation coefficient was computed to assess the relationship between the exposure to Slang language movies and adoption of slang words/phrases (H2). Table 3 shows there was a positive correlation between the two variables, $r = 0.164$, $n = 200$, $p = 0.020$.

Table 3

Correlations between Exposure to slang language movies Indian Movies (ESLM) and Adoption of Slang word/phrases (AS).

| | ESLM | AS |
|------|---------------------|-------|
| ESLM | Pearson Correlation | .164* |
| | Sig. (2-tailed) | .020 |
| | N | 200 |
| AS | Pearson Correlation | .164* |
| | Sig. (2-tailed) | .020 |
| | N | 200 |

*. Correlation is significant at the 0.05 level (2-tailed).

Gender based comparison of adoption of slang words/phrases (H3) shows (table 4) there is no significant difference in adoption of slang language of female and male students because p value is greater ($.148 > 0.05$).

Table 4
 Adoption of slang words/phrases of male students and Female Students
 Independent Sample T-Test

| | Female (n=100) | | Male (n=100) | | <i>t</i> | <i>P</i> | 95% CI | | <i>Cohen's d</i> |
|--------------------|-------------------|-----------|-----------------|-----------|----------|----------|-----------|-----------|------------------|
| | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> | | | <i>LL</i> | <i>UL</i> | |
| Adoption of slangs | 14.04 | 2.913 | 13.42 | 3.128 | 1.451 | .148 | -.223 | .463 | .20 |

Note: CI= confidence interval; LL: lower limit; UL= upper limit M = mean; SD = standard deviation.

From the instant results shown in table 5 it can be inferred that there is no significant difference in adoption of slangs words between students belong to joint families and students belong to nuclear families(H4) because p value is greater (.383 >0.05).

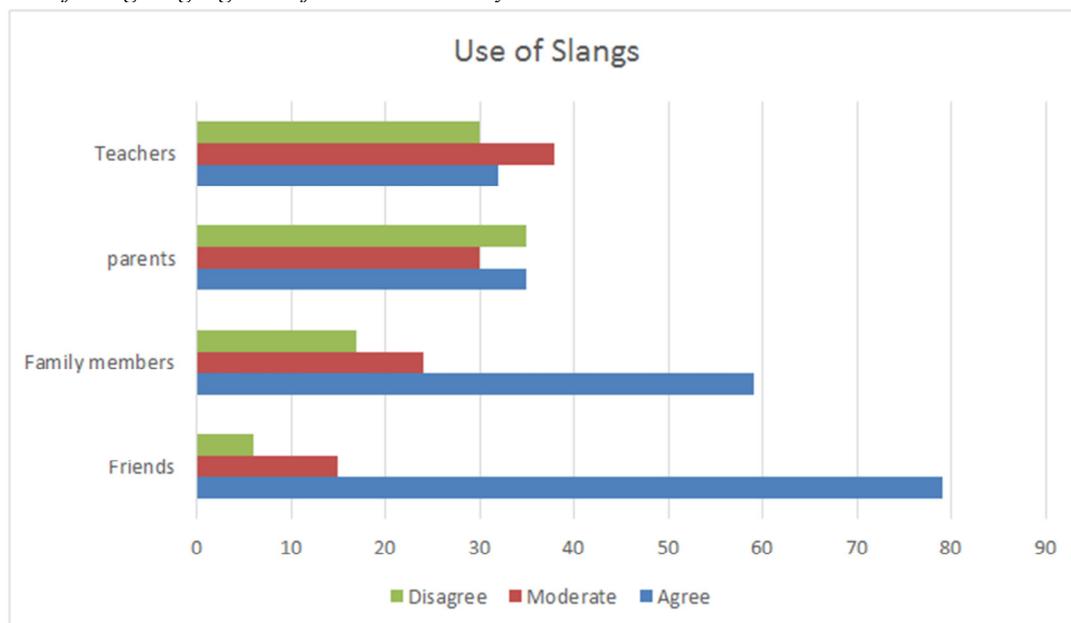
Table 5
 Adoption of slang language of Students belong to Joint and Nuclear Families
 Independent Sample T-Test

| | Joint Family (n=74) | | Nuclear Family (n=176) | | <i>t</i> | <i>P</i> | 95% CI | | <i>Cohen's d</i> |
|--------------------|------------------------|-----------|---------------------------|-----------|----------|----------|-----------|-----------|------------------|
| | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> | | | <i>LL</i> | <i>UL</i> | |
| Adoption of slangs | 97.70 | 10.767 | 96.21 | 12.192 | .874 | .383 | -1.879 | 4.872 | .00 |

Note: CI= confidence interval; LL: lower limit; UL= upper limit M = mean; SD = standard deviation.

The results show that 59% students believe that they use more slang language with their friends as compare to family members 17.8% believe that they use more slang language with their friends as compare to family members (H5) and 24% believe that they use slang language both with friends and family members. Whereas The findings of bar chart show that 32% students believe that they use more slang language with their parents as compare to teachers. Whereas 30% believe that they do not use slang language with their parents as compare to teachers and 38.0% remain moderate while using slang language in conversation with their parents and teachers (H6).

Figure1
 Use of slang language with friends and Family Members & Parents and Teachers



Discussion

It is largely accepted that language and society are firmly related to each other. Language can be seen as a verbal articulation of society. It is utilized to keep up and pass on society and social ties. Linguistic patterns and linguistic expressions are core of a language and when different people especially youngsters come across through interpersonal communication or through mass communication, they exchange and adopt new words and phrases. Sometimes youngsters adopt and replace actual words with slang expression or slang terms. Indian movies are major source to promote slang words and phrases among Pakistani youngsters. They use slang words/phrases in different forms like, address (oye choty) aggressive (nou dou giyara ho ja), abusive (dimagh ki dahi na kar), taunting (pk ho kia).such kind of slangs are frequently used in Indian movies with an interpretation to clasp the audience's attention.

The major purpose of this research was to analyze that how viewing the slang words/phrases in Indian movies affect the linguistic patterns of boys and girls. Present study found that exposure to Indian movies and adoption of slang words have strong relationship. Findings showed that boys and girls who watch more Indian movies, use more slang words in their routine life and more exposure to Indian movies leads to adoption of slang words and ultimately effects their linguistic patterns and H1 and H2 were supportive with the results. As according to social learning theory most of the social learning takes place through films, television, books and other mass media (Bandura, 1994).

However, H3 and H4 were not supported as the study found no significance difference in adoption of slang language between boys and girls. Current study found that girls are having more influence of Indian movies as compare to boys. Other findings indicate the insignificant difference between using and adoption of slang language between the students belong to joint families and nuclear families. The reason behind these findings was that 37% students participated in this study, belonged to joint families and 63% students were from nuclear families. But the overall ratio of adoption of slang words and phrases was high. The findings of H5 and H6 revealed that students use more slangs words with their friends and parents as compare to family members and teachers.

Conclusion

Present study concludes that exposure to Indian movies and adoption of slang words have strong relationship. Indian movies are playing a drastic role in promoting slang words/ phrases and effecting the linguistic patterns of both boys and girls but, in the current study girls were found more influenced of Indian movies than boys. It's not a positive indicator regarding socio-cultural perspective of Pakistani society as there is no formulated media policy to stop the flow of Indian slang words and phrases that is effecting across the boundaries through Indian movies.

Limitations

Although the current study explored correlation between the exposure to Indian movies and adoption of slang language among youngsters, yet it has some limitations. Firstly, data was collected from two private sector universities and the educated youth was targeted. Furthermore, study cannot be generalized to non-educated boys and girls of Pakistan. Which is the huge segment of the society.

Future Research

Further, research should focus upon the comparison of private and public sector universities students and their exposure to linguistic patterns. Second, it should also be studied in different cities to see more hidden factors behind the phenomena.

Acknowledgement

I am thankful to my Supervisor D. Afsheen Masood for her generous and thought provoking guidance throughout this research work. I am also thankful to my fellows for their help in data collection and data analyzing.

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