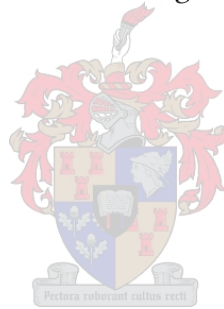


Code-switching as a persuasive device in South
African advertising

by

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Declaration

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Abstract

Advertising is characterised by a particular type of language and language use which is structured to fulfil a particular purpose. The primary function of advertising language is to persuade consumers to purchase the advertised products or services (Morris 2005; Piller 2003; Fuertes-Olivera, Velasco-Sacristán, Arribas-Bano & Samaniego-Fernández 2001). In South Africa, a multilingual context, there are many instances where advertisers employ two or more languages in one advertisement. Prior research on code-switching in text advertisements has revealed that the context and the direction of the code-switched elements influence the way in which participants interpret the advertisement, and whether they have a positive or negative association with the brand (Bishop & Petersen 2010; Luna & Peracchio 2005). However, in these studies, the advertising text was isolated from the visual elements of the advertisement and analysed as an independent variable. Further, the researchers only investigated the perceptions participants had of the advertisements where they speak the languages featured in the text, but not those of other audiences with different language repertoires who might encounter the advertisement in real-world, multilingual contexts.

This thesis presents the results of a study that was designed to investigate perceptions an actual audience has of Afrikaans-English code-switched advertisements amongst a group of diverse students at Stellenbosch University. Subsequent to a viewing of five print advertisements, an in-depth questionnaire was distributed to 99 participants in order to determine (1) the persuasive nature of Afrikaans-English code-switching, and (2) whether or not, in research which ultimately aims to uncover the persuasive features of advertisements, the advertising text can be studied in isolation from the visual elements. The findings reveal that while the two different groups of participants had similar perceptions of the advertisements and products, they all had fairly neutral and also negative perceptions of code-switching. This has implications for understandings and uses of code-switching in advertising, and the effects that it may have on consumers in multilingual contexts.

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List of Figures

Figure 4.1:	Average self-rated proficiencies of Afrikaans.....	35
Figure 4.2:	Average self-rated proficiencies of English.....	36
Figure 5.1:	Perceptions of Afrikaans-English codeswitching	43
Figure 5.2:	Perceptions of Afrikaans-English codeswitching (Afrikaans-English bilinguals and multilingual group).....	44
Figure 5.3:	Advertisement 1 – Samsung.....	47
Figure 5.4:	Responses for aspects of the advertisement/product.....	50
Figure 5.5:	Reponses for cultural awareness.....	50
Figure 5.6:	Responses for aspects of the advertisement/product (Afrikaans-English bilinguals and multilingual group).....	51
Figure 5.7:	Reponses for cultural awareness (Afrikaans-English bilinguals and multilingual group).....	52
Figure 5.8:	Advertisement 2 – Michel Herbelin.....	53
Figure 5.9:	Responses for aspects of the advertisement/product.....	55
Figure 5.10:	Reponses for cultural awareness.....	55
Figure 5.11:	Responses for aspects of the advertisement/product (Afrikaans-English bilinguals and multilingual group).....	56
Figure 5.12:	Reponses for cultural awareness (Afrikaans-English bilinguals and multilingual group).....	57
Figure 5.13:	Advertisement 3 – DStv.....	58
Figure 5.14:	Responses for aspects of the advertisement/product.....	60
Figure 5.15:	Reponses for cultural awareness.....	60
Figure 5.16:	Responses for aspects of the advertisement/product (Afrikaans-English bilinguals and multilingual group).....	61
Figure 5.17:	Reponses for cultural awareness (Afrikaans-English bilinguals and multilingual group).....	62
Figure 5.18:	Advertisement 4 – First National Bank.....	63

Figure 5.19:	Responses for aspects of the advertisement/product.....	65
Figure 5.20:	Reponses for cultural awareness.....	65
Figure 5.21:	Responses for aspects of the advertisement/product (Afrikaans-English bilinguals and multilingual group).....	66
Figure 5.22:	Reponses for cultural awareness (Afrikaans-English bilinguals and multilingual group).....	67
Figure 5.23:	Advertisement 5 – Nando’s.....	68
Figure 5.24:	Responses for aspects of the advertisement/product.....	70
Figure 5.25:	Reponses for cultural awareness.....	71
Figure 5.26:	Responses for aspects of the advertisement/product (Afrikaans-English bilinguals and multilingual group).....	71
Figure 5.27:	Reponses for cultural awareness (Afrikaans-English bilinguals and multilingual group).....	72

List of Tables

Table 4.1:	Summary of first, second and third languages of participants.....	34
Table 4.2:	Summary of languages spoken by bilingual/multilingual speakers.....	34
Table 4.3:	Summary of first languages of monolingual speakers.....	35

Contents

Declaration.....	i
Abstract	ii
Acknowledgments.....	iii
List of Figures.....	iv
List of Tables	vi
Chapter 1	1
Introduction.....	1
1.1 Background.....	1
1.2 Codeswitching and codeswitching in advertising	2
1.3 Research Questions.....	2
1.4 Methodology.....	3
1.5 Context of Stellenbosch University.....	4
1.6 Summary	5
Chapter 2.....	6
Conceptual framework	6
2.1 Introduction	6
2.2 Bilingualism.....	6
2.2.1 Bilingual language acquisition	7
2.2.2 Representation.....	7
2.3 Multilingualism.....	8
2.3.1 Bilingualism and multilingualism in South Africa	9
2.4 Code-Switching.....	10
2.4.1 Definition of codeswitching.....	10
2.4.2 Types of code-switching	12
2.4.2.1 Intersentential codeswitching.....	12
2.4.2.2 Intrasentential codeswitching.....	12
2.4.2.3 Extra-sentential codeswitching.....	13

2.4.3 Motivation and Function of code-switching	13
2.4.3.1 Myers-Scotton’s Matrix Language Frame model	13
2.4.4 Perceptions of code-switching.....	15
2.5 Summary	16
Chapter 3.....	17
Literature review	17
3.1 Introduction.....	17
3.2 The role of language in advertising.....	17
3.2.1 A pragmatic perspective of language in advertising.....	17
3.2.2 The use of codeswitching	20
3.2.2.1 Wei-Yu Chen (2006): The use of English in Taiwanese advertisements	21
3.2.2.2 Leung (2010) The use of English in Chinese advertisements	22
3.2.2.3 Luna and Peracchio (2005) The effects of direction change in English and Spanish code-switching.....	23
3.2.2.4 Bishop and Peterson (2010) The use of English in Spanish advertisements.....	25
3.2.2.5 Martin (2002) The use of English in French advertisements.....	27
3.2.2.6 Conradie & van Niekerk (2015) The use of Afrikaans and indigenous South African language code-switching in English advertisements.....	28
3.3 Semiotic analyses of advertisements	29
3.4 Summary	30
Chapter 4.....	31
Methodology.....	31
4.1 Introduction	31
4.2 Mixed methodology: Qualitative and quantitative research.....	31
4.3 Collection of advertisements	31
4.4 Participants	33
4.4.1 Language profiles.....	33
4.5 Data collection instrument.....	36

4.6 Testing procedure.....	38
4.7 Summary	38
Chapter 5.....	40
Data Analysis	40
5.1 Introduction	40
5.2 Bilingualism and perceptions of language use	40
5.2.1 Perceptions of Afrikaans and English.....	41
5.2.2 Perceptions of Afrikaans-English code-switching.....	41
5.3 Analysis of advertisements	46
5.3.1 Advertisement 1 - Samsung - Galaxy Note 4 (in <i>Sarie</i> magazine).....	47
5.3.1.1 Textual analysis	48
5.3.1.2 Perceptions of Advertisement 1	49
5.3.2 Advertisement 2 - Michel Herbelin (in <i>Sarie</i> magazine).....	53
5.3.2.1 Textual Analysis	54
5.3.2.2 Perceptions of Advertisement 2	55
5.3.3 Advertisement 3 - DStv: BBC Lifestyle (in <i>Sarie</i> magazine)	58
5.3.3.1 Textual analysis	58
5.3.3.2 Perceptions of advertisement 3	60
5.3.4 Advertisement 4 - First National Bank (in <i>Sarie</i> magazine).....	63
5.3.4.1 Textual analysis	64
5.3.4.1 Perceptions of advertisement 4	64
5.3.5 Advertisement 5 – Nando’s (online: http://www.adsmitchell.com/2011/09/nandos-rugby-world-cup-2011-print-ad.html).....	68
5.3.5.1 Textual analysis	68
5.3.5.1 Perceptions of advertisement 5	70
5.4 Summary	72
Chapter 6.....	73
Conclusion	73

6.1 Introduction	73
6.2 Key findings.....	73
6.3 Limitations	75
6.4 Future research	76
Bibliography	77
Appendix A.....	81

Chapter 1

Introduction

1.1 Background

Many scholars have convincingly argued that the world of advertising is driven by capitalist ideologies (Piller 2003; Morris 2005). These ideologies influence the type of language used in advertisements, language which is aimed at persuading consumers to purchase the advertised products or services. Although the language of advertising has been studied in detail from many perspectives (see for example, Kelly-Holmes 2005; Conradie and van Niekerk 2015), with much linguistic and communicative attention being given to the persuasive aspect of advertising (Fuertes-Olivera, Velasco-Sacristán, Arribas-Bano & Samaniego-Fernández 2001; McQuarrie & Philips 2005), there has been comparatively little attention directed towards the language of advertising in multilingual contexts, and instances where advertisers employ two or more languages in one advertisement. Where research has been conducted on this topic, researchers investigated the context of the medium, specifically the language employed the surrounding context, and the direction of code-switching in text advertisements and both were found to be significant in terms of how the participants interpreted the code-switching, either positively or negatively (see Luna & Peracchio 2005; Bishop & Petersen 2010; Conradie & van Niekerk 2015).

The shortage of research on advertising that targets bilingual or multilingual speakers make this a topic of interest in the field of Linguistics, and one which this thesis aims to address. As South Africa is a profoundly multilingual and multicultural society, bilingual and multilingual advertisements are to be expected. It has been established that advertisers switch between many of South Africa's languages in printed texts (see Conradie and van Niekerk 2015); nevertheless, this study will focus on the use of only two of the languages, namely English and Afrikaans in printed text advertisements. Since English and Afrikaans are symbolic of two different cultural identities, and do not often hold the same perceived status in South Africa (Kamwangamalu 2003; Kamwangamalu 2000; Slabbert & Finlayson 1999) this context makes the persuasive effect of code-switching in advertising a particularly pertinent area of analysis.

The literature review of the thesis will include an overview of bilingualism and multilingualism (particularly in a South African context), code-switching, the sociocultural meanings of codeswitching, the use of code-switching in advertising, and the way in which sociocultural meanings around codeswitching can be exploited in advertising.

1.2 Codeswitching and codeswitching in advertising

Code-switching, the mixing of two languages within in a single sentence or discourse, is often employed by bilingual or multilingual speakers during speech and it is also prevalent in written discourse (Poplack 1980). According to Myers-Scotton's (1993) Markedness Model, individuals make use of code-switching as a way of communicating social perceptions of self and of others. Also, she finds that individuals pay attention to the markedness, or salience, of elements in discourse. Elements that are code-switched are considered to be marked within this model because they stand out from their context and then in cognition the particular language schema is activated. Myers-Scotton's (1993) Markedness Model relates to language schemas which are seen to be active when the particular language is being processed and are deactivated when the language changes, such as when code-switching occurs (Luna & Peracchio 2005). These marked features and associated language schemas that are activated, bring about particular connotations with languages and cultures which may have an effect on persuasiveness within the context of advertising.

A number of researchers have investigated the effects of code-switching in advertising. For example, Luna and Peracchio (2005) and Bishop and Peterson (2010) examined the persuasiveness of code-switched advertisements. In addition, Conradie and van Niekerk (2015) focus on South African code-switched advertisements that feature foreign languages, Afrikaans and indigenous African language code-switching.

These studies, their methodologies and their results, will be discussed in more detail in Chapter 3.

1.3 Research Questions

In light of the research and ideas articulated above, this research will be conducted with a view to testing the following research hypotheses:

Hypothesis 1: Advertisers and brands are perceived as more culturally aware and culturally-sensitive when there are elements of code-switching in the text.

Hypothesis 2: Code-switching in advertising has a persuasive function.

Further, the research aims to answer the following research questions:

Research Question 1: How do Afrikaans-English bilingual South African consumers perceive Afrikaans English code-switching in an advertisement?

Research Question 2: How do monolingual (Afrikaans, English, Sepedi and Siswati) and multilingual South African consumers with first languages (L1s) other than Afrikaans perceive Afrikaans English code-switching in an advertisement?

Research Question 3: Can code-switching, as one element of a printed advertisement, be isolated and identified as the primary reason for a more (or less) positive brand association?

1.4 Methodology

In order to answer the study's research questions, a mixed-method approach was taken. The data to be investigated comprised of a set of five advertisements that were published in a South African magazine (*Sarie*) and online. First, a qualitative analysis of the textual and situational context of printed advertisements was undertaken. Second a number of participants were selected to test reader-responses to these advertisements. The researcher's first aim was to investigate the nature of English and Afrikaans code-switching in South African printed advertisements. This included a screening of the publications currently incorporating this genre, and an investigation of the general nature of code-switching in these texts. This part of the study is significant because it enabled recognition of trends amongst South African advertisers. Once trends had been identified, five advertisements were selected from different publications. These five advertisements were selected on the basis that they were considered to be typical English and Afrikaans code-switched advertisements. The five advertisements were then analysed for features related to code-switching, including classification of code-switched items into word categories as well as the direction of the code-switched elements i.e. whether it switched from Afrikaans to English or English to Afrikaans. This section of analysis drew predominantly on Conradie & van Niekerk's (2015) study and revealed insights into the typical features of codeswitching in Afrikaans English advertisements. In addition to this, a semiotic framework was used to analyse the five advertisements and highlight additional persuasive features of the text. This phase of the analysis directed attention at the layout of the text, the colours used in the text, the images, gazes, poses and branding and potential positive and negative associations with the brand. The purpose of this phase was to account for

additional features of the text which may work in synchrony with the verbal items to persuade consumers to purchase a particular product, or make use of the service being advertised.

Ninety-nine participants were recruited for this study. Taking into consideration the target audience of advertisements, the participant group consisted of twenty-eight Afrikaans-English bilinguals and a second group of seventy-one participants of mixed cultural and linguistic backgrounds. Both groups of participants were presented with the same advertisements and the same booklet for their responses.

1.5 Context of Stellenbosch University

This research is particularly a topic of interest in the context of Stellenbosch University (SU). In 2015, Stellenbosch University's language policy became a renewed topic of deliberation among students, as a movement called Open Stellenbosch with particular language preferences began. This movement was started by SU students and grew to eventually include SU students, some staff members and students from other universities such as University of Cape Town, University of the Western Cape and other universities in the country. According to Open Stellenbosch's Facebook page, their description is: "A collective of students and staff working to purge the oppressive remnants of apartheid in pursuit of a truly African university".

This movement has enforced questioning of the university's language policy, among students, university management and staff. SU's language policy ensures that lectures are accessible through medium of either English or Afrikaans, with a translation service of the language that is not being used in teaching, on offer. However, Open Stellenbosch has brought to attention that these translation devices are not always effective and as a result, students who cannot understand Afrikaans are finding language a barrier to academic progress. Open Stellenbosch has also brought to US Management's attention that remnants of Apartheid in the form of prejudices and acts of racism are being experienced by students of colour on campus. This background is given to explain the context in which participants in this study were asked to make linguistic and attitudinal judgements on English-Afrikaans code-mixed advertisements. All participants were recruited from the US student body; not all of them were members of the Open Stellenbosch movement.

1.6 Summary

This chapter has given the background to and context within which the topic of this research project was undertaken. Also it has articulated the specific research questions that the following chapters will address. Chapter 2 will include an overview of the theoretical concepts that are important for this study. Chapter 3 presents an overview of the literature that is relevant to this study. Chapter 4 follows with an overview of the methodological process followed in this study. In Chapter 5 the advertisements employed in this research are analysed and discussed in terms of the theoretical concepts and literature presented in Chapters 2 and 3. In addition, the perceptions of code-switching and the perceptions of each advertisement that are found are highlighted. Chapter 6 concludes this thesis, highlighting the main findings and pointing out opportunities for expanding the current research.

Chapter 2

Conceptual framework

2.1 Introduction

This literature review begins by providing an overview of the relevant literature on bilingualism and multilingualism in order to consider an individual's use of two languages, but also the influence that two languages has on an individual's identity. The process of bilingual language acquisition is discussed, including various linguistic phenomena and sociolinguistic factors that arise as a result of this phenomenon. Particular attention is paid to the nature of bilingualism and multilingualism within South Africa, the context of this study.

2.2 Bilingualism

According to Grosjean (1982:1) bilingualism is the norm in practically every country of the world, in all classes of society, and in all age groups. Most countries in the world are in some way multilingual, even if they are overwhelmingly monolingual there will be minority language speakers and the dominant language will not be without loan words (Hoffman 2014). According to Hoffman (2014:3) "bilingualism arises as a result of contact". Bilingualism involves the acquisition and use of two languages at a level of mother tongue proficiency, while multilingualism involves the acquisition and use of two or more languages at mother tongue level. However, the amount that each language is involved, in terms of usage and competency, raises issues with regards to the definition of bilingualism.

Hamers and Blanc (2000:368) define bilingualism as "[t]he state of an individual or a community characterised by the simultaneous presence of two languages". Focusing on fluency, Bloomfield (1935:56) defines bilingualism as "the native-like control of two languages". On the other hand, a definition that allows for variation is given by Macnamara (1967), who claims that bilingualism involves minimal competence, or second language skills, of a non-native language in one of the four language skills: listening comprehension, reading, writing and speaking. A definition focusing on the sociolinguistic aspect of bilingualism is one which defines a bilingual as "someone who is taken to be one of themselves by the members of two linguistic communities, at roughly the same social and

cultural level” (Thierry 1978:146). More recently, Grosjean (2010:4) defines bilinguals as “those who use two or more languages (or dialects) in their everyday lives”. Thus, this definition has a particular focus on the frequency with which the individual uses two or more languages, rather than the fluency with which they can speak them. The concept of ‘societal bilingualism’ and ‘individual bilingualism’ (Appel and Muysken 1987) focus on different aspects of bilingualism. The former refers how a society may speak two languages, with varying degrees, and the latter refers to individual speakers and their competence of two languages.

2.2.1 Bilingual language acquisition

According to Hoffman (2014:33), bilingualism can be described as “simultaneous bilingualism” or “early bilingualism” and “late bilingualism”, depending on the age at which the acquisition of the two languages took place. ‘Early bilingualism’ or ‘child bilingualism’ refers to a situation where a speaker has received input of two different languages from birth or a young age. The child acquires the two languages in an unstructured manner, in the sense that the input is received naturally from speakers who they are surrounded by. This input may be from parents and family members and may involve the parents both speaking both of the languages being acquired to the child, or, one parent could speak one language while the other parent speaks the other. The latter situation is referred to as the ‘one-parent-one-language principle’ (Hoffman 2014:19). These speakers advanced proficiency in both languages as they have received a large amount of exposure to both languages, allowing for great linguistic and communicative competencies (Bullock & Toribio 2006).

In comparison to early bilinguals, late bilingual speakers have developed competency in one language and only then do they receive exposure to the second language. The types of exposure received by these speakers can be formal and instruction-based, in a classroom setting or naturalistic exposure in informal environments, without language teaching (Hoffman 2014:34).

2.2.2 Representation

The manner in which two languages are represented and function within a bilingual speaker’s mind is a topic that is disputed. Genesee (1989) and Grosjean (1989) present the most dominant theories of bilingual linguistic representation.

Genesee (1989:169) distinguishes between developmental “autonomy” and “interdependence”. Autonomous development entails a type of language development that is similar to that of a monolingual speaker as there is no influence from the other language. On the other hand, interdependence entails the systemic influence of the grammar of one language on the grammar of the other language during acquisition (Paradis & Genesee 1996:3). The developmental rates of these individual language systems are then different to that of monolingual speakers. Paradis & Genesee (1996) suggest that interdependence can take place in three ways: *acceleration*, *delay* or *transfer*. *Acceleration* occurs when a bilingual child acquires a specific property in one language before it is acquired in the other language, even if the development of the two languages is balanced. *Delay* involves the acceleration of language development with regards to a particular feature in one language due bilingual acquisition, where in monolingual acquisition this feature would be acquired at a later stage. Lastly, *transfer* occurs when a linguistic property of one language is incorporated into another language.

Grosjean (1989) presents two contrasting views of the bilingual: the monolingual or fractional view and the bilingual or holistic view. Firstly, the monolingual or fractional view of the bilingual holds that the two language competencies are completely separate, as if the bilingual person were two monolinguals in one. The bilingual or holistic view depicts the bilingual person as someone with two coexisting languages. In this way, a bilingual speaker has a unique and specific linguistic configuration (Grosjean 1989:4).

In terms of levels of proficiency, bilingualism can be considered to be represented in different ways: A “true” bilingual or “perfect” bilingual refers to someone who uses both languages in all contexts for the same reasons (Hoffman 2014:22). Another representation of bilingualism is “balanced” bilingualism (Hoffman 2014:22). This describes speakers who have an evenly balanced proficiency of both languages, being able to participate in conversational settings and daily practices in either language (Hoffman 2014:22).

2.3 Multilingualism

Wei (2008:4) defines a multilingual person as someone “who can communicate in more than one language”. This may be “active”, referring to speaking and writing, or “passive”, which refers to listening and reading (Wei 2008:4.) As with bilingualism, multilinguals may acquire one language and then others at a later stage or a number of languages simultaneously at a young age (Wei 2008). Multilingualism “has become an inherent, and

arguably, in many ways, the most salient property of post-modern human society” (Aronin, Fishman, Singleton & O Laoire 2013:4).

There are a number of social factors that need to be considered when investigating multilingualism. The language that a multilingual individual chooses to make use of can be considered “an act of identity” (Wei 2008:13). In this way, speakers of multiple languages choose a particular language in order to position themselves and others in relation to others and other language groups (Wei 2008).

2.3.1 Bilingualism and multilingualism in South Africa

South Africa has eleven official languages, which confirms that it is a country that is highly multilingual and diverse. Both Afrikaans and English are considered official languages among South Africa’s 11 official languages. According to Anthonissen (2013:33), “[h]igh levels of bilingualism persist” among communities. Additionally, no region is able to “claim monolingualism in a majority of its inhabitants” (Anthonissen 2013:28).

In South Africa, English is spoken as a first language by 9.6% of the population (a 1.4% increase since 2001) and it is most widely used in the Western Cape and Kwazulu Natal (Anthonissen 2013). Afrikaans is spoken by 13.5% of the population (a 0.2% increase since 2001) as a L1 and within the Western Cape, the number of speakers has declined from 55% to 49.7% (Anthonissen 2013).

According to Anthonissen (2013:28), since 2001 English has shown the greatest increase in number of L1 speakers in the country. In addition, many bilingual speakers of a language such as Afrikaans and even first language speakers of Afrikaans seem to prefer speaking English (Anthonissen 2013). Many Afrikaans L1 families also raise their children in English or enrol them classes where English is the medium of instruction, despite English being an L2 to the family (Farmer & Anthonissen 2010).

Not all languages are given the same status in South Africa, for example, the use of Afrikaans in South African media has been associated with the apartheid government (Martin 2002:125-126). According to Webb (2002:25), referring to an American context, “English is supported by strong natural economic, political and social forces”. However, within a South African context, English does not necessarily contain the same type of esteem. Especially considering the present large multilingual society where English may not hold the same values for all language and cultural groups.

2.4 Code-Switching

Code-switching is a linguistic phenomenon that has generated much interest in academic contexts (Poplack 1980; Grosjean 1982; Myers-Scotton 1993; Milroy & Muysken 1995; Hamers & Blanc 2000). Until the 1970s code-switching was considered a type of language incompetence, the manifestation of fragmented grammar in speakers. In this way, the switching between languages seemed to illustrate flaws in language competencies, because speakers incorporate words or phrases from another language in their speech. Today, code-switching is still a widely researched topic, though the perspective has shifted and researchers investigate the features of codeswitching as well as the consequences that code-switching has for speakers and hearers who speak, write, hear or read such “mixed language” texts.

This section will explore code-switching from a theoretical perspective, considering types of code-switching and investigating code-switching from a socio-linguistic perspective; that is, exploring its possible social consequences.

2.4.1 Definition of codeswitching

The majority of literature on the topic of code-switching presents a similar definition for this phenomenon: Code-switching is the mixing or alternation of two different languages within a single utterance or discourse. It is pre-dominantly employed by bilingual or multilingual speakers (Myers-Scotton 1993; Auer 2013). Bullock & Toribio (2006:8) state that the use of code-switching is “an additional communication resource available to bilinguals” who are competent in both languages that they switch between.

Code-switching needs to be distinguished from a number of other linguistic phenomena that involve the use of more than language in a single utterance or stretch of discourse. These include borrowing, interference, code-mixing and mixed languages. The similarities and differences between these four concepts and code-switching will be addressed below:

Borrowing refers to “the incorporation of lexical elements from one language in the lexicon of another language” (Milroy & Muysken 1995:189). This occurs when a word from one language is employed in the context of another language. For example, in South Africa, a well-known and well recognised Afrikaans word is “braai” (to mean “*barbecue*” or *to cook food on an open flame*), and it is often employed by monolingual English speakers and also monolingual speakers of African languages in an otherwise monolingual utterance (Van Dulm 2007). Grosjean (1982:312) identifies two different types of borrowing: ‘loanwords’

and ‘loanshifts’. Hamers and Blanc (2000:259) define a loanword as a “historically transmitted word that has been integrated” into another language. This describes the example, “braai”, discussed above. Code-switching is considered to be more “spontaneous” than this (Hamers & Blanc 2000:259). A loanshift refers to a word that has its meaning extended from a base language to match the meaning of a word in a different language (Grosjean 1982:317).

Code-switching must also be distinguished from interference. Grosjean (1984:299) defines interference as is the “the involuntary influence of one language on another”. This involves the deviation of the norms of one of the languages due to the interference of another language, one which the bilingual or multilingual speaker also has competence of. This interference could be for example, on a syntactic or a phonological level. To illustrate, statement (1) below demonstrates interference from Afrikaans on a syntactic level:

- (1) I know that she the house cleans
(I know that she cleans the house) (Van Dulm 2007:12)

In this sentence, the word order has influenced by Afrikaans syntax, as subordinate clauses in Afrikaans occur at the end of the clause and the beginning in English. Statement (2) below illustrates interference from Afrikaans on a phonological level:

- (2) Fank you for de foot
[fa^ŋk d^ə fut]
(Thank you for the food) (Van Dulm 2007:12)

The above sentence contains phones that do not occur in Afrikaans and are substituted by [f] and [v], causing the pronunciation to be that of (2) (Van Dulm 2007).

Code-mixing, also a communication strategy employed by bilinguals, occurs when a speaker transfers aspects or rules of one language into another language, which is the base or more dominant language (Hamers & Blanc 2000). This typically results in the production of utterances in the base language with alternating embedded segments of another language, ranging from single lexical items to whole sentence (Hamers & Blanc 2000) For example, the following sentence:

- (3) Ek bedoel sy *popularity* het gestyg né
(I mean his *popularity* has risen, hey) (Van Dulm 2007:11)

In (3), the English lexical item “popularity” is embedded in an Afrikaans sentence. However, not all theorists make this distinction; for example, Muysken (2000) makes use of the term ‘code-mixing’ when referring to ‘code-switching’ (Van Dulm 2007).

Mixed languages should also be distinguished from code-switching. Mixed languages are languages with grammars that are composed of grammatical features of other languages. In South Africa, particularly in the Western Cape, a code that is considered a mixed language is referred to as Cape Afrikaans or ‘Kaaps’. This code is a mixture of Afrikaans and English dialects and is largely spoken by the working-class coloured community.

2.4.2 Types of code-switching

Three types of code-switching can be identified. These are ‘intersentential code-switching’, ‘intrasentential code-switching’ and ‘extra-sentential-switching’ (Hamers & Blanc 2000:259-260). These types will be defined below:

2.4.2.1 Intersentential codeswitching

Intersentential code-switching is characterised by a switch that occurs at the boundary of a clause or sentence, where one of the clauses is in the one language and the clause other is in another language (Hamers & Blanc 2000:259). For example, in the following utterance the speaker begins in English and then the speaker switches to Spanish at the clause boundary: found by Poplack (1980:594):

(3) Sometimes I’ll start a sentence in English Y TERMINO EN ESPANOL

(Sometimes I’ll start a sentence in English and finish it in Spanish)

This utterance begins in English and then the speaker switches to Spanish at the clause boundary.

2.4.2.2 Intrasentential codeswitching

An intrasentential switch is defined by a switch that occurs within the boundary of a clause and also the boundary of a word. For example:

(4) But it’s sort of like ‘n bietjie van dit en ‘n bietjie van dat.

(But it’s sort of like a bit of this and a bit of that) (Van Dulm 2007:16)

According to Milroy and Muysken (1995) there are three patterns of intra-sentential code-switching: *alteration*, *insertion* and *congruent lexicalization*. Firstly, *alteration* involves a

“true switch” between two languages with regards to grammar and lexicon, where one is not embedded in the other (Muysken 1995:361). Secondly, *insertion* refers to the embedding of a phrase in one language within the overall phrase of another language. In this case, one language is the base language and the inserted phrase of another language is inserted into the structure of the base language. *Congruent lexicalization* involves the sharing of a grammatical structure between the two languages which can be filled with lexical items from either language.

2.4.2.3 Extra-sentential codeswitching

This type of code-switching involves the “insertion of a tag...from one language into an utterance which is entirely in another language” (Hamers & Blanc 2000:259). Such tags are items such as “I mean” and “you know” which are inserted in the context of an utterance which is made up of only one language (Hamers & Blanc 2000:259).

2.4.3 Motivation and Function of code-switching

Myers-Scotton (1993:478) suggests that speakers “use their linguistic choices as tools to index for others their perceptions of self, and of rights and obligations holding between self and others”. According to Myers-Scotton (1996:22) “speakers assess the feasibility of monolingual or bilingual discourse”. This refers to the sociolinguistic factors that are considered when using two or more languages in a single utterance, specifically with regards to the potential attitudes held by other speakers. This model will be discussed in more detail below:

2.4.3.1 Myers-Scotton’s Matrix Language Frame model

This model proposes that one of the languages in code-switching is more dominant than the other, the former being termed the “Matrix Language” and the latter, the “Embedded Language” (Hamers & Blanc 2000:264). This model is claimed to have “universal, predicative validity for all bilingual and multilingual communities” (Wei 2013:158).

According to Myers-Scotton’s Markedness Model, each language in a multilingual community is associated with particular social roles, rights-and-obligations (Myers-Scotton 1993). Myers-Scotton (1993:85) defines a rights and obligations set (RO) as “an abstract construct, derived from situational factors”. The rights-and-obligation sets are abstract and depend on contextual factors.

Another aspect of this model incorporates the idea that speakers have an innate markedness and indexicality theory, meaning that they consider how code choices are marked. This theory of markedness and indexicality causes speakers to be predisposed to assigning levels of markedness to linguistic interactions around them. A speaker's model of markedness has two aspects: It is universal and it is has an aspect that is specific to community. It is universal as it is due to cognitive structure that speakers are able to decide whether a linguistic choice is marked or unmarked. It is community-specific because in order to make judgments on markedness, they employ a "generic" markedness metric' for which linguistic input specific to the speaker's social group is necessary (Myers-Scotton 1993:479).

Myers-Scotton (1993:480) proposes four maxims that aim to provide social motivations for code-switching:

- (1) The Sequential Unmarked Choice Maxim: Switch from one unmarked code to another when situational features change during an interaction such that the unmarked choice changes.
- (2) The CS as an Unmarked Choice Maxim: Maintain a pattern of switching between codes when the unmarked rights and obligations balance for participants is that indexed by both codes, not one alone.
- (3) The Marked Choice Maxim: Switch to a marked choice in order to negotiate a different rights and obligations balance than the one indexed by the unmarked choice.
- (4) The Exploratory Choice Maxim: In the less conventionalized exchanges where an unmarked choice is not obvious, use CS to propose one or more codes, each the unmarked index of a possible rights and obligations balance for the interaction

Unmarked code-switching refers to how speakers attempt to identify with a number of aspects relating to more than one code employed in their community. On the other hand, marked choice code-switching refers to "negotiations to change the social distance" (Myers-Scotton 1993:484). This may involve increasing or decreasing the social distance, depending of the context. For example, a speaker may wish to express joy, causing them to switch to a code that makes this known.

Code-switching often appears to be random and sporadic, it is in fact rule-governed (Poplack 1993). In light of this Poplack (1993) suggests two general syntactic constraints: The first is "The free morpheme constraint", which states that code-switching may occur

after any constituent except constituents that are bound morphemes (Hamers & Blance 2000:261). The second is “The equivalence constraint”. This constraint states that code-switching may occur as long as the connection of the two different languages does not break syntactic rules of either of the languages.

Appel & Muysken (2006) identify six functions of code-switching: First, code-switching is referential in that it can have a referential function when the knowledge of one language may be deficient. Additionally, one language may be more suitable than the other language for discussing a particular subject. The subject matter may be better described in the other language due to the vocabulary the language offers. Second, code-switching is directive as it can both include and exclude hearers from the conversation. Third, it is expressive due to the fact that bilingual speaker’s code-switching becomes a speech style, a way of expressing the mixed identity of a bilingual speaker. Fourth, code-switching is phatic as it often changes the tone of the conversation. Fifth, it is metalinguistic because it may be used to make a remark on the languages being used. For example, a speaker might attempt to display their range of linguistic abilities by code-switching. Finally, code-switching’s poetic function is displayed when speakers wish to say something humorous, such as a joke, they switch to another language and then back again.

2.4.4 Perceptions of code-switching

According to Auer, Johnstone and Kerswill, (2010:463), code-switching and mixing “receives its social function and meaning from a complex of interacting dimensions”. Myers-Scotton and Jake (2001:86) claim that, before employing certain language strategies, bilingual speakers “consider the sociopolitical and psycholinguistic possibilities and consequences of mapping intentions onto language”. Considerations that are sociopolitical refer to the possible attitudes that may be held towards the languages involved, while psycholinguistic considerations include the proficiency levels of the other participants in the conversation as well as their own.

Dewaele & Li (2014) conducted a study to investigate whether there are connections between attitudes towards code-switching: personality traits, linguistic background (diverse and multilingual or monolingual environments), socio-biographical variables (gender, age and level of education) and the frequency of employing code-switching, which the participants’ self-reported. A total of 2070 multilingual participants took part in this study. The data was obtained using a single question: ‘To what extent do you agree with the

following statements about language switching?’ The participants responded via selecting an option from a 5-point Likert scale. The five statements were:

- (1) It is a sign of incomplete linguistic competence
- (2) It annoys me when people switch between languages I don’t know in my presence
- (3) It displays a distinct multicultural identity
- (4) It is a sign of arrogance
- (5) It is a way to show solidarity with a particular culture

The participants responded via selecting an option from a 5-point Likert scale. Results indicated that certain personality traits were found to be connected to attitudes towards code-switching, such as, a more positive attitude was found to be connected to “emotional stability”. Secondly, participants’ level of multilingualism was found to not be automatically linked to more positive perceptions of code-switching. In this way, someone who is multilingual does not necessarily have a more positive view of code-switching than someone who is monolingual. Another main finding was that those who had grown up or lived in multilingual environments had more positive attitudes towards code-switching than those who had not.

2.5 Summary

In this exposition of theoretical positions, a number of topics relevant to the research questions and the particular data have been discussed. In Section 2.2, the concept of bilingualism was defined and expanded on, particularly in terms of its features and sociolinguist consequences. Bilingualism within a South African context was distinguished, highlighting the unique relationship between Afrikaans and English. Code-switching was defined and discussed in Section 2.4 and the social consequences concerning code-switching have been highlighted.

Chapter 3

Literature review

3.1 Introduction

This chapter presents a summary of the literature that is relevant to this study. First, it presents an overview of studies that highlight the importance of language in advertisements, and how certain linguistic elements work to increase the promotional and persuasive features of advertisements. Second, the chapter presents a summary of studies conducted to assess the persuasive function of code-switching in advertisements. Subsequent to this, the chapter presents an overview of selected studies on the semiotic features of advertisements, and how devices such as layout, colour and images also work to increase consumption through the creation of a promoted positive brand association. All of these studies presented in this section contribute to the analysis of the data discussed in chapter five.

3.2 The role of language in advertising

This section will explore the types of language that exist within advertising and the role that language plays in advertising. Advertising is considered to be a genre on its own, falling under the larger category of “promotional genres” (Martin 2002:376). The language in printed advertisements is unique, in that it is characterised by particular uses of linguistic devices such as repetition, ellipsis, vocatives and rhetorical questions. Specifically, advertisements tend to use strong content words, frequently drawing on adjectives or adverbs that modify nouns and verbs used to describe the product or service featured in the advertisement (Martin 2002:376-377).

3.2.1 A pragmatic perspective of language in advertising

From a pragmatic perspective, people are found generally to “use language to achieve their specific purposes in accordance with two basic language principles: cooperation and least effort” (Fuertes-Olivera, Velasco-Sacristán, Arribas-Bano & Samaniego-Fernández 2001:1292). In this way, “what we mean is not at all the same as what we say” (Fuertes-Olivera et al. 2001). Thus, Grice (1975:45) proposes a “Cooperative Principle”, that suggests that there is an acceptable manner of speaking that everyone considers to be standard. This is based on four maxims: “Quantity”: what said should be neither more or less informative,

“Quality”: it should be true and not lacking evidence, “Relation”: it should be relevant and “Manner: it should be brief, ordered, without ambiguity or insignificance (Grice 1975:45-46; Davies 2000). These principles can be applied to the way language is used in advertising. For example, the language of advertising has been researched in terms of the consequences of selecting particular linguistic devices over others. Drawing on the work of Hyland (1996), which highlights the importance of metadiscourse markers in the creation and maintenance of relationships between authors and their intended audience, Fuertes-Olivera et al. (2001) aimed to offer an explanation for the use of metadiscourse markers in advertisements and how language usage in headlines, subheads and slogans work to establish a relationship between the producers and receivers of the text. The authors did this because print advertisements are the “one domain where an orientation toward the reader is crucial in securing rhetorical objectives” (Fuertes-Olivera et al. 2001:1291). Thus, the authors attempted to explain how these objectives are met, specifically through the use of interpersonal devices such as person markers (such as ‘I’, ‘my’, ‘we’), hedges (such as ‘maybe’, ‘just’ but also adjectives) and emphatics (such as adjectives and adverbs like ‘amazing’ and ‘quickly’ that reinforce propositions). Fuertes-Olivera et al. (2001:1295) show how advertisers employ such linguistic devices in order to “adopt a kind of balance between informing and persuading which will prevent addressees from distrusting them”. These devices, as they form part of Fuertes-Olivera et al.’s (2001) metadiscourse schema, will be discussed below.

‘Person markers’ involves the use of personal pronouns which make “[e]xplicit reference to advertisers” themselves (Fuertes-Olivera et al. 2001:1297). Such linguistic features often result in the addressee feeling as if they are being directly addressed by the advertiser. For example:

(4) That’s why *I* Note...So, Note jy? (*So, do you Note*) (own data; Advertisement 1 – Samsung (see section 5.3.1)

In this advertisement, the advertiser addresses consumers and claims to use the advertised product. This results in the situation where the “advertisers themselves are also portrayed as members of the target group”. ‘Person markers’ may also be employed in order that consumers “associate the products with cultural icons”. For example, the following excerpt from a Motorola mobile advertisement, which depicts a woman and a Motorola phone (Fuertes-Olivera et al.2001):

(5) I found it under *my* credit card (Fuertes-Olivera et al.2001:1299)

This enforces the gender stereotype that women spend a lot of time talking and also using their credit cards shopping (Fuertes-Olivera et al.2001). Additionally, ‘person markers’ are used so that products may be associated with celebrities, for example, a product may be depicted being used by a celebrity (Fuertes-Olivera et al.2001).

‘Hedges’ are employed in advertisements to allow advertisers to downplay the absolute possibility and truth of what is being stated. This allows advertisers to make “indirect reference to the qualities of the goods being advertised” (Fuertes-Olivera et al., 2001:1299). This enables copywriters to show a “degree of tentativeness, possibility and/or politeness” in advertisements, causing the messages to appear more indirect (Fuertes-Olivera et al., 2001:1299). Fuertes-Olivera et al. (2001) identify particular criteria that hedging follows in order to be persuasive in advertising:

Firstly, hedges enforce the truth of a statement concerning what a product does, for example:

(6) McCain Oven Chips. *Just* potatoes and sunflower oil (Fuertes-Olivera et al.2001:1300)

In this slogan, the hedge ‘just’ is reinforcing the advertised product that contains only ‘potatoes and sunflower oil’ and no other unhealthy ingredients.

Secondly, hedges are used to lower the force of the message that is being conveyed. According to Fuertes-Olivera et al. (2001: 1300) this matches a social convention evident in advertising which demands “that facts be somehow disguised” when they are too inappropriate to be addressed (Fuertes-Olivera et al., 2001:1300). For example, (6):

(7) A different *kind of* strength (Secret body cream for women) (Fuertes-Olivera et al.2001:1300)

In this advertisement, women’s perspiration, an “unpleasant” topic, is somewhat hidden by the hedge ‘kind of’, and what the “strength” is required for it is not directly addressed (Fuertes-Olivera et al., 2001:1300).

Thirdly, hedges create an element of doubt with regards to the truth of the claims made in the advertisement. For example, (8), in an advertisement for Maybelline lipstick and nail polish, the advertiser uses the hedge “maybe” to create a feeling on uncertainty at first, yet the reason for the woman’s beauty is simultaneously attributed to Maybelline, the beauty product:

(8) *Maybe* she’s born with it. *Maybe* it’s Maybelline (Fuertes-Olivera et al. 2001:1301)

Lastly, hedges are a means for advertisers to “imply that their message is true and should be considered so on the basis of their expert knowledge” (Fuertes- Olivera et al., 2001:1301). For example, in the following slogan (9) used to advertise Sealy beds, the speaker is assumed to be a professional whose opinion about the quality of a bed is one that should be taken as the truth:

(9) You *can't* beat a Sealy good night's sleep. (Fuertes-Olivera et al. 2001: 1301)

In this sentence, the hedge ‘can’t’ is used by copywriters in order to state that there is no other brand of bed that provides the same amount of comfort and rest that a Sealy bed does.

Emphatics “emphasize the force of the proposition” (Fuertes-Olivera et al., 2001:1301) and highlight the central features of that which is being advertised. This is carried out by adjectives and adverb phrases (Fuertes-Olivera et al., 2001:1301). For example, in the following slogan advertising Elizabeth Arden perfume, the advertisement boldly claims that the fragrance is “enchanted”, an adjective which may cause consumers to be persuaded to purchase the product being advertised not only because of the positive connotations of the word, but also because the advertisers present the description as fact (Fuertes-Olivera et al., 2001:1302):

(9) The *enchanted* new fraganza (Fuertes-Olivera et al. 2001:1302)

3.2.2 The use of codeswitching

Advertisers use many techniques and strategies in order to appeal to consumers, one of which is the use of code-switching. According to Luna & Peracchio (2005:43), “[m]anipulations of the language in which the advertisement is written are an important part of advertisers’ efforts to appeal to bilinguals”. In this way, advertisers employ code-switching in advertisements, targeting a specific bilingual group. Bilingual speakers are able to understand both of the languages employed in the advertisement, as well as identify with both of the linguistic groups. However, this type of language in advertising may result in the situation where monolingual speakers of one of these languages or speakers of other languages may not understand the text. The message that is being conveyed by the advertisers may be lost on these speakers. Even though the language might not always be understood, there are certain languages and cultures that have particular associations that are communicated despite of the language barrier. For example, the French language is often associated with sophistication and class, and if this culture is displayed in an advertisement with only French text, it is recognisable and the message may be conveyed.

Martin (2002:381) states that the use of more than one language in a single advertisement raises important issues regarding the “socio-psychological impact of particular languages on audiences of different socio-economic backgrounds”. For example, advertisers frequently employ the English language in advertising in non-Anglophone countries such as Germany and Belgium (García Vizcaíno 2011). English is utilised in the advertisements in the brand names, slogans, phrases or words. García Vizcaíno (2011) notes that English is used in this way because it is considered to be modern, youthful and it indicates progress. The subsequent sections present an overview of similar research that was conducted in order to investigate the persuasive nature of code-switching in advertisements. The sections below present a summary of the research conducted by Wei-Yu Chen (2006), Leung (2010), Luna and Peracchio (2005), Bishop and Peterson (2010), and Conradie & van Niekerk (2015). This research and highlights the use of code-switching to English in advertising, focusing on its persuasive affect and public perceptions.

3.2.2.1 Wei-Yu Chen (2006): The use of English in Taiwanese advertisements

Wei-Yu Chen (2006) conducted a study on the use of code-mixed English in Taiwanese magazine advertisements. The primary objective was to conduct a linguistic analysis of the code-mixing, focusing on the linguistic properties of code-mixed elements, and also the sociopragmatic functions of this type of language usage. A second objective was to discover Taiwanese peoples’ perceptions of English mixed with Chinese in advertisements. The authors argue that in Asia, particularly, China, English is considered to be “more economical compared to Chinese” and in Hong Kong it is often employed “without hesitation when the purpose of communication is to convey the message unambiguously and efficiently” (Wei-Yu Chen, 2006:469).

In order to conduct this study, code-switched advertisements were sourced from 64 volumes of 43 different Taiwanese magazines. In total, 226 code-mixed sentences were found in the advertisements. The code-switched elements in these sentences consisted of clauses, phrases or single words. English company and product names, technical terms and acronyms were not included in this data. Following the collection of data, participants, from the general public, were asked to complete a questionnaire which assessed their attitudes towards code-switching. 241 questionnaires were returned to the researcher, of which 193 completed questionnaires were considered, while the rest were considered invalid due to being incomplete. The data revealed the following: 165 (85.5%) participants were positive

about the use of English and Chinese codeswitched elements, 16 (8.3%) were neutral in opinion while 12 (6.2%) were negative towards the use of English in the advertisements.

In addition, the respondents were asked to identify what they considered attributes of code-mixing and the following five were found to be the most prevalent: 'Providing opportunities for learning English' (17%), 'Adding expressiveness and making more interesting' (13.3%), 'Linking English to daily life' (10.3%), 'Easy to understand' (9.1%) and lastly, 'Trendy' (8.5%). Along with these positive perceptions, there were 12 negative perceptions: 9 of the respondents claimed that some viewers of the advertisements would perhaps be unable to understand the English employed and because of this the overall message of the advertisement may be missed. The final three participants claimed that only one language should be employed in order to "preserve the purity of language" (Wei-Yu Chen 2006:476).

In concluding the study, Wei-Yu Chen (2006: 477) claimed that Chinese is the "un-marked, normative choice in Taiwan", and that English "often carries extra socio- pragmatic meaning such as attention-getting, modernization, and creativity". Even so, positive perceptions of code-mixing were dominant in this study, indicating that mixing English with Chinese has a persuasive function in Taiwan. However, Wei-Yu Chen (2006) did note that time constraints was a limitation of this study which influenced the amount of data that could be collected – both in terms of collecting code-switched advertisements and the number of respondents reached.

3.2.2.2 Leung (2010) The use of English in Chinese advertisements

In a subsequent study by Leung (2010), based in Hong Kong, the researcher investigated attitudes towards English Chinese code mixing in print advertisements. These advertisements for four categories of products: 'convenience', 'shopping', 'speciality' and 'unsought'. The questionnaire employed was comprised of three parts: Part one consisted of 24 advertisement extracts from magazines and newspapers, each containing code-mixing. Using a Likert scale, the respondents were required to state (1) whether they understood the code-mixed segment or not and (2) whether or not they were comfortable with this code-mixing. Part two consisted of six questions that were also answered via Likert scale. These questions were:

(1) You often understand print advertisements with code mixing (i.e., Chinese advertisements mixed with English terms)

- (2) You often feel comfortable when you read print advertisements with code mixing
- (3) In general, you prefer code mixing in print advertisements
- (4) Print advertisements with code mixing often draw your attention
- (5) Please suggest the name of a product that is suitable to be advertised with code mixing
- (6) Please list the reason(s) for your suggestion in Q.5

Part three was made up of questions regarding the participants' demographic data. 1150 questionnaires were sent to Chinese residents situated in Hong Kong, randomly selected from the white pages.

The results of 278 useable questionnaires revealed that almost all the participants could understand the code-mixing in the advertisements. With regards to feeling comfortable with it, the participants felt more comfortable with the code-mixing in 'convenience' and 'shopping' than the 'speciality' and 'unsought' products.

3.2.2.3 Luna and Peracchio (2005) The effects of direction change in English and Spanish code-switching

Luna and Peracchio (2005) investigated the persuasiveness of code-switched advertisements amongst U.S. Hispanics. This research aimed to contribute to research in the field of advertising aimed at investigating the role of factors such as the direction of codeswitching, and how these may contribute to the perception of code-switching amongst bilingual speakers. The Markedness Model by Myers-Scotton (1991), specifically the concept of 'language schemas', was a pivotal aspect of this research as it highlights the social aspects of code-switching. Two different studies were conducted by Luna & Peracchio (2005). Each of these will be addressed separately below.

The first study involved 105 fluent Spanish-English bilingual participants, all either foreign-born Hispanics or first-generation Hispanic-Americans, and the researchers aimed to investigate the effects that the direction of code-switched elements may have on attitudes towards code-switching. Participants were given the choice to receive instructions and complete the experiment in either Spanish or English. 69,5% of the participants chose English and the other 30,5% chose Spanish. In order to investigate the significance of the direction of code-switching, the direction of the code-switched elements in selected advertisements were manipulated.

The participants were presented with eight slogans that contained one code-switched word. The codeswitched elements of the slogans were all in the same direction: English being the majority language and Spanish the minority language. Before viewing these slogans, the participants were required to read mock newspaper articles containing fictional research that depicted positive, negative and neutral perceptions of code-switching. Then, the participants took part in three comprehension items and all of the participants completed these correctly, indicating that they grasped the main point of the article. The next aspect of the testing process was to assess the validity of the manipulation of attitudes towards code-switching. This was carried out by means of two seven-point agreement scales regarding these statements:

- (1) “Magazines that mix languages are good for Latinos”,
- (2) “In general, mixing Spanish and English is a good thing” (Luna & Peracchio 2005:49)

The subsequent part of the study was the evaluation of the advertised product, involving six five-point scales with the following absolute values: “poor\high quality”, “not appealing at all\very appealing”, “I would not buy it\I might buy it”, “I would not recommend it to a friend\I would recommend it to a friend”, “mediocre\exceptional” and “very bad\very good” (Luna & Peracchio 2005:50). Finally, the participants needed to record all thoughts they had while reading the advertisement slogans.

For, the second segment of the study, 56 fluent Spanish-English bilingual speakers were recruited. The participants were required to read a cover of a magazine, *People*, ‘bilingual edition’, containing a number of headlines that switched from either from English to Spanish or from Spanish to English. In addition, the participants read an excerpt from a novel that contained English-Spanish or Spanish-English code-switching. The participants were required to complete a number of reading comprehension questions in order to ensure that the participants read all the texts.

In order to gauge the validity of the context manipulation, the participants completed two seven-point scales stating whether they agreed or disagreed with these statements:

“When people speak English (Spanish), it is acceptable to use some Spanish (English) words”, and,

“When you are speaking in English (Spanish), it is helpful to use some expressions in Spanish (English)” (Luna & Peracchio 2005:52).

Luna & Peracchio (2005) conclude the following from their studies: In Study 1, the results indicate that there is a code-switching direction as the minority-to-majority slogans were found to be more persuasive than the majority-to-minority slogans. The former caused a larger number of negative thoughts relating to language and a larger number of minority-culture related thoughts. This reinforces the idea that language schemas are activated when a specific language is more salient. Study 1 also illustrates that general attitudes towards code-switching effect the persuasiveness of code-switching in advertisements. In addition, from study 2, it was found that a particular type of code-switching may receive a more favourable reaction if it is considered to be the norm.

It was found that code-switched advertisements are rather complex and there are a number of aspects that need to be considered. Firstly, advertisers need to establish what the target market's attitude is towards code-switching. Secondly, the context in which the advertisement occurs has a great influence on the perception of the advertisement.

For future research, Luna & Peracchio (2005b) suggest that studies could be conducted on the possible structural, grammatical or the social constraints of code-switching within bilingual advertising. It is also suggested that the same research is carried out among other language groups and social contexts in order to assess the validity of their model. Finally, it is suggested that code-switching within a broader context should also be investigated.

3.2.2.4 Bishop and Peterson (2010) The use of English in Spanish advertisements

Bishop and Peterson (2010) expanded on Luna & Peracchio (2005)'s research by investigating the impact that the context of the advertisement has on the perceptions of Spanish/English code-switching that occurs in advertisements. They draw on Myers-Scotton's (1995) Matrix Language Frame Model (MLF) to highlight that in order for code-switched advertising to be most effective, the main language of a code-switched advertisement should match the medium in which the advertisement is placed.

Their study was based on the following six hypotheses:

H1: When the matrix language of a code-switched ad matches the language of the surrounding medium, recall of the embedded ad elements will be higher.

H2: In code-switched advertising, advertisers will be perceived as more culturally sensitive when the matrix language of the ad matches the language of the medium in which the ad is placed.

H3: In code-switched advertising, ad persuasion will be higher when the advertiser is perceived as being more culturally sensitive.

H4: In code-switched advertising, cognitive ad involvement will be higher when the advertiser is perceived as being more culturally sensitive.

H5: Higher cognitive ad involvement will result in higher recall of embedded (code-switched) ad elements.

H6: Higher cognitive ad involvement will result in higher persuasion for the ad. (Bishop & Peterson 2010:57-58).

The participants were of Mexican descent and between the ages of 18 and 30. In order to determine the language ability of participants, particularly as it relates to their proficiency in two languages, the participants completed two language comprehension tests and a self-reported proficiency test. A total of 122 participants completed the questionnaire in its entirety: 78 completed in English and the remaining 44 in Spanish.

The procedures of the study were as follows: First, the selected codeswitched advertisement was placed in a context where it fell between two English magazine articles or, alternatively, two Spanish articles. Once the participants had viewed all the reading materials, they were instructed to write down as many statements from the advertisement as they could remember. Two bilingual professionals were responsible for coding the data from the recall test. One point was awarded for each single noun that they wrote down, whether it was written as a single word or as it occurred in the phrase.

Second, in order to assess the perceptions of the advertiser's cultural sensitivity, two statements were given to be assessed on a seven-point Likert scale:

“The advertiser is aware of the needs of Hispanic consumers”, and

“The advertiser respects Hispanic consumers”.

Furthermore, the researchers assessed the persuasiveness of the advertisement on a three-point scale using three statements:

I really liked the advertisement,

I would likely be a customer of the company, and

I would likely tell others about the services of the company.

Finally, cognitive involvement was assessed using a five-item seven-point scale. This assessed the participants' opinions of the advertisement as (1) important, (2) relevant, (3) valuable, (4) means a lot to me and (5) needed.

The findings of Bishop and Peterson (2010)'s study revealed that the matrix language of an advertisement and the language of the medium is vital in order for code-switched advertisements to be effective. More specifically, the language of the medium should be the same as the matrix language in a code-switched advertisement in order that the bilingual viewer's information-processing ability is not overused. Secondly, if the matrix language of an advertisement matches the surrounding medium, the advertisement is perceived to contain higher advertiser cultural sensitivity, promotes a better recall of code-switched words, initiates more cognitive ad involvement and is found to be more persuasion.

Bishop and Peterson (2010) highlighted that the time given to participants to complete the study worked as a limitation. In a real situation, individuals would not necessarily read each claim made by the advertisement in detail and in this way. On this point the authors claim that "the need for realism is often traded for the need for control" (Bishop & Peterson, 2010:64). The fact that the findings can not necessarily be generalized to other Hispanic populations is another limitation.

The authors also recommend that research be carried out to investigate monolingual advertisements in comparison to code-switched advertisements when placed within a medium. They further suggest that this research should be conducted among other bilingual groups for comparative purposes.

3.2.2.5 Martin (2002) The use of English in French advertisements

This study focuses on French magazine advertisements that contain English code-switched elements. The focus is on the structure of the language in the advertisements, the amount of code-mixing that is employed and the socio-linguistic consequences this may have.

In this study, a number of types of code-mixing in advertisements were identified and explained in the context in which these advertisements occurred.

An important conclusion drawn: "the choice of advertising technique and the medium in which an ad appears have a profound effect on the visual as well as linguistic elements of a given advertisement" (Martin 2002:399). Another finding was that the proportion of code-mixing used in advertisements may influence consumers' attitudes towards code-mixing.

3.2.2.6 Conradie & van Niekerk (2015) The use of Afrikaans and indigenous South African language code-switching in English advertisements

This recent South African study focuses on code-switching from English to other languages in South African print advertisements. These languages include European and Asian languages, as well as indigenous South African languages and Afrikaans. The authors focus on the effect that code-switching has on “establishing an audience-advertiser relationship” and also “building consumer positions within this relationship” (Conradie & van Niekerk 2015:118).

In this study, a random sample of advertisements was taken from South African print magazines published between 2006 and 2013. The sample consisted of a total of 150 advertisements. This sample was used to provide an overview of language usage in South African print magazines.

Conradie & van Niekerk (2015:125) investigated the incorporation of Afrikaans elements in South African advertising text. The authors claim that code-switching to Afrikaans is aimed at both first and second language speakers due to the fact that most of the South African audience has functional proficiency in Afrikaans, unlike French or German. Because of this, words and phrases from Afrikaans are employed to evoke cultural stereotypes. The authors claim that advertisers employ Afrikaans in a manner that draws on stereotypical associations of white Afrikaans speakers. In this way Afrikaans is used as “a commodity” to create and maintain a relationship with the target audience (Conradie & van Niekerk 2015:126).

Similarly, code-switching to indigenous South African languages is an attempt to establish and maintain a relationship with the audience by using its first language” (Conradie & van Niekerk 2015:133). They also state that employing language in this manner can be an attempt towards achieving a “transformed” linguistic and cultural society (Conradie & van Niekerk 2015:134). In this way companies might portray themselves as committed to the development of indigenous languages in a post-apartheid environment.

Conradie & van Niekerk (2015:121) highlight how the use of code-switching in advertising does ideological work by suggesting a common culture, background and lifestyle. In addition the study demonstrates the multicultural and multilingual context of South Africa and the prevalence of cultural and linguistic references in many South Africa advertisements.

3.3 Semiotic analyses of advertisements

The persuasive nature of advertising has long been an object of investigation for scholars, including scholars within the field of Linguistics (Fuentes-Olivera, Velasco-Sacristán, Arribas-Bano & Samaniego-Fernández 2001; McQuarrie & Philips 2005). Many approaches have been taken, and indeed can be taken, to investigate the persuasive nature of advertising. These approaches are not limited to those that investigate the linguistic features of the text. In fact, many studies have been conducted to investigate the multimodal features of advertising text, and many of these studies have highlighted that features such as images, colour and layout are all extremely significant in determining how the advertisement is perceived by consumers (see Beasley & Danesi 2002).

With this in mind, unlike all of the studies listed in the previous section, this study has not ignored the visual elements of the text when attempting to assess whether the participants found the advertisement persuasive or not. In fact, this study proposes that, although the code-switched elements of the advertising text may lead consumers to assess the advertisement in a more positive way, the images, fonts and colour of the advertisement also play a significant role. For this reason, code-switching cannot be investigated as an entirely independent variable.

In order to account for all the persuasive features in the selected advertisements, in addition to an analysis of the code-switched elements, the researcher also conducted an analysis into other features of the advertising text which may be persuasive (see section 3.2.1), and conducted an analysis of the multimodal features of the advertisement. In order to do this, the researcher drew on key concepts within the field of Semiotics.

Semiotics is an approach to linguistic and textual analysis that was developed by the Swiss Linguist Ferdinand de Saussure in the early part of the 20th century. For Saussure, semiotics was a science that could be used to investigate the role of signs in everyday life (see Chandler 1999). The concept of a 'sign' is central to semiotic theory, as are the concepts of 'signifier' and 'signified'.

In semiotics, a 'sign' is basic unit of meaning, such as the word "dog". In semiotic theory, a 'sign' is composed of two parts: the signifier, to mean the form the sign takes or its denotative meaning, and the signified – or the connotative and cultural meanings of the sign. Thus, while the signifier of "dog" is a "domesticated animal with four legs", the connotative meaning would be the cultural associations we have with the term "dog" –

including those cultural associations that are transferred in cases where humans are referred to as “dogs”.

Saussure’s theories were later expanded upon by Barthes, and even later by contemporary linguistics such as Kress and Van Leeuwen in the theory of social semiotics. In this framework, the basic concepts of ‘sign’, ‘signifier’ and ‘signified’ are used to articulate the social implications of words and images. Although more recent reiterations of semiotic theory are significant, the fundamental concepts of ‘sign’, ‘signifier’, and ‘signified’ are used in this study to analyse the non-linguistic features of the advertisement that could be considered persuasive.

3.4 Summary

This chapter has highlighted literature concerning language in advertising, particularly, its persuasiveness through persuasive devices and the use of code-switched language. In section 3.2.1, the role that language plays in advertising was established, focusing on metadiscourse devices. Furthermore, section 3.2.2 focused on research conducted that investigated the employment of code-switching in text advertisements. These studies illustrate English has a prominent language in code-switched advertisements and that code-switching can be considered a persuasive device. In addition, code-switching has particular social consequences that may enforce positive or negative connotations with an advertiser. Finally in section 3.3, an overview of the semiotic analysis of advertisements was given, which highlighted the key concepts thereof.

Chapter 4

Methodology

4.1 Introduction

As highlighted in chapter one, this research aims to investigate how uses of code-switching in advertising is perceived among Afrikaans-English bilinguals, as well as multilingual speakers of other languages. This chapter will provide an extensive outline of the research design and the methods used to obtain the data necessary for answering the research questions. It will also indicate the methods of analysis and interpretation that the study has followed.

Since this research took a mixed-method approach to analysing the data, section 4.2 offers an introduction to the core concepts of qualitative and quantitative research and highlights the research process used in this study. Section 4.3 provides an overview of the process taken to collect advertisements, and section 4.4 provides an overview of the participants who took part in this study, as well as the procedure that was taken to collect the data from them. Finally, section 4.5 provides a detailed description of the testing instruments necessary for the quantitative data collection and interpretation procedure.

4.2 Mixed methodology: Qualitative and quantitative research

Due to the nature of this research, both qualitative and quantitative approaches were necessary: the study took a qualitative approach in purposively sourcing and analysing the advertisements that are used. It was necessary that the advertisements contained both Afrikaans and English, where the one language is at some point switched in favour of another. This could be in the form of a single word, phrase or sentence within the advertisement. Advertisements that contained only the name of the product or company in another language were not considered to contain code-switching. In addition, the selected advertisements are analysed primarily in terms of the code-switching that occurs and the associated persuasive features. This analysis takes place in Chapter Five, in section 5.3.

4.3 Collection of advertisements

In order to conduct this study, a relatively large sample of print advertisements from South African publications and companies was sourced. Specifically, advertisements that

contained Afrikaans and English code-switched elements were located. Upon searching for and gathering the necessary advertisements for this research, a number of observations were made:

Firstly, more than two years of editions of Stellenbosch University's student newspaper, *Die Matie*, were searched for code-switched advertisements. Out of these editions, two advertisements were found to contain both English and Afrikaans mixed in one advertisement. The articles in *Die Matie* are a bilingual mixture of completely English and completely Afrikaans articles and this is also true of the advertisements. This was a surprising finding because the style of *Die Matie* is rather informal, appealing to young students at the University, a diverse multilingual and cultural group, yet the advertisements (as the rest of the text) appear strictly in Afrikaans or English.

Secondly, the women's lifestyle magazine *Sarie*, was examined for code-switched advertisements. *Sarie* is a magazine that is written predominantly in Afrikaans and its target reader are Afrikaans women. Issues from January 2014 to June 2015 were examined for advertisements that contained code-switching and a large number of the advertisements appeared to contain switching of Afrikaans to English. However, upon further examination of the advertisements, it was found that a large number of the words or phrases that were in English in these advertisements were brand names and the actual names of the products. For example, there were two interesting advertisements one by *Clarins* and the other by *Robertson Winery*. In the *Clarins* advertisement, two facial creams are being advertised. The names of these creams are "Super Restorative Day" and "Super Restorative Night" and in the advertisement, they appear as "Super Restorative Dag & Nag". Besides the name of the product, "Super Restorative", the rest of the advertisement is in Afrikaans. Similarly, in the *Robertson Winery* advertisement, a sparkling wine is being advertised, named "Lightly Sparkling". This name of the product appears in the advertisement in the sentence "Ons stel bekend *Lightly Sparkling*" (We introduce *Lightly Sparkling*). The phrase 'Lightly Sparkling' is also italicised, to mark it as a borrowing. The additional text in the advertisement is in Afrikaans only.

These larger textual items are not code-switched, as they give the names of the products being advertised. This appears to be an interesting phenomenon in South African advertising: the product names are predominantly in English and not translated, while the rest of the advertisement is in Afrikaans. Following this observation, only a minimal

amount of advertisements were found to display Afrikaans-English code-switched language.

Thirdly, code-switched advertisements were searched for online. This was carried out via search engines and by visiting websites of selected businesses that are already reputable for using multilingual texts and discourses. This included *Nando's*, a fast food restaurant that originated in South Africa and that is widely cited for its use of humour and word games in marketing.

A total of five advertisements were selected from the above mentioned sources. These advertisements will be discussed and analysed in section 5.3. The reason for using no more than five advertisements in this study is due to the lengthy questionnaire.

4.4 Participants

Participants were recruited from one first year undergraduate group registered for the same module at Stellenbosch University. The module was selected first because of the easy access gained via faculty connections, but also because the module is one that aims to teach students about research and research methodology in higher education contexts. All students in the module were briefed on the project so that even those who preferred not to participate in the study benefited from exposure to an illustrative example of quantitative research. A total of 99 students consented to actively participate in this study. These participants, both male and female, were between the ages of 18 and 22 years old.

4.4.1 Language profiles

Out of the total number of participants (99), 28 were fluent Afrikaans-English bilinguals, while 71 of the participants were from other language backgrounds. Participants were not tested for their fluency or bilingual ability, but were asked to assess themselves and provide information about their language backgrounds. This was necessary in order to establish the participants' linguistic profiles and group them accordingly. A total of 83 of the participants reported that they were fluent in more than one language, while 16 participants reported to be fluent in only one language even if they were also limitedly proficient in another. This confirms that all the participants are multilingual. Table 4.1 below depicts the range of languages spoken by the participants and how the resources are distributed:

	First language	Second language	Third language
English	31	64	5
Afrikaans	38	28	6
IsiXhosa	17	2	3
Sepedi	6	0	0
IsiZulu	2	2	3
Southern Sotho	2	0	0
Siswati	1	0	0
German	0	0	1
French	0	1	1
Sepedi/Northern Sotho	1	0	0
Tshivenda	1	0	0
Tsiswazi	0	1	0
Tswana	0	0	2

Table 4.1: Summary of first, second and third languages of participants

The language with the most first language speakers in this group, is Afrikaans (38) and the language with most second language speakers is English (64). Also, the number of second language speakers of English (64) is greater than the number of first language English speakers (31) in the participant sample. Table 4.2 provides a more detailed depiction of the participants' first and second languages, specifically, the 84 participants who claimed to be fluent in more than one language:

Afrikaans-English	28
English-Afrikaans	27
IsiXhosa-English	15
Sepedi-English	5
IsiZulu-English	2
IsiXhosa-IsiZulu	1
IsiZulu-English	2
Sepedi-Tsiswazi	1
English-IsiZulu	1
English-French	1
Siswati-English	1
Tshivenda-IsiXhosa	1
Sepedi/Northern Sotho-English	1
Southern Sotho-English	1
Southern Sotho-IsiXhosa	1

Table 4.2: Summary of languages spoken by bilingual/multilingual speakers

Tables 4.1 and 4.2 above illustrate the linguistic and cultural diversity of the participants. The Afrikaans-English and English-Afrikaans bilinguals make up the majority of the participant group. None of the Afrikaans-English speakers identified themselves as

speakers of a third language. However, among the English-Afrikaans speakers, three participants identified themselves as knowing a third language: one German, one French and one IsiXhosa. The IsiXhosa-English group is smaller than the Afrikaans and English groups, but much greater than the other indigenous language groups. A more detailed depiction of the “monolingual” speakers is given in Table 4.3:

Afrikaans	English	IsiXhosa	Sepedi	Siswati
10	2	2	1	1

Table 4.3: Summary of first languages of monolingual speakers

Table 4.3 depicts the distribution of languages of the 16 “reluctant bilinguals”. The Afrikaans group was the largest, and English and IsiXhosa the second largest. There was only one Sepedi and one Siswati speaker in this group.

In addition to assessing their use of two or more languages, the participants were required to complete self-rated proficiency questions for Afrikaans and English, including the language areas ‘speaking’, ‘writing’, ‘understanding’ and ‘reading’. The figures below, 4.1 and 4.2, depict these proficiencies for the Afrikaans-English participants, but also for the remaining participants:

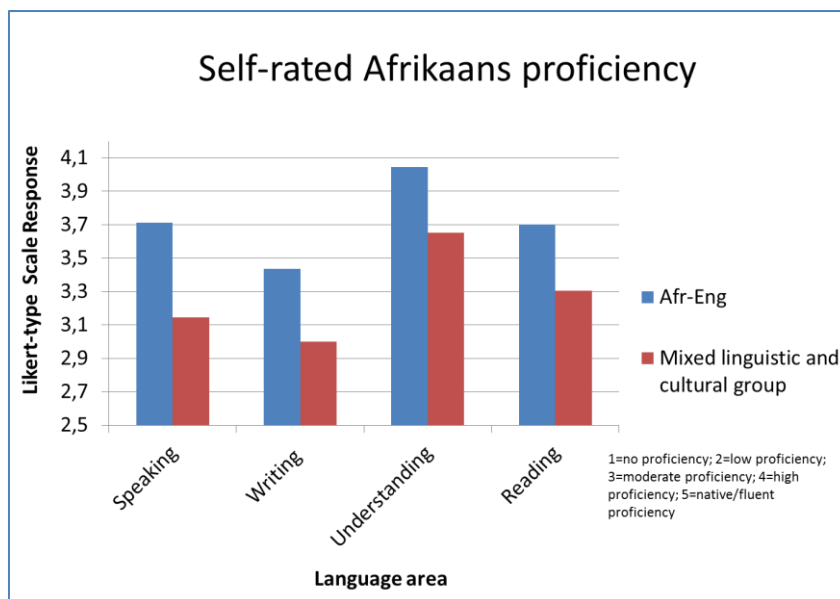


Figure 4.1: Average self-rated proficiencies of Afrikaans

This graph reflects that all of the participants fall into the category of ‘moderate proficiency’ (3), except for the Afrikaans-English group’s responses for the language area of ‘understanding’. This group’s responses for this language area is in the category of ‘high proficiency’ (4). Also, all of the average responses of the Afrikaans-English group are higher, indicating that the Afrikaans-English group considers themselves to be more proficient in Afrikaans.

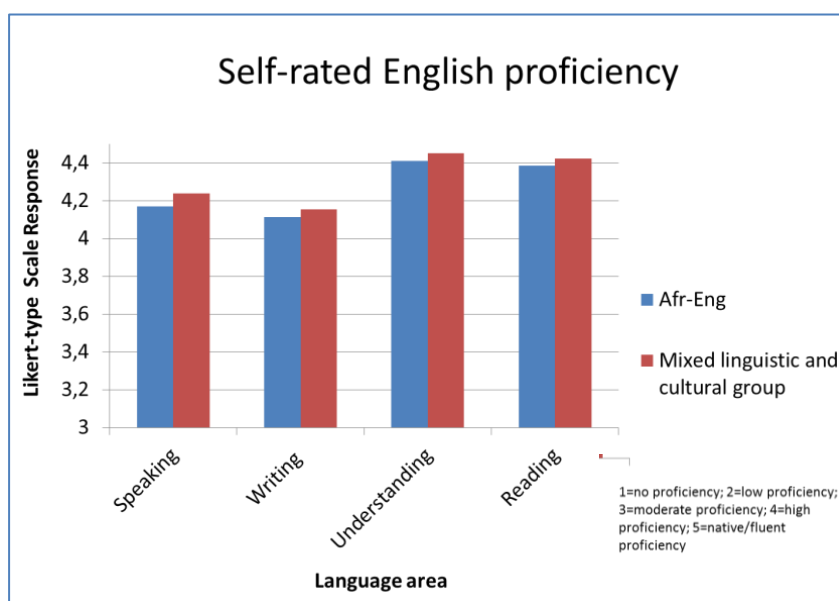


Figure 4.2: Average self-rated proficiencies of English

Figure 4.2 illustrates that average responses for English proficiency of both the groups are higher than the responses for Afrikaans proficiency, as all the responses are in the category of ‘high proficiency’ (4 and above). Additionally, the responses participants who are fluent in English and/or and African language are all higher than the Afrikaans-English group’s. This indicates that they consider themselves to be more proficient in English than the Afrikaans-English group.

4.5 Data collection instrument

In order to understand the persuasive nature of Afrikaans-English code-switched advertisements amongst a diverse group of people, this study made use of a structured survey which was developed by the researcher. The survey, which consisted of four parts, was bound together in a booklet with instructions and was made available in both Afrikaans and English. The survey is attached as Appendix A.

Part one of the survey was a questionnaire which assessed the participants’ language background. This included the participants own assessment of their fluency in their spoken

languages, their first, second and third language, questions regarding the languages spoken at home, the language of instruction that was used at all schooling levels, as well as the amount of exposure to all official South African languages. There was also a self-rated proficiency question on both English and Afrikaans and a question concerning their own regularity of code-switching. The last question in this section required participants to write a short narrative on something that may be interesting about their language usage.

Part two of the questionnaire aimed to understand the participants' perceptions of code-switching. In this section, participants were asked to indicate whether they consider the mixing of two or more languages in one utterance to be: (1.a) A good thing, b) lazy, c) educated, d) pure, e) stylish, f) modern, g) good for the Afrikaans language or h) good for the English language. This question was adapted from the Luna and Peracchio study of 2005. The participants were also presented with the following statements and asked to indicate on a five-point Likert scale (ranging from strongly disagree to strongly agree) whether they agree with the following statements: (2.a) When people speak Afrikaans it is acceptable to use some English words, and b) When people speak English it is acceptable to use some Afrikaans words.

Part three of the testing booklet involved the assessment of five advertisements that contained Afrikaans-English code-switching. Unlike the studies conducted by Luna and Peracchio (2005) and Bishop and Peterson (2010), participants were shown these advertisements in full, with all the imagery included. Once they had viewed each advertisement, the participants were required to indicate on a Likert scale (ranging from strongly disagree to strongly agree), the extent to which they found the advertisements to be: (1.a) clever, (b) appealing, (c) whether they would buy or make use of the product or service, (d) whether they would recommend the product or service to a friend. Furthermore, participants were asked to indicate, on the same Likert scale, the extent to which they agreed with the following statements: (2.a) The advertiser is aware of the needs of Afrikaans consumers and (b) The advertiser respects the culture and identity of Afrikaans consumers. Also, (c) The advertiser is aware of my needs as a consumer and (d) The advertiser respects my culture and identity.

The final aspect of the data collection instrument was a recall exercise. This section required participants to write down as many words or phrases from the advertisements that they could remember on a blank page. As with Luna and Peracchio (2005)'s study, the recall exercise offered the researcher insight into the linguistic features of the advertisement that

were memorable for the participants, thus also providing some indication of the persuasive features of the advertisements selected for this study.

4.6 Testing procedure

As mentioned, participants were recruited from one first year under-graduate module at Stellenbosch University. The module was one that aims to teach students about research and research methodology in higher education contexts. All of the participants consented to participate in the study and completed the questionnaire during one of the scheduled lecture periods. Each participant was given a testing booklet that was in Afrikaans or English, depending on their language preference. The participants were instructed to not page ahead through the booklet until the allocated time for each section had passed. Fifteen minutes were allocated for the language background section and 10 minutes for the code-switching analysis section.

For the viewing and analysis of each advertisement, 20 minutes were allocated. During this section, each advertisement was projected onto a screen for four minutes and during these four minutes, participants were instructed to observe the advertisement and read it, and then to complete the review section for the advertisement. Finally, 5 minutes were allocated for the recall section. Once the testing procedure was complete, the testing booklets were collected by the researcher and the participants were debriefed.

Since it was hypothesised that Afrikaans-English bilinguals would find Afrikaans-English code-switched advertisements more persuasive than participants from other linguistic backgrounds (Xhosa-English bilinguals, for example), once collected, the questionnaires from the Afrikaans-English participants were separated from the questionnaires that were completed by other participants.

4.7 Summary

That chapter has provided a detailed explanation of the methodology and testing materials employed in this research study, with the purpose of answering the research questions outlined in Section 1.2. In Section 4.2, an overview was given of the qualitative and quantitative methods required in this research. Section 4.3 describes the process of acquiring the sample of advertisements required was discussed. The participants and their language profiles are introduced in section 4.4, illustrating the great diversity among the participant group. Section 4.5 describes the data collection instrument, the testing booklet, which was employed. This testing material was partially based on Luna and Peracchio

(2005)'s survey questions. Finally, this was followed by a detailed elaboration of the testing procedures that were carried out in this study, in section 4.6.

Chapter 5

Data Analysis

5.1 Introduction

The previous chapters in this thesis highlighted the complexities related to studies that work with the notions of bilingualism and code-switching, specifically as they relate to the language of advertising. Chapter Four presented an overview of methods of data-collection, including the profiles of the participants. This chapter presents the results of the detailed qualitative analysis of the five selected advertisements, as well as the results of the analysis of the survey and questionnaires that were distributed amongst the participants. First, it offers an exposition of the participants' perceptions of bilingualism and their own linguistic repertoires. Since this research has a particular focus on Afrikaans-English code-switching, the participants' perceptions of Afrikaans and English that were found are presented in section 5.2. Following this, detailed analysis of the perceptions of the selected code-switched advertisements takes place. This detailed analysis aims to offer reasons for, and an interpretation of, particular trends rather than simply a list of figures. These interpretations are related to and given within the framework of the literature presented in Chapter Two. Following this analysis for each advertisement are the participant groups' perceptions of the advertisements.

5.2 Bilingualism and perceptions of language use

In order to assess the linguistic repertoires of the participants, they were asked to complete questions about their fluency in two or more languages, namely the languages of learning, and the languages that they use or encounter in their day-to-day lives. A total of 83.84% (83) of the participants stated that they are fluent in more than one language and the other 16.16% (16) state that they are not. Three of the participants explicitly stated that they are 'bilingual' in the language narrative section, where one claimed to be "fully bilingual". In other cases, given that bilingualism is a complex notion, (see section 2.2) levels of bilingualism were determined by the participants' responses to questions 1, 2 and 3 in the questionnaire. For this reason, the term 'bilingual' was avoided in the questionnaire.

5.2.1 Perceptions of Afrikaans and English

The narrative section of the survey (question 14) yielded opinions and perceptions of Afrikaans that the participants were not explicitly required to give. This includes both positive and negative perceptions of the language and also some perceptions that are merely informative of the participants' specific language usage. For example, Participant 58¹ states "I use English mostly on a day to day basis, Afrikaans is usually used when joking around with family and friends". This indicates that Afrikaans is used in more colloquial settings to establish and re-establish close connections. In addition, this study yielded opinions of the English language in the section on participants' language background. For example, Participant 6, a first language isiXhosa speaker states that "English is better for communicating" and that it is a "world language". Similarly, participant 97 states "I prefer English, most people understand it". Another participant, participant 11, was raised in Afrikaans, which is their L1, but claims to "prefer studying in English". Also, participant 64 states "I speak mostly Afrikaans at home and English at university".

5.2.2 Perceptions of Afrikaans-English code-switching

The questionnaires reflected that, in general, the participants hold neutral rather than judgemental attitudes towards code-switching. Question 2 (a) and (b) (see Appendix A) aimed to assess the participants' perceptions of code-switching where English or Afrikaans is the matrix language respectively. The results show that participants felt that it is more acceptable to switch from Afrikaans to English than it is to switch from English to Afrikaans (61.6 % vs 43.84 %).

The average regularity of code-switching among the Afrikaans-English participants was 64%. This was calculated from the participants' responses to question 12 ('How often do you mix languages in conversation?') to which the participants were required to select an option from the following list: 'never', 'occasionally', 'moderately', 'often' 'very often'. One of these participants claimed to "never" mix languages while three claimed to mix "often". Amongst the participants who were not Afrikaans-English bilinguals, (in other words, those who are isiXhosa-L1 speakers, or English-L1 speakers, etc.) the average regularity of code-switching was 64.2%, slightly higher than that of the Afrikaans-English group. Out of

¹ The survey responses were randomly assigned numbers, which were then used to refer to participants in this section.

these 71 participants, four claimed to “never” mix language languages and 10 claimed to mix “often”.

Some of the participants offered interesting insights into perceptions of code-switching in the narrative section of the survey (question 14). For example, participant 67, an L1-Afrikaans speaker whose second language is English but does not consider him-/herself a fluent speaker of English, states:

“Ek voel verwar wanneer daar van twee tale gebruik gemaak word in die klas.”

(I feel confused when two languages are used in class.)

Participant 32, an L1 English speaker who is also fluent in Afrikaans, claims to

“mix English and Afrikaans because some words describe things better in the other language.”

Participant 29, whose L1 is English and L2 is Afrikaans, claims the following:

“I am bilingual, (I) mix English and Afrikaans if can't get to the word in the language I'm talking in.”

This participant expresses the need for code-switching due to reasons of efficiency. In addition, Participant 80 states:

“In my manier van Afrikaans praat word baie engelse woorde ook gebruik”

(In my way of speaking Afrikaans many English words are also used).

This participant claims to employ a lot of English in their language usage. Some of the participants willingly divulged more negative perceptions of code-switching in the narrative section of the survey. For example, Participant 11, a fluent speaker of both Afrikaans (L1) and English (L2) states that

“You should not mix, only use one language”.

Participant 95, who is a fluent speaker of both Afrikaans (L1) and English (L2) states

“Ek persoonlik as individu verkies om suiwer Afrikaans te praat. Ek meng nie graag my sinne met Engels en Afrikaans woorde nie”

(I, personally as an individual, prefer pure Afrikaans. I don't enjoy mixing my sentences with English and Afrikaans words).

This participant claims not to code-switch often during conversation because they prefer speaking Afrikaans that is “pure”, indicating that they consider code-switching to be an impure type of language usage.

Figure 5.1 below depicts the perceptions of code-switching among the dominant language groups² of the participants:

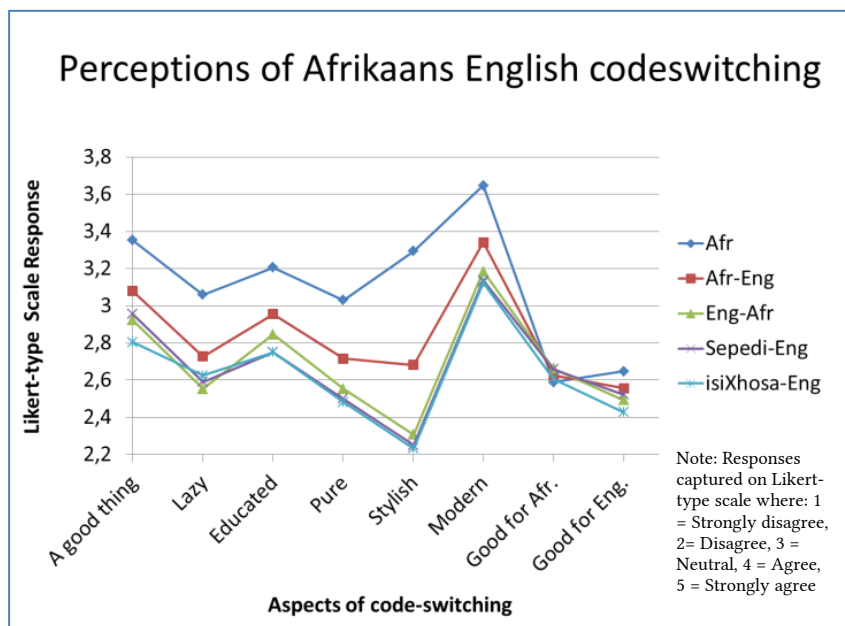


Figure 5.1: Perceptions of Afrikaans-English codeswitching

This figure illustrates the responses of the different language groups regarding their perceptions of code-switching. The Afrikaans group is the only group whose responses all fall within and above the “neutral” category. All of the groups’ responses regarding code-switching being “modern” fell into the neutral category. The English-Afrikaans bilinguals and the indigenous African language first language speakers indicated that they disagreed with all of the statements except for the statement concerning the modernity of code-switching.

Figure 5.2 illustrates the perceptions of codeswitching amongst Afrikaans-English bilinguals in comparison to all other participants (the multilingual group):

² This graph, as well as many of the graphs to follow, illustrate the responses of participants if there were 6 or more participants who shared the same linguistic background. Those participants who spoke a minority language in the group (for example isiXhosa-isiZulu, and Sepedi-Tswazi) were not included in this representation because there were too few speakers to determine an “average” perception. In some cases the figures represent the responses of Afrikaans-English participants in comparison to all others. Where this is done, it is clearly indicated.

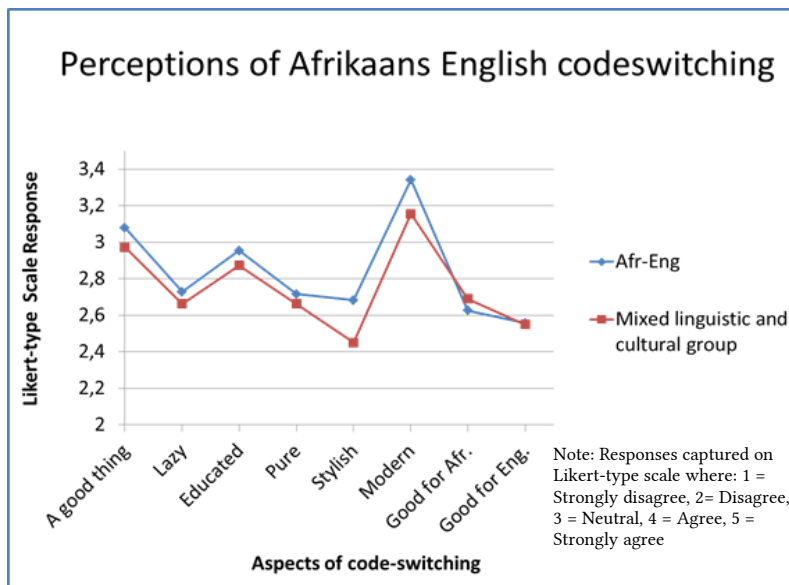


Figure 5.2 Perceptions of Afrikaans-English codeswitching (Afrikaans-English bilinguals and multilingual group)

The Afrikaans-English bilinguals' responses to questions pertaining to the perceptions of acceptability of Afrikaans-English codeswitching were marginally higher than participants from other language groups. The Afrikaans-English group rated their perceptions of two of the aspects of code-switching as 'neutral': That is it 'a good thing' and that is it 'modern'. Both of the groups disagreed with the comment that such codeswitching is 'lazy'. Both of the groups disagreed with the rest of statements, illustrating that they generally feel that Afrikaans-English codeswitching is practice on behalf of those who are uneducated, that it is an impure use of language, that it is not stylish and they do not consider it to be good for the Afrikaans language nor the English language.

The language background question revealed interesting insights that can be correlated to the quantitative data. For example, Participant 56 whose first language is Afrikaans and his/her second language is English, claims to mix languages in conversation often. In the section on language usage, this participant states:

“Whenever I converse in English and I want to maybe tell a joke or say something funny I often switch over to Afrikaans because it would sound funnier in Afrikaans”.

The participant disagreed with the statements that claim mixing Afrikaans and English to be good for the Afrikaans language or for the English language. However, s/he agreed with the two statements which claim:

“When people speak English it is acceptable to use some Afrikaans words”, and

“When people speak Afrikaans it is acceptable to use some English words”.

In the recall section, the same participant recalled only Afrikaans phrases (“moer hulle”, “iets vir die siel”; beat them, something for the soul), apart from the word “support” in the phrase

“Support vir die manne in green en goud”

(Support for the men in green and gold).

This phrase was translated by the participant from English into Afrikaans.

Participant 30’s first language is Sepedi, his/her second language is Seswati and his/her third language is English. When commenting on his/her language usage, the participant states: “In Northern Sotho we tend to use almost every word from other languages, in a nut shell, our language is a mixture of languages”. Participant 30 does not identify him/herself as a second or third language speaker of Afrikaans. Thus, their evaluation of the mixing of Afrikaans and English in conversation is interesting. Participant 30 remains neutral concerning matters of whether the mixing of Afrikaans and English in conversation is a good thing, educated, pure and modern. In addition, the participant disagrees that the mixing of Afrikaans and English in conversation is lazy. However, Participant 30 does agree that it is stylish, good for the Afrikaans language, good for the English language, and that it is acceptable for people speaking English to use Afrikaans and vice-versa. When asked to recall information, the participant recalled more English words than Afrikaans words and phrases (go-buy, give the two words for support, FNB, in contrast to moer hulle). But, despite his/her language repertoire and recollection, no advertisement was evaluated in an overtly negative way.

Participant 36 is a first language Sepedi speaker, a second language English speaker and a third language Tswana speaker. This participant claims to mix languages often, however, then strongly disagrees with mixing Afrikaans and English to be a good thing, educated, pure, stylish, modern, good for the English languages and disagrees with it being good for the Afrikaans language. Furthermore, the participant claims to strongly agree with the statement ‘When people speak Afrikaans it is acceptable to use some English words’. In assessing the advertisements, participant 36 strongly disagreed with the statement “The advertiser respects my culture and identity” for all five statements.

Participant 79 specifies Afrikaans as L1 and English as L2. This participant claims to mix languages ‘af en toe’ (now and then) and stated the following in the language usage questionnaire: “In my manier van Afrikaans praat word baie engelse woorde ook gebruik. Soos bv. Ek sal se ‘Ons moet nog juice in die kar gooi” (In my way of speaking Afrikaans,

many English words are used. For example, I would say ‘We must throw more juice in the car’). The participant remained neutral concerning mixing Afrikaans and English. In addition, participant 79 selected ‘strongly agree’ concerning the statements ‘When people speak English it is acceptable to use some Afrikaans words’ and ‘When people speak Afrikaans it is acceptable to use some English words’.

5.3 Analysis of advertisements

The following section presents an overview of the participants’ perceptions of the advertisements. Each advertisement is presented and discussed in a separate section. First, a qualitative analysis of the advertisement removed from the participants’ responses, is presented. This analysis incorporates the work of *Fuertes-Olivera et al. (2001)* on metadiscourse strategies in advertising text, as well as ideas developed within semiotics in order to highlight other features of the advertisement (apart from code-switching) that may play a role in the participants positive assessment of the company, product or service. In other words, whether it was persuasive or not.

Following the textual analysis, the participant perceptions of each code-switched advertisement are given. The questionnaire required participants to identify whether the advertisement was (a) clever, (b) appealing, (c) whether they would make use of the product or service, (d) whether the participants would recommend the product or service to a friend. In addition, participants were also asked to rate the extent to which they advertiser is aware of the needs of Afrikaans consumers, whether the advertiser respects the culture and identity of Afrikaans consumers, whether the advertiser is aware of the needs of the participant (as a consumer), and whether the advertiser respects the culture and identity of the participant. Sections 5.3.1 to 5.3.5 below present the analysis of the advertisements as well as the results of the research for each advertisement.

5.3.1 Advertisement 1 - Samsung - Galaxy Note 4 (in *Sarie* magazine)

Die skoonheid is in die detail.
That's why I Note.



Ons stel die Galaxy Note 4 bekend.
Elke aspek van die Note 4 ervaring is sorgvuldig oorweeg. Van tydlose metaalafwerking tot 'n twee miljoen pixel Quad HD skerm en 'n wyehoeklens wat jou toelaat om elke oomblik te deel deur alles en almal in een foto vas te vang. 'n Battery wat vinniger laai en langer hou verseker dat die Note 4 nog lank 'n gesprekstuk gaan wees. So, Note jy?

Innovation for life.

SAMSUNG

GALAXY Note 4

  @www.samsung.com ©0860 726 7864

Chell ZAS00065077/W

Figure 5.3: Advertisement 1 – Samsung

5.3.1.1 Textual analysis

Samsung is a South Korean company, specialising in manufacturing a wide range of electronic devices such as cellphones, computers and televisions. This advertisement depicts a cellphone, specifically a Samsung Note 4, on a white background that is slightly patterned. Depicted on the cellphone screen is the face of the woman, while the rest of her body, off the screen, is in the form of a mannequin. This mannequin, unlike the face of the woman, is not detailed, without arms, and is made from fabric. The woman's face is well-styled as she is wearing makeup that highlights her facial features and her eyelashes are long and dark. She also has blonde, curled hair with flowers placed in it and she is wearing large earrings. Her chin is placed on her hand in a way that creates the idea that she is posing as a model. The woman's gaze is away from the viewer, causing her to be the object in this advertisement (Najafian & Ketabi 2011).

The focal point is the cellphone that has the detailed profile of a woman on the screen. In this way, the detail of the mannequin is made visible by the use of the Samsung cellphone. This sign enforces the main message that the advertiser is trying to convey; that this cellphone is made with great detailing, allowing for usability. The signifieds that are associated with these features and her modelling pose are idealised feminine beauty and class. The purple and pink colours of the flowers in her hair are also strongly associated with femininity. A mannequin, a dummy employed in displaying clothing in stores, is further associated with models and idealised beauty, and also displaying advertised products. This sign, the whole image, is centred and it is the largest image in the advertisement. This demonstrates that this image is the central means of conveying information in this advertisement (Najafian & Ketabi 2011).

The headline of the advertisement, positioned at the top of the advertisement above the cellphone, reads "Die skoonheid is in die detail. That's why I Note." (*The beauty is in the detail. That's why I Note*). The switch that occurs in "Die skoonheid is in die detail", where the word "detail" is switched too, demonstrates congruent lexicalization (section 2.4.3). The matrix language in this advertisement is Afrikaans, while English is the embedded language, through the word "detail" being placed within an Afrikaans sentence. In this sentence, the word "detail" fits into the Afrikaans syntax where the Afrikaans translation, "besonderhede" would also. This headline captures the viewer's attention and creates interest, causing the viewer to want to know the details of what the headline refers to (Najafian & Ketabi 2011).

This phrase contains a ‘person marker’, ‘I’, as discussed in section 3.2. The personal pronoun ‘I’ could be making reference to the actual advertisers, who are also identifying themselves as part of the target audience. The phrase “Die skoonheid is in die detail” employs emphatics in the adjective “skoonheid” (*beauty*). This adjective “emphasize[s] the force of the proposition” (Fuertes-Olivera et al., 2001:1301)

Another type of code-switching, alteration (section 2.4.3) occurs where the phrase “That’s why I note” is employed. The text “That’s why I Note” appears to be italicised and it seems to be a phrase said by a customer of Samsung, who uses the advertised phone. At the end of the paragraph of fine text, is the question, “So, Note jy?” (*So, do you Note?*). The word “Note” creates ambiguity due to the related verb to “notice” (have you taken note of or noticed) and the name of the device, the Galaxy Note 4. This sells a lifestyle that is detail-filled and desirable, appealing to viewers of the advertisement to join in in it as well. It signifies modernity and being on-trend with a useful product. Underneath the cellphone is a paragraph of fine text, headlined by: “Ons stel die Galaxy Note bekend” (*We introduce the Galaxy Note*), also highlighting the newness of this product and thus creating appeal (Najafian & Ketabi 2011). Following this paragraph of text is the phrase “Innovation for life”. This phrase is implying that Samsung and specifically this product are in the process of creating a transformational range of electronic devices that is life-long. On the left of this text are four images of the cellphone being advertised, each showing a different view of the cellphone from different angles. This highlights the details of the cellphone and its usability.

5.3.1.2 Perceptions of Advertisement 1

The paragraphs in this section presents the data from the surveys to illustrate how the advertisements were perceived by viewers from a variety of linguistic and cultural backgrounds. It is very interesting to note that the participants generally interpreted the advertisements in similar ways.

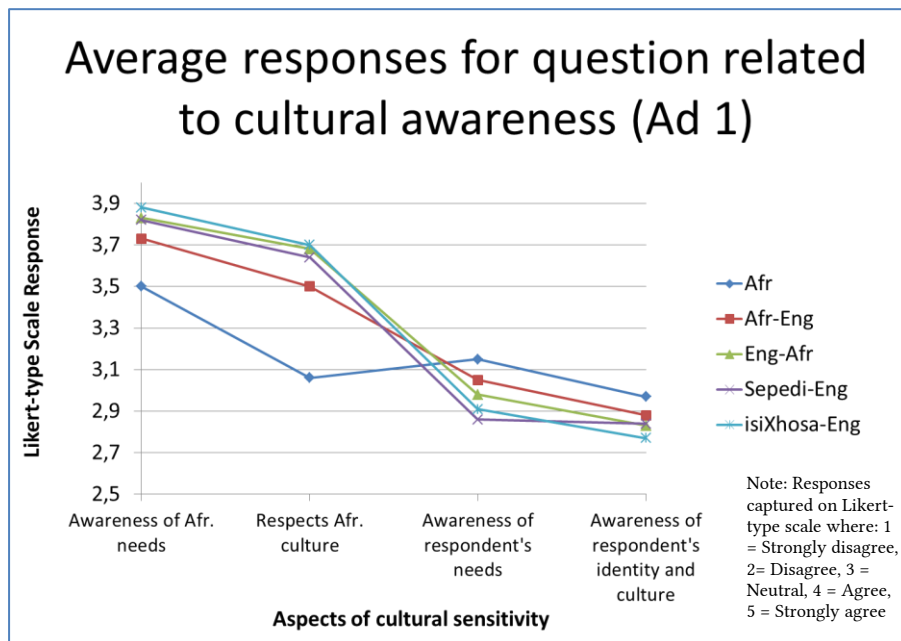


Figure 5.4: Responses for cultural awareness

It is important to take note of the plot of the graph in Figure 5.4. Regardless of their linguistic and cultural background; all the participants felt that the company is aware of the needs of Afrikaans speakers over and above their own needs. This also holds true for the Afrikaans speakers, and the Afrikaans-English bilinguals. Figure 5.5 below presents the same data but in a slightly different way. In this graph, the Afrikaans-English bilinguals are compared with all the other participants. Once again, it is clear that all the participants assessed this advertisement in a very similar way.

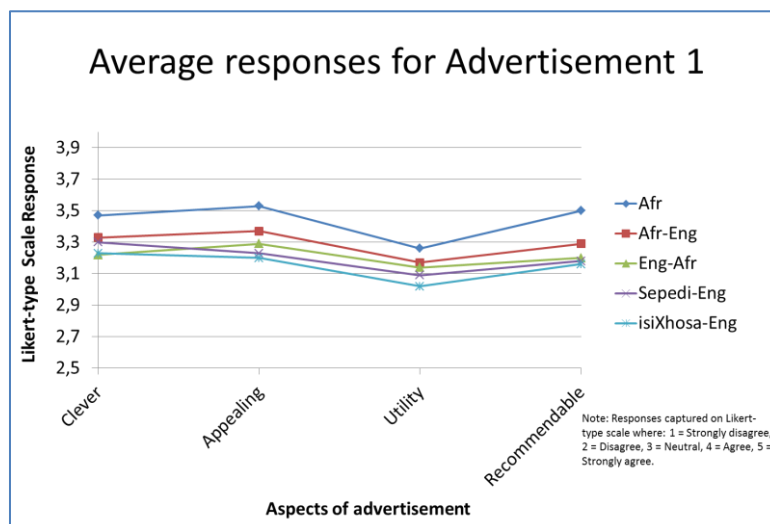


Figure 5.5: Responses for aspects of the advertisement/product

Figure 5.5 illustrates that the Afrikaans monolinguals interpreted this advertisement most positively and the Afrikaans-English bilinguals interpreted the second most positively. The speakers with African languages as first languages (the isiXhosa-English bilinguals and the Sepedi-English bilinguals) indicated in the survey that they held more negative views of the advertisement. Figure 5.6 below highlights the average responses for question 2 on the survey. That is, how the participants interpreted the extent to which Samsung is aware of the needs of Afrikaans speakers; the extent to which Samsung respects Afrikaans culture; the extent to which Samsung is aware of the needs of the respondent, and finally; the extent to which Samsung respects the respondent's identity and culture.

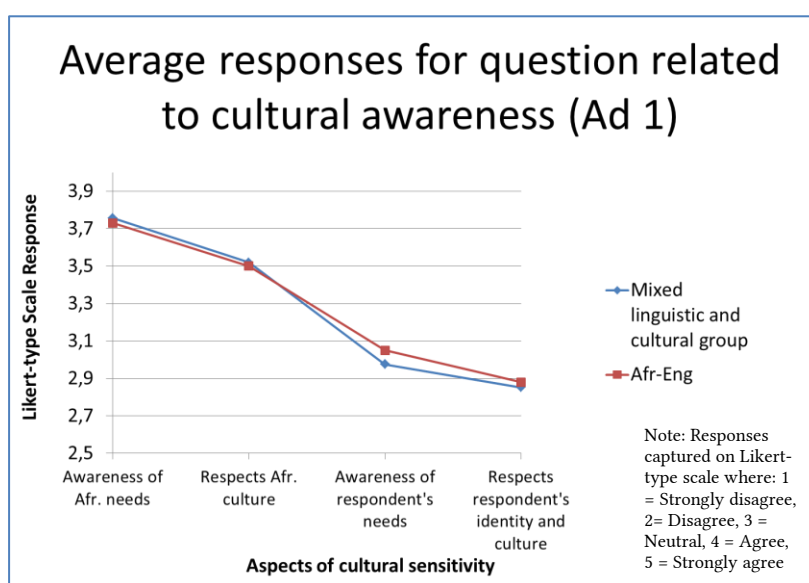


Figure 5.6: Responses for cultural awareness (Afrikaans-English bilinguals and multilingual group)

The Afrikaans monolinguals scored the statement “The advertiser respects the needs of Afrikaans consumers” lower than the other language groups and the isiXhosa-English bilinguals scored this statement the highest. Thus, the other language groups perceive the advertisement to be more aligned with Afrikaans consumers than it might be. Figure 5.7 below illustrates the extent to which the participants found the advertisement clever, appealing, useful, and whether they would recommend it to a friend. Separating the responses of the Afrikaans-English bilinguals from other participants allows one to assess whether the advertisement was more positively received by Afrikaans-English bilinguals. In this regard, the two participant groups assessed the advertisement very similarly - all of the ratings fall within the category of ‘neutral’. However, the responses of the Afrikaans-English group were slightly higher than the multilingual group's.

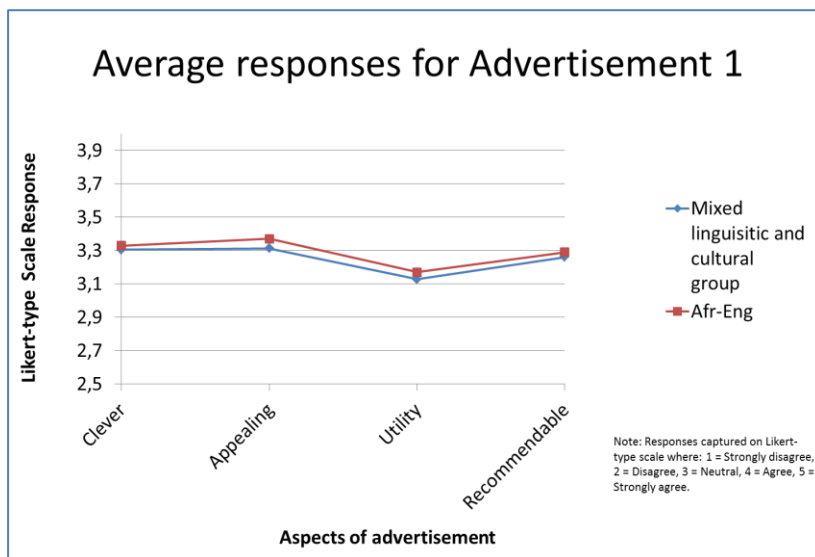


Figure 5.7: Responses for aspects of the advertisement/product (Afrikaans-English bilinguals and multilingual group)

5.3.2 Advertisement 2 - Michel Herbelin (in *Sarie* magazine)



The advertisement features a woman with long dark hair wearing a white, sleeveless, V-neck dress with a thin, jeweled belt. She is standing in front of a background of shimmering, out-of-focus lights, possibly water or a night scene. To her right, a close-up of a Michel Herbelin watch is shown. The watch has a round, diamond-set case, a white dial with a date window at 3 o'clock showing the number '25', and a metal link bracelet. The brand name 'MICHEL HERBELIN' is visible on the dial.

**MICHEL
HERBELIN**
MONTRES DE LUXE FRANÇAISES

**ONTWERP IS IN DIE DETAIL
KUNS IS IN DIE SIEL**

Michel Herbelin is geslagte reeds 'n simbool van Franse elegansie en innoverende Switserse tegnologie. In dié gees bevat die Newport Yacht Club-reeks 'n kunstig en kundig gemaakte vlekvryestaal-vrouehorlosie met 'n Switserse uurwerk en saffier-kristalglas.

Luxco Importers | Tel 011 448 2210 | www.luxco.co.za

Figure 5.8: Advertisement 2 - Michel Herbelin

5.3.2.1 Textual Analysis

Michel Herbelin is a French watchmaking company, branded for French style and elegance (see Figure 5.8 above). At the top of the advertisement, the Michel Herbelin logo is centered above the image of a woman and the accompanying text reads:

“Michel Herbelin Montres de luxe francaises” (*Michel Herbelin luxury French watches*).

In this advertisement, a woman is depicted on a beach, with only the ocean in view behind her. The woman is slender, tanned and has long wavy dark hair. She is wearing a white dress with a v-shaped neckline. In this way, the woman is modelled to be physically appealing (Beasley & Danesi 2002). The woman’s gaze is on the viewer of the advertisement, thus breaking “the fourth wall”; meaning that the viewers are being addressed directly (Ketabi & Najafian 2011).

The scene, as depicted, places the woman off-centre detracting emphasis from her. The focal point, rather, is the watch, to the right, which is also in the foreground of the advertisement, breaking out of the framed image. Her dark complexion accentuates the white dress she is wearing, a colour which often represents purity, goodness and excellence. Her feminine sexuality is emphasised by the cut of the dress, used here as an additional persuasive mechanism and framing the watch as a watch for women. She has one of her arms swayed to the front of her body and the other behind her, creating the idea that she is walking on the beach in a leisurely manner. The signs of the image of the glistening ocean and the tanned model are associated with vacationing and laidback lifestyle. They also signify the tranquillity of the beach, yet the elegance that she and the watch possess is still present in the advertisement.

At the bottom left of the advertisement the headline of the advertisement is given, which reads: “Ontwerp is in die detail kuns is in die siel” (*Design is in the detail, art is in the soul*). This implies that the product advertised is designed well, ensuring quality and efficiency. In addition, making this more personal, it is implied that the product is created by an artistic element, which comes from the soul.

The type of code-switching in the phrase “Ontwerp is in die detail kuns is in die siel” is congruent lexicalization, where the English lexical item “detail” fits into the Afrikaans sentence structure in a manner that is grammatically allowed, according to Afrikaans syntax. Here, the matrix language is Afrikaans and the embedded language, English, is inserted by the word “detail”. The phrase “Newport Yacht Club-reeks” (*Newport Yacht Club*

range), the name of the specific product range, has not been translated into Afrikaans but rather borrowed from English.

5.3.2.2 Perceptions of Advertisement 2

Figures 5.9 and 5.10 below illustrate the participants' responses to question 1 and 2. The figure 5.9 highlights that, much like the advertisement for Samsung above, the respondents perceived the company to be more aware of the needs and culture of Afrikaans speakers. For the statement 'The advertiser respects my culture and identity', all groups apart from the Afrikaans monolinguals and the Afrikaans-English bilinguals scored below 3. This means that these groups, on average, disagree with this statement, indicating that they do not feel that their identities cultures respected by the advertiser. All of the language groups scored similarly, leaning towards 'agree', for the statement 'The advertiser is aware of the needs of Afrikaans consumers'.

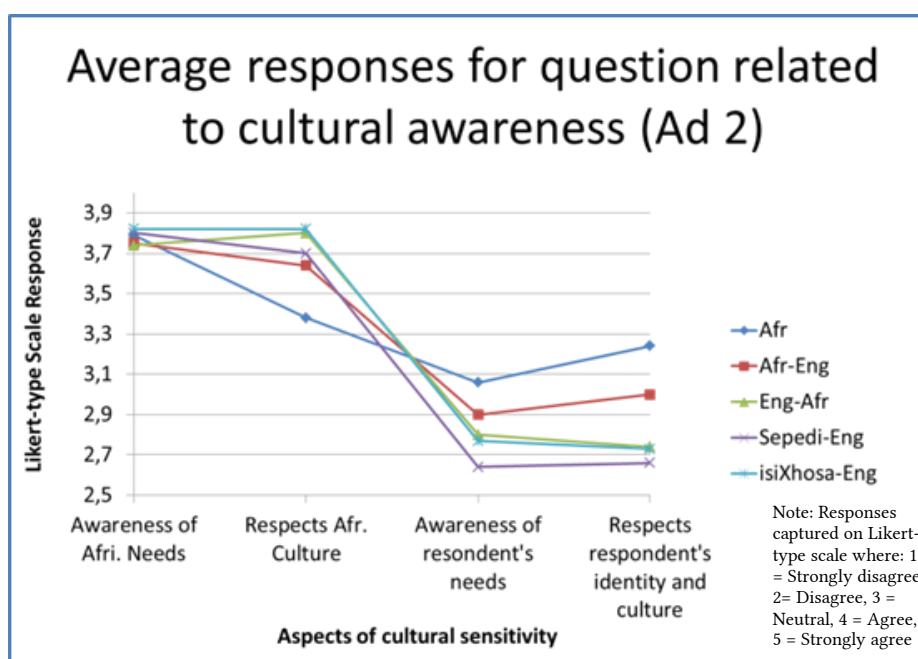


Figure 5.9: Responses for aspects of the advertisement/product

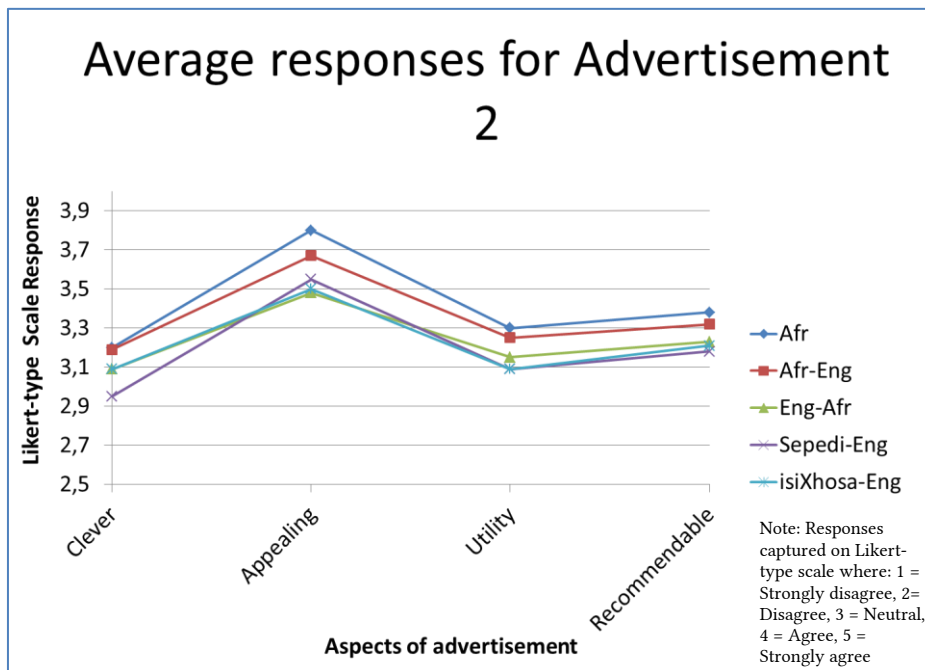


Figure 5.10: Responses for aspects of the advertisement/product

Figure 5.10 above indicates that, overall, the Afrikaans group’s ratings were higher than the other groups, although the Afrikaans-English groups’ responses were similar to that of the Afrikaans group. Figures 5.11 and 5.12 below illustrate that the Afrikaans-English group’s in comparison to all other participants. Figure 5.11 illustrates that the two groups assessed this advertisement similarly.

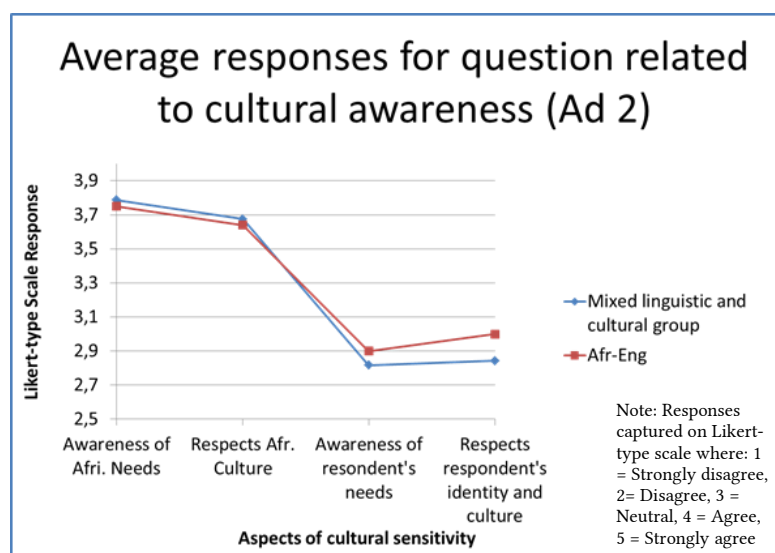


Figure 5.11: Responses for cultural awareness (Afrikaans-English bilinguals and multilingual group)

Figure 5.11 above shows that both of the participant groups disagreed with the statement ‘The advertiser is aware of my needs as a consumer’, indicating that they perceive their needs are not, or will not be, met by this the advertised product. Participants from other linguistic backgrounds also generally disagreed with the statement ‘The advertiser respects my culture and identity’, indicating that these participants feel that their cultures and identities are not generally considered in this advertisement. However, the Afrikaans-English bilingual group was neutral regarding this statement.

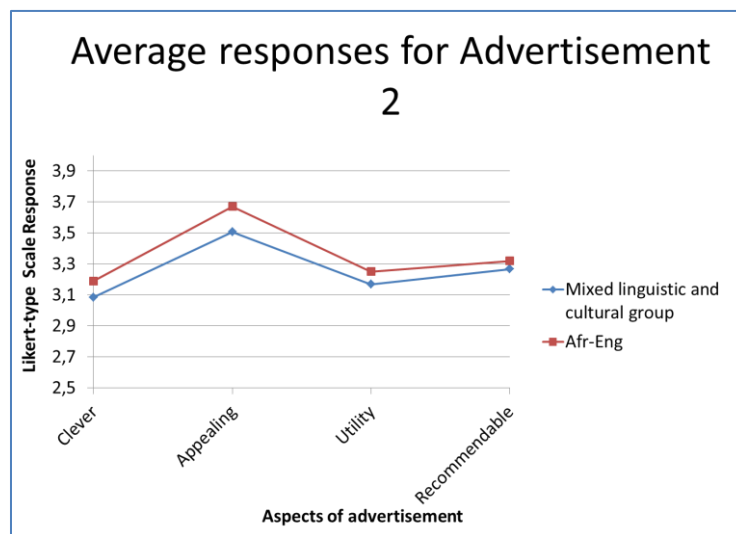


Figure 5.12 Responses for aspects of the advertisement/product (Afrikaans-English bilinguals and multilingual group)

Figure 5.12 illustrates that the Afrikaans-English participants, as well as the participants from other linguistic backgrounds remained neutral on most of the statements concerning the perception of the advertisements. The Afrikaans-English bilinguals rated it, in terms of its intelligence, appeal, utilisation and recommendability, slightly higher than the multilingual group.

5.3.3 Advertisement 3 - DStv: BBC Lifestyle (in *Sarie* magazine)

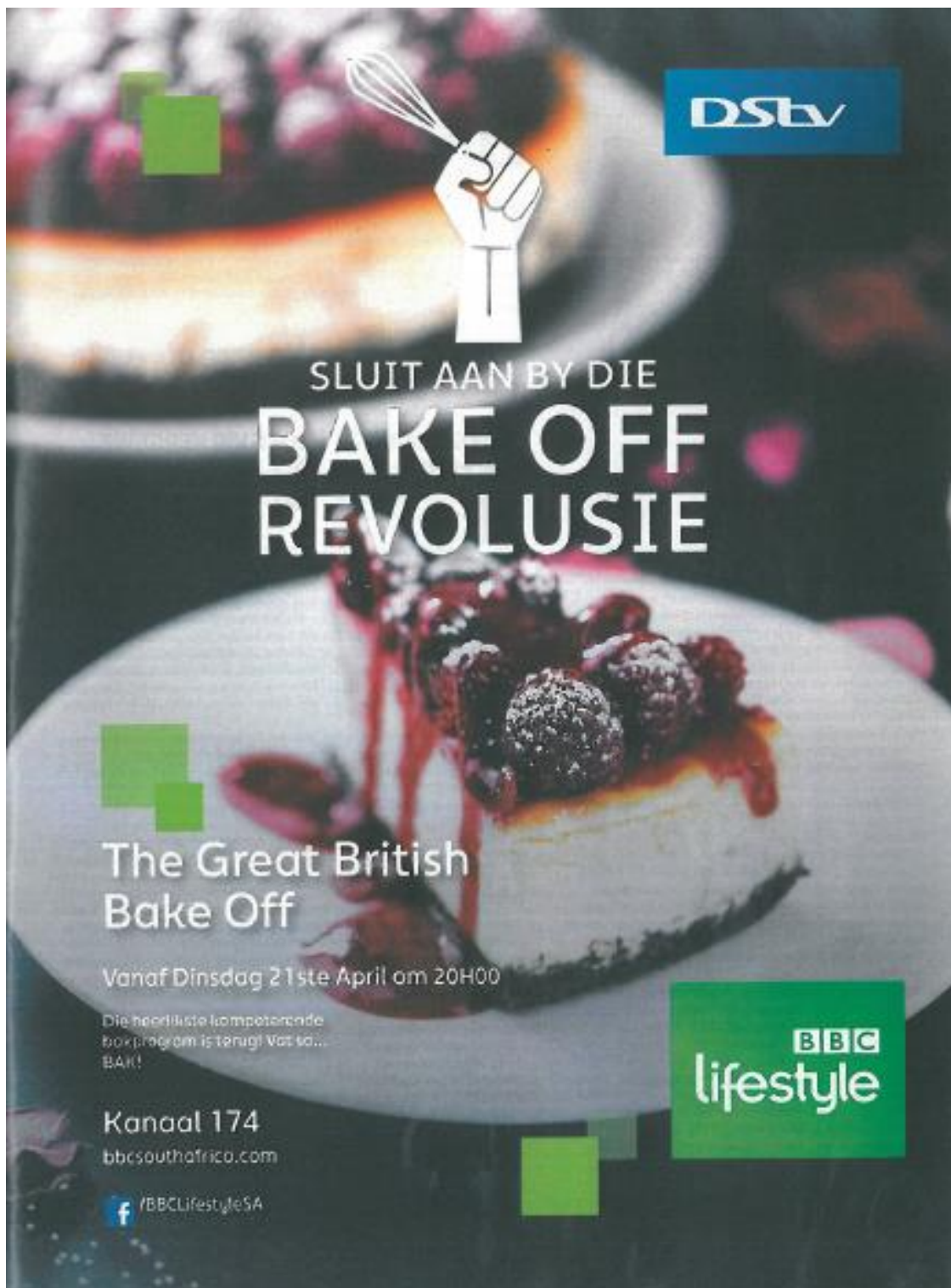


Figure 5:13: Advertisement 3 – DStv

5.3.3.1 Textual analysis

This advertisement advertises a show on Dstv, a satellite television in Africa, titled *The Great British Bake Off*, which is a British television baking competition. This advertisement

encourages the viewing of this show. This advertisement depicts a large slice of cake on a white plate. This image is the background for the headline “Sluit aan by die Bake Off Revolusie” (*Join the Bake Off Revolution*). The headline is followed by the subtext “The Great British Bake Off”. Beneath this text, the date and time of the starting of the show is also given: “Vanaf Dinsdag 21st April om 20H00” (*From Tuesday 21 April at 20H00*). This encourages television watchers to view the show when it airs, as the details thereof have been provided. The headline is written in full caps and the words “bake off revolusie” is enlarged. The full caps of the text grabs the attention of the viewer.

A “Bake Off” is associated with competition, entertainment and the production of baked goods. The image above the headline and the subtext is a white hand, in a fist, and holding a whisk. A whisk is a cooking instrument that is often employed in baking. This sign, a fist held up in this triumphant manner, can also be associated with accomplishment and winning, themes that are common in competitive reality television shows. It can also be associated with strength and empowerment, also anticipation and enjoyment. In this way, these signifieds of this image and the instruction “sluit aan” (*join*), invites viewers of the advertisement to participate in the excitement and triumph of the contestants by watching the baking show that is being aired.

In addition, the fruit and syrupy cake topping is dripping down the sides of the slice of cake, seeming extremely sugary and sweet. This signifies indulgence and decadence. The piece of cake is positioned so the larger part is facing the viewer, increasing the viewer’s exposure to this sign. It is placed on a large white plate and this, along with the main part of the cake which is also white, contrasts with the darker colours of the syrup, fruit and cake base.

Referring back to the work of Fuertes-Olivera et al. (2001) in section 3.2.1, emphatics are employed in this advertisement in the sentence “Die heerlikste kompetend bakprogram is terug” (*The most delicious competitive baking program is back*). The use of the superlative adjective “heerlikste” (most delicious) is used to emphasise the appeal to watch the show.

The headline “Sluit aan by die Bake Off Revolusie” is an example of intrasentential code-switching, specifically congruent lexicalization. The words “Bake Off” are placed in a single sentence, within Afrikaans syntax where the Afrikaans translation “uitklop-bakkompetisie” would also occur. Afrikaans is therefore the matrix language and English is the embedded language,

5.3.3.2 Perceptions of advertisement 3

Figures 5.14 and 5.15 below depict the participants' responses for questions 1 and 2, their perceptions of the advertisement.

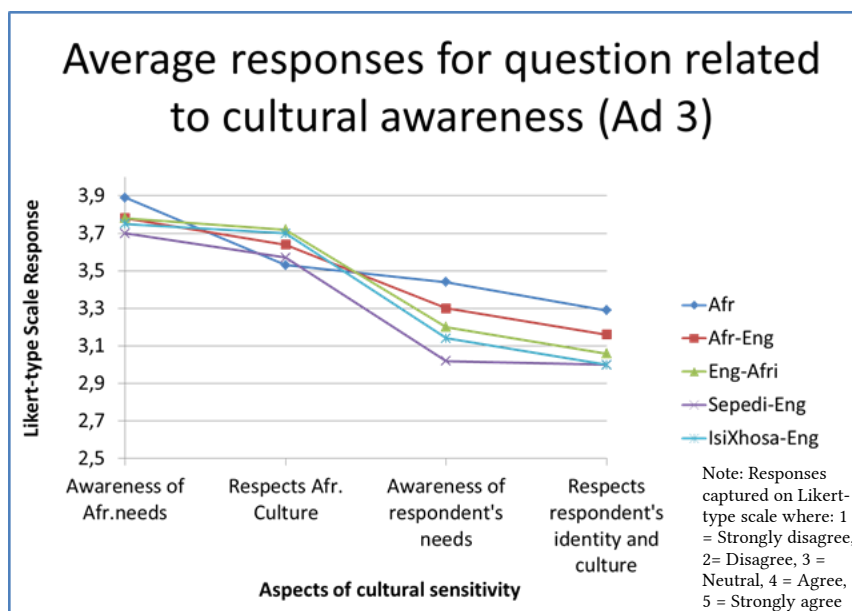


Figure 5.14: Responses for cultural awareness (Afrikaans-English bilinguals and multilingual group)

Figure 5.14 highlights the respondents' answers to question 2. Once again, it is necessary to take note of the plot of the graph. This indicates that all of the respondents considered the advertiser to be more aware of the needs of Afrikaans consumers and respectful towards the culture and identity of Afrikaans consumers than their own. Below, Figure 5.15 illustrates that the Afrikaans monolinguals and the Afrikaans-English bilinguals rated the intelligence, appeal, utility and recommendability of the advertisement the highest.

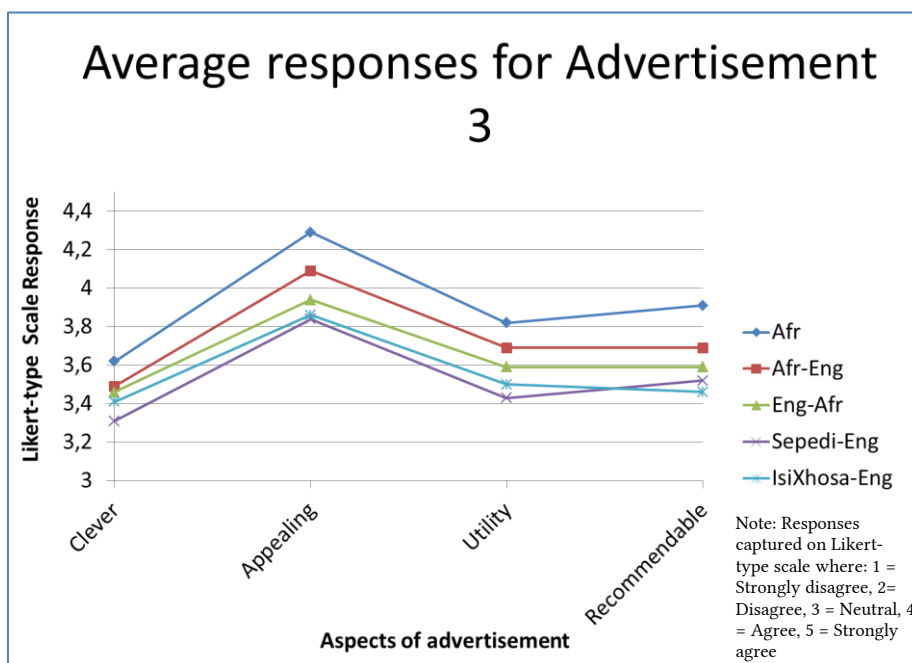


Figure 5.15: Responses for aspects of the advertisement/product

Figures 5.16 and 5.17 below illustrate the same data as above but only the Afrikaans-English group’s responses in comparison with all the other participants.

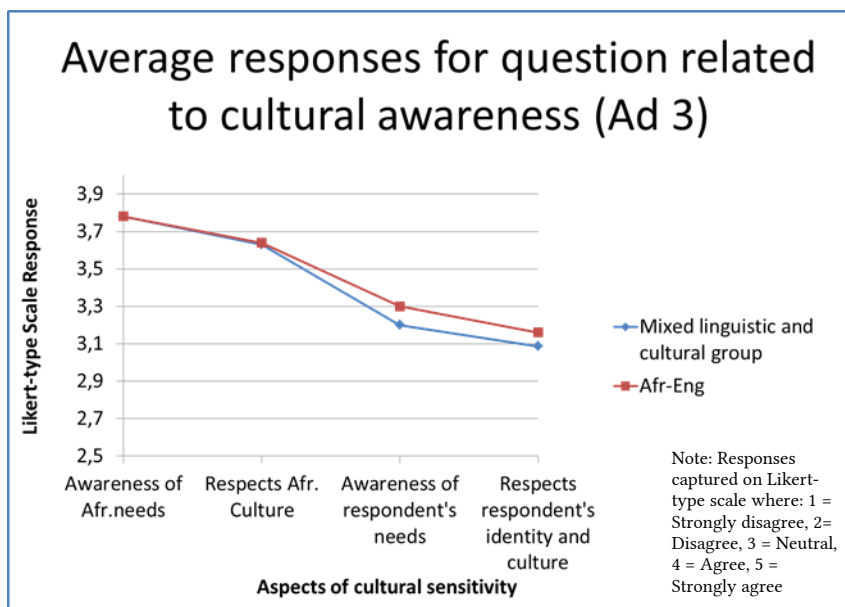


Figure 5.16: Responses for cultural awareness (Afrikaans-English bilinguals and multilingual group)

Both groups feel the same, are of neutral opinion, regarding the statements concerning the advertiser’s awareness of the needs of Afrikaans consumers and respecting Afrikaans’

consumers' culture and identity. The responses differed on the questions concerning the respondents' own needs and culture and identity: the responses of participants who speak an African language or English as a first language are slightly lower than those of the Afrikaans-English participants. Although the responses are generally all neutral, this figure shows that the participants from African language and English backgrounds felt less considered in terms of their needs, culture and identity than the Afrikaans-English group. Figure 5.17 below indicates that the two groups rated this advertisement similarly, but the Afrikaans-English group rated it slightly higher than the mixed participant group.

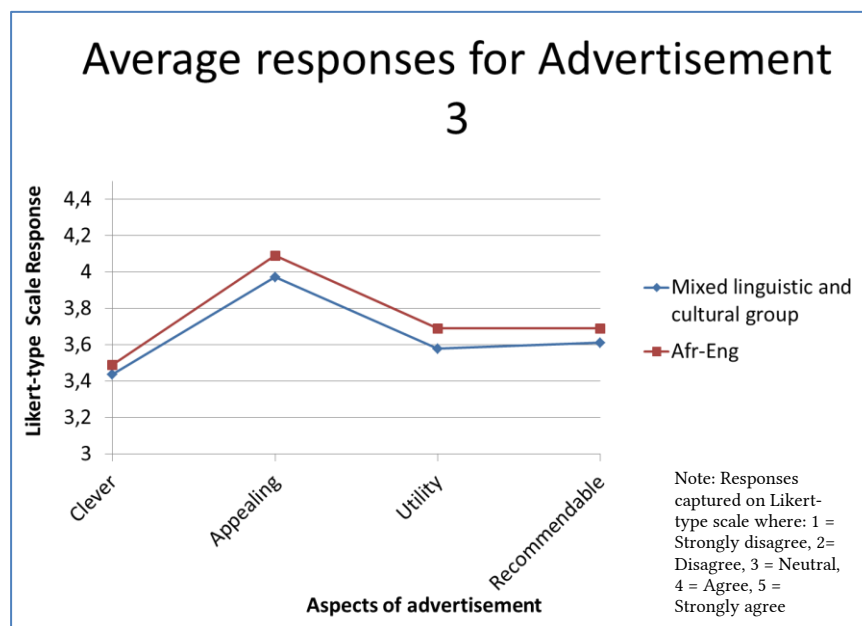


Figure 5.17: Responses for aspects of the advertisement/product (Afrikaans-English bilinguals and multilingual group)

5.3.4 Advertisement 4 - First National Bank (in *Sarie* magazine)

The advertisement is set against a teal background. In the top right corner is the FNB logo, a stylized acacia tree in a circle. On the left, a smartphone screen displays 'My Privaatbankier dialling...' with a red phone icon. The main headline reads '’n Go-to Guy Vir die soort vrae wat jou soort geld vra.' Below this, a paragraph explains the service: 'Is dit nie skaars hoe meer geld ons verdien, hoe meer vrae ons het nie? Veral as dit die soort geld is wat ons laat vra: effekte trusts of eiendom, persoonlike lening of oortrokke fasiliteit, plaaslik of buitelandse, buitelandse valuta of kredietkaart oorsee gebruik? Hierdie is die soort vrae wat jou geld vra. Gelukkig kan jy jou Privaatbankier vra – jou Go-to Guy.' A call to action follows: 'Soek **FNB Private Clients** of SMS **Privaat** na 48703 om oor te skakel.' At the bottom, the text 'Private Clients' is on the left, the FNB logo and 'First National Bank' are in the center, and 'hoe kan ons jou help?' is on the right.

Figure 5.18: Advertisement 4 – First National Bank

5.3.4.1 Textual analysis

This is an advertisement by First National Bank (FNB), a South African bank. This advertisement depicts a touchscreen cellphone, to the right of which is a paragraph of text in white, on a turquoise background. The text therefore stands out against its background. The turquoise colour is the same shade as the turquoise in the FNB logo, creating a greater brand association as this background takes up a large portion of the advertisement. On this cellphone screen, it is displayed that a call is being made to a contact named “My Privaatbankier” (*My Private banker*). The signifieds of a phone call being made are being control and taking action in a situation. Additionally, that FNB provides a type of help line that is readily available to assist clients with any questions that ‘their money’ may have, regarding how it should be spent or invested.

The heading of the paragraph reads “’n Go-to Guy” (*A Go-to Guy*). The phrase “go-to” denotes something that can be relied on in a certain situation. “Vir die soort vrae wat jou soort geld vra” (*For the kind of questions that your kind of money asks*). This signifies that FNB is a company that caters for the financial situation of different individuals. The text “’n Go-to Guy” is in bold and larger than the rest of the headline.

FNB’s slogan, “Hoe kan ons jou help?” (*How can we help you?*), further emphasises the personal reach at which they are attempting to appeal to consumers. The phrase “Gelukkig kan jy jou Privaatbankier vra – jou Go-to Guy” (*Luckily you can ask your Private banker – Your Go-to Guy*), provides potential customers with the reassurance that no matter what questions can be asked, they will be answered and handled in a unique way. This kind of customer service can be associated with personal development and assurance, knowing that your individual financial needs are being managed. This creates the idea of a successful financial situation.

The headline “’n Go-to Guy Vir die soort vrae wat jou soort geld vra” depicts congruent lexicalization code-switching that is intrasentential. The English phrase “Go-to Guy” is switched to, adhering the rules of Afrikaans grammar. In this way, Afrikaans is the matrix language while English is the embedded language in this advertisement.

5.3.4.1 Perceptions of advertisement 4

Figures 5.19 and 5.20, depicted below, show the participants’ perceptions of this advertisement from questions 1 and 2. Figure 5.19 illustrates that all of the responses felt that the advertiser considers the needs, culture and identity of Afrikaans above their own.

All of the participants apart from the Afrikaans monolinguals disagreed with the statement ‘The advertiser respects my culture and identity’. The Afrikaans monolinguals generally remained neutral on this statement.

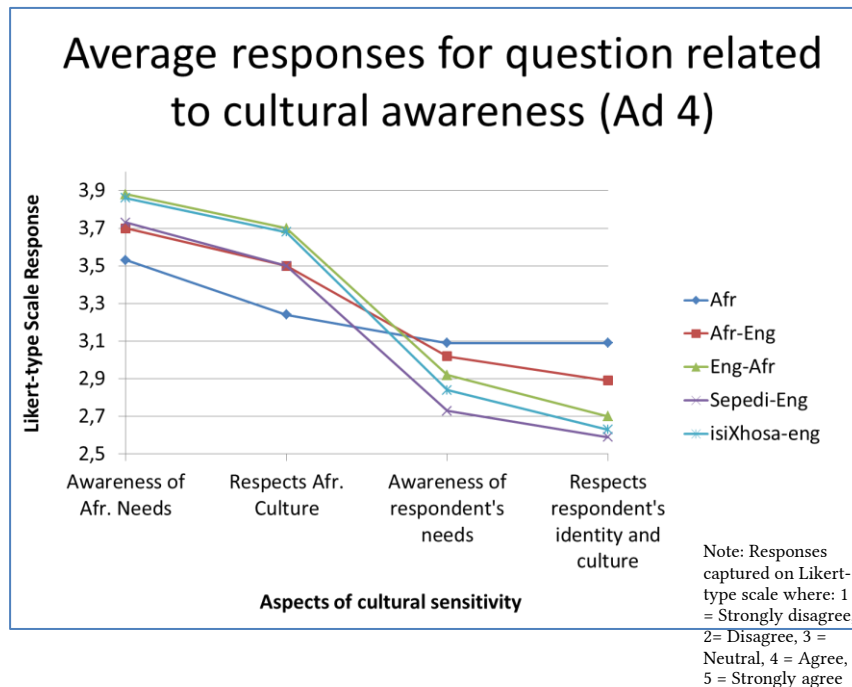


Figure 5.19: Responses for cultural awareness (Afrikaans-English bilinguals and multilingual group)

Figure 5.20 below indicates that the Afrikaans monolingual group was the only group who selected ‘neutral’ regarding utilising the advertised product or service while the rest of the participants generally ‘disagreed’, indicating that they would not make use of the product or service. Furthermore, the Afrikaans group is the only group who remained neutral, who did not in general disagree with the statement ‘I would recommend this product/service to a friend’. This figure also illustrates that all of the groups disagreed with the statement ‘The advertisement is appealing’.

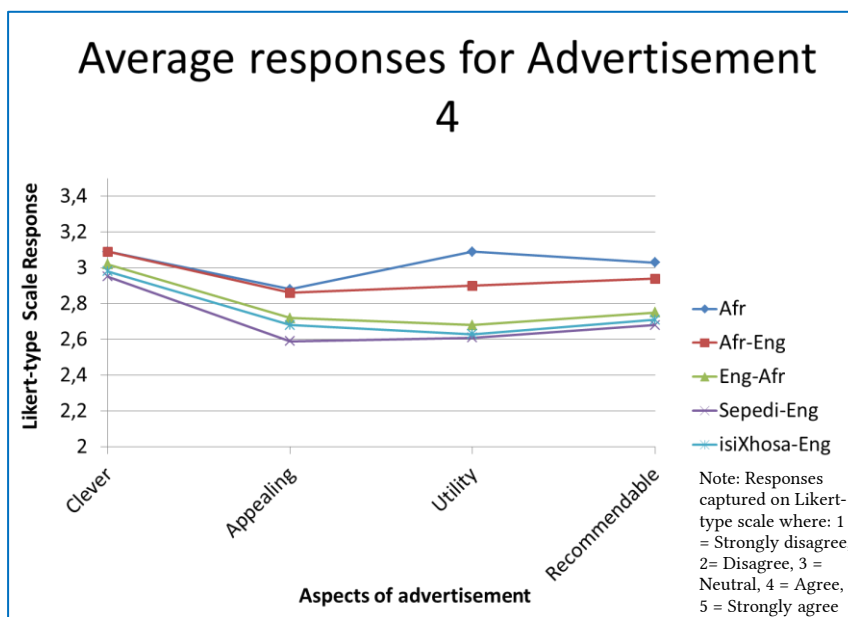


Figure 5.20: Responses for aspects of the advertisement/product

The responses of the Afrikaans-English bilingual participants in comparison to the rest of the participants are illustrated in Figures 5.21 and 5.22. Figure 5.21 below shows that both of the groups feel that the advertiser disrespects their cultures and identities, as both of the groups disagreed with the statements ‘The advertiser is aware my needs as a consumer’ and ‘The advertiser respects my culture and identity as a consumers’. However, the responses from the Afrikaans-English bilinguals for this particular advertisement are lower than those of the participants with other linguistic repertoires. Also, again, the participants’ responses regarding their own needs, culture and identity is lower than the responses concerning the needs, culture and identity of Afrikaans consumers.

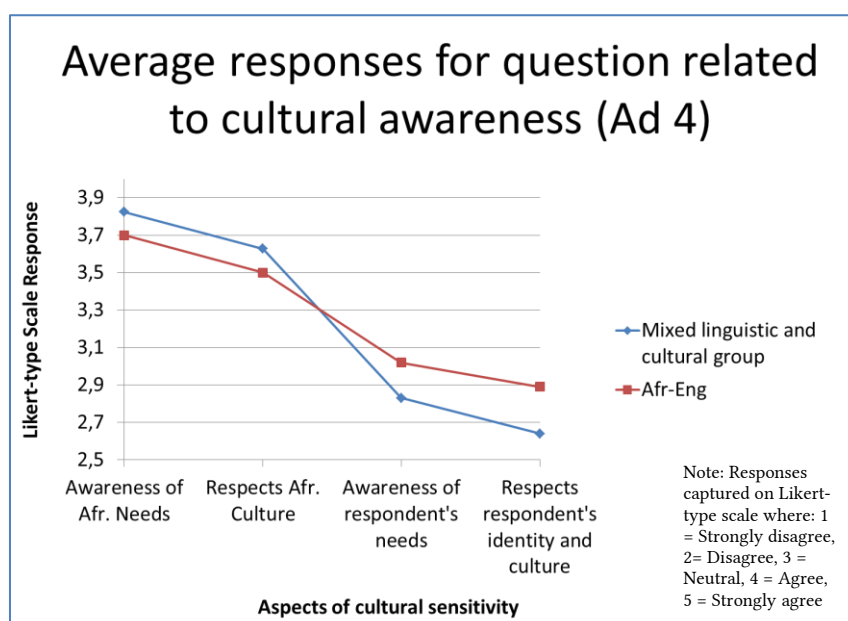


Figure 5.21: Responses for cultural awareness (Afrikaans-English bilinguals and multilingual group)

In Figure 5.22 below, it is illustrated that all of the participants assessed the cleverness and appeal of the advertisement in similar ways: they were mostly neutral or disagreed with the statements concerning the appeal of the advertisement and produce.

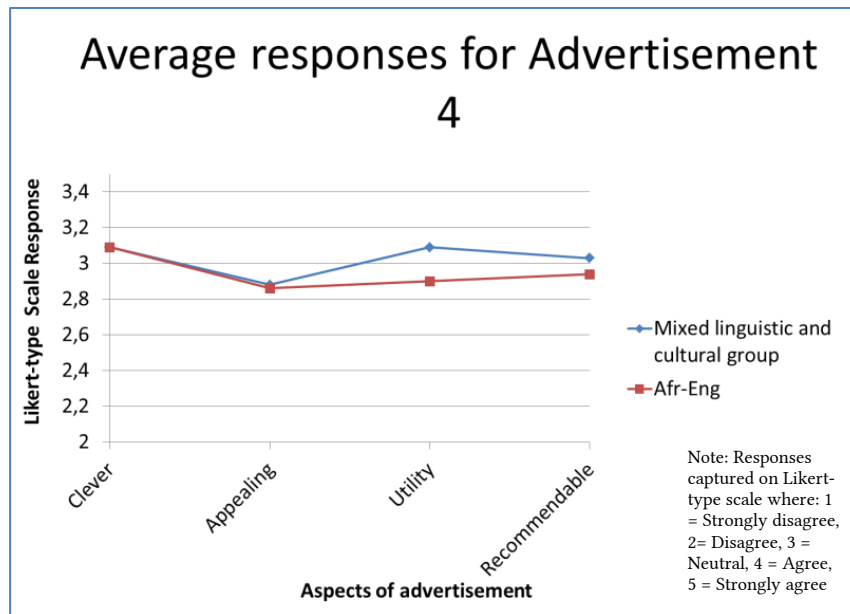


Figure 5.22: Responses for aspects of the advertisement/product (Afrikaans-English bilinguals and multilingual group)

5.3.5 Advertisement 5 – Nando’s (online: <http://www.adsmitchell.com/2011/09/nandos-rugby-world-cup-2011-print-ad.html>)



Figure 5.23: Advertisement 5 – Nando’s

5.3.5.1 Textual analysis

This advertisement is by Nando’s, an international fast food restaurant that originated in South Africa. This advertisement consists largely of the following headline “as our chests swell with infectious pride, we offer to our boys in green and gold two vital words of support. Moer hulle” (A crude expression meaning “beat/punch them”). This phrase

illustrates extra-sentential code-switching, as the switch occurs in an entirely separate sentence. The Nando's logo is below the text at bottom of the advert. On the right of the logo, there is a "Try it Mediterranean style" "New flava". The word "flava" is the non-standard spelling of "flavour", illustrating informality in the advertisement. The text of this advertisement is in the same font as the font used for the "Try it Mediterranean style" and "New flava" banner on the low right of the advertisement. The use of the word falls under the category "[p]romotional vocabulary" and is associated with positivity and success (Najafian & Ketabi 2011:7). This may urge consumers to feel the need to try this new product.

Although this advertisement appears to be more simplistic, containing only text and the company's logo, advertisement employs other strategies to appeal to consumers. This text is in the font that *Nando's* regularly employs in their advertisements, which is likely to be recognisable to consumers. The "boys in green and gold" referred to in the advertisement is the South African rugby team, the Springboks. Conradie & van Niekerk (2015:126) state that in this advertisement, the advertiser "employ[s] Afrikaans as a commodity with which to relate to the target audience. In this sense, The Springboks and rugby culture is being addressed, prominent features among Afrikaans speakers. Additionally, the main text "Moer hulle" is much larger than the rest of the text is also centred in the advertisement. This phrase is associated with humour as the word "moer" is often employed as a curse word; it is a word that can be considered crude. While the advertisement does draw in symbols relating to South African pride, masculinity and thrilling sports action. Conradie & van Niekerk (2015:126) also state that this is associated with "violence, swearing and hypermasculinity". Specifically, Conradie & van Niekerk (2015:126) claim that these signifieds create the "recognition of stereotypical associations with white Afrikaans speakers". Due to this crude and sometimes humorous meaning, this word is likely known by many consumers who have a very limited Afrikaans proficiency. The phrase "as our chests swell with infectious pride, we offer to our boys in green and gold two vital words of support", employs emphatics (see section 3.2.1) through use of the adjective 'infectious'. This causes the noun 'pride' to be intensified. This enforces the idea that the pride that South Africans should be experiencing in supporting their rugby team is spreading in a hasty manner and that it is almost inescapable. This creates a sense of unity among consumers, as fellow South African supporters and this encourages consumers to purchase *Nando's* fast food. In this advertisement, the matrix language is English while Afrikaans is the embedded language through the phrase "Moer hulle".

5.3.5.1 Perceptions of advertisement 5

Figures 5.24 and 5.25 below illustrate the responses for this advertisement. Figure 5.24 illustrates that all participants felt that the advertiser respects the culture and identity of Afrikaans consumers more than the other respondents' cultures and identities. The first language English speakers, as well as the Sepedi-English and isiXhosa-English bilinguals indicated that the advertiser is aware of their needs as consumers more than the Afrikaans-English and Afrikaans groups. However, all of the groups scored the statement concerning their cultures and identities being respected by the advertiser very similarly, all falling within the category of 'neutral'.

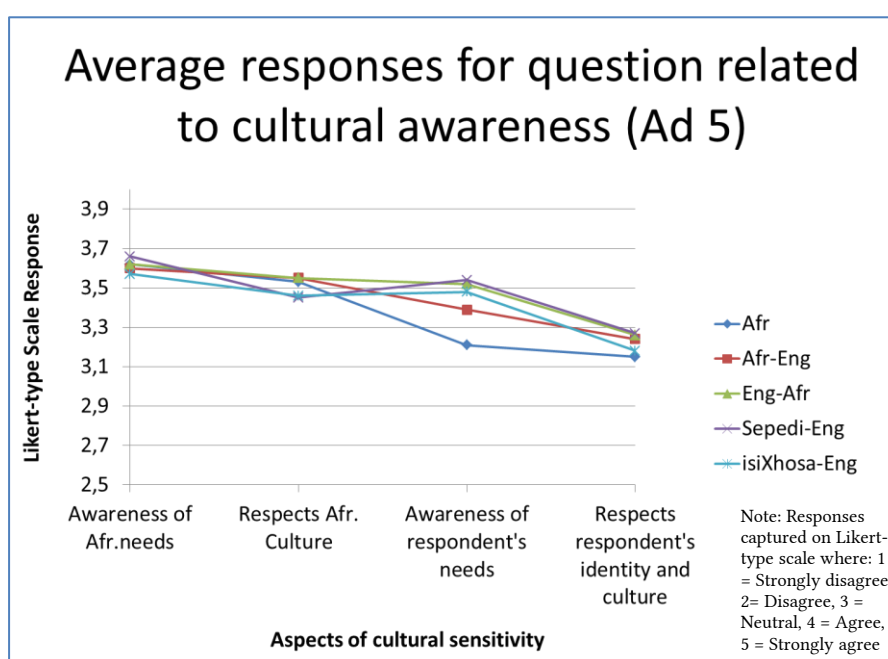


Figure 5.24: Responses for cultural awareness

Figure 5.25 highlights that all the groups' responses fell into either the 'neutral' or 'agree' categories. English-Afrikaans group scored this advertisement the lowest for the different aspects, while the Afrikaans monolingual group scored it the highest. All of these average responses fall within the category of 'neutral' except the Sepedi-English and isiXhosa-English groups' responses for rating how cleverness of the advertisement. These two groups' averages indicate that they agree that the advertisement is clever, an interesting result as neither of these groups' first or second languages are Afrikaans, the language which is employed in the headline of the advertisement.

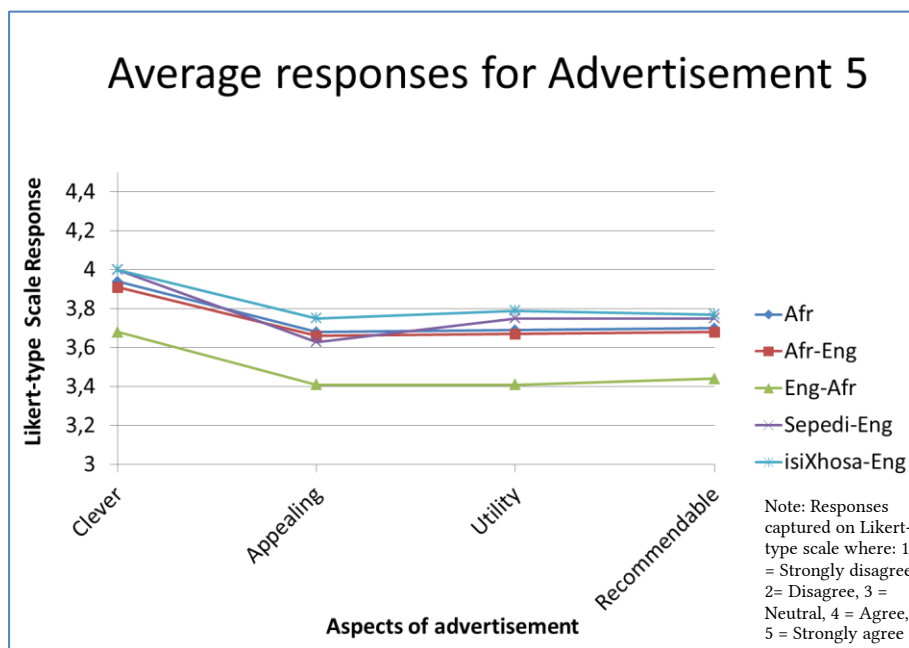


Figure 5.25: Responses for aspects of the advertisement/product

When comparing the Afrikaans-English bilingual group with the group of participants from other linguistic backgrounds, as shown in figures 5.26 and 5.27, the results regarding the assessment of the advertisements are almost precisely the same. Figure 5.26 shows that the Afrikaans-English bilinguals felt that the advertiser is less aware of their needs and respects their culture and identity less than the mixed group. The Afrikaans-English group felt that the advertiser is more aware of the needs of Afrikaans monolinguals and respectful of their culture and identity than being aware of their own needs as consumers and respecting their cultures and identities.

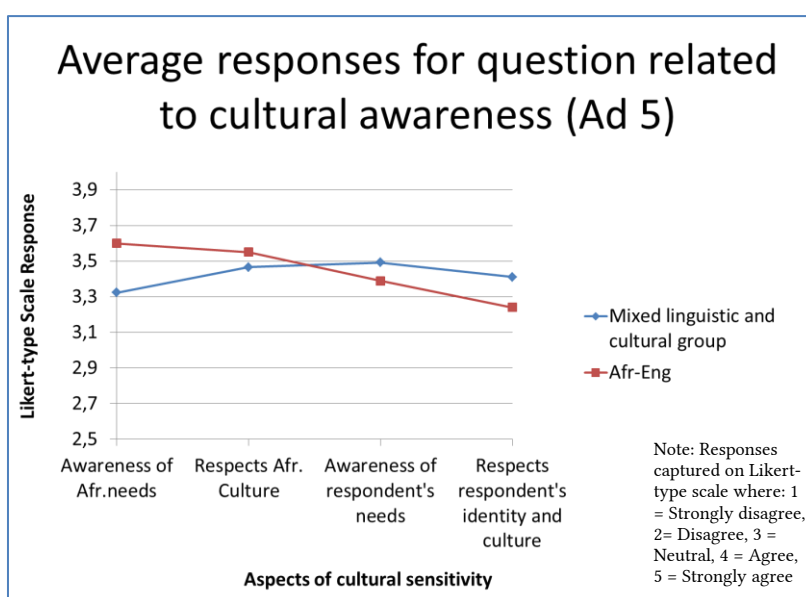


Figure 5.26: Responses for cultural awareness (Afrikaans-English bilinguals and multilingual group)

As shown in figure 5.27 below, the participants who are not Afrikaans-English bilinguals scored this advertisement slightly lower, particularly concerning the appeal of *Nando's* products. These rating all fall within the category of 'neutral'. The reason that both of these groups interpreted this advertisement in almost the same way may be due to the use of informal language. In addition, this advertisement highlights a South African sports team and may install feelings of solidarity amongst viewers from diverse linguistic and cultural backgrounds.

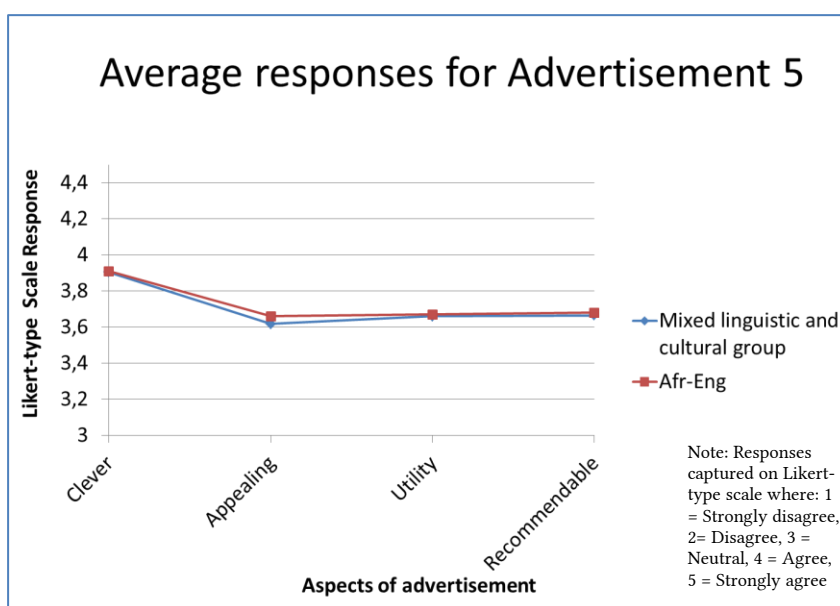


Figure 5.27: Responses for aspects of the advertisement/product (Afrikaans-English bilinguals and multilingual group)

5.4 Summary

In this chapter, the results from this study have been presented and discussed. In section 5.2, participants' perceptions of Afrikaans and English were depicted, as well as their perceptions and opinions of code-switching. Section 5.3 focused on the five advertisements employed in this study, including a semiotic analysis and the participants' perceptions of the advertisements. This included a depiction of the certain main language groups and also of the Afrikaans-English group in comparison to the rest of the participants.

Chapter 6

Conclusion

6.1 Introduction

As stated in section 1.3, this study aimed to determine the manner in which Afrikaans-English bilingual and multilingual South African consumers perceive Afrikaans-English code-switching in advertisements. Further, this study intended to establish whether code-switching, as one element of a printed advertisement, can be isolated and identified as the primary reason for more (or less) positive brand association.

For these aims to be achieved, the study included a conceptual framework in Chapter 2 which highlighted the concepts central to this study, particularly within a South African context. Chapter 3 outlined the role of language in advertising and semiotic features of texts and how these play significant roles as persuasive elements. This was demonstrated in highlighting key studies on this topic. In Chapter 4, the methodology necessary for the study was described, focusing on the collection process of the advertisements as well as the administration of the questionnaires. Also, the language profiles of the participant group were highlighted. Chapter 5 depicted the participants' perceptions of Afrikaans-English code-switching, the data analysis, including the textual analysis of each advertisement, and the participants' perceptions of the advertisements. Finally, in this chapter, the key findings, limitations and opportunities for future research will be discussed.

6.2 Key findings

It is clear that the participant group is particularly diverse as the majority of the participants (83.84%) in this study claim to be fluent in more than one language. This made it possible to assess the manner in which L1 speakers of languages other than English and Afrikaans perceive advertisements dominated by these two languages. The other 16.16% of the participants claim to be monolinguals, demonstrating that this participant group, a representation of Stellenbosch University, is largely linguistically diverse.

In summary, the participants' perceptions of code-switching were largely neutral, with some tending towards slightly negative. The Afrikaans-English group's average responses were all neutral regarding their perceptions of code-switching in general, with the exception of the categories describing codeswitching as 'a good thing' and 'modern', where

this group remained neutral. The linguistically more diverse group's average responses regarding their perceptions of code-switching were fairly negative on all aspects of code-switching, except for the aspects of 'modern' and 'lazy'. Both of the groups disagreed with the rest of statements, illustrating that they generally feel that Afrikaans-English codeswitching is a practice on behalf of those who are uneducated, that it is an impure use of language, that it is not stylish and they do not consider it to be good for the Afrikaans language nor the English language. It is interesting that the multilingual group, of which 77.5% claims to be fluent in more than one language, are more negative towards code-switching as a general practice amongst bilingual and multilingual speakers than the Afrikaans-English bilingual group. However, the Afrikaans-English group code-switches 0.2% more regularly than the mixed group.

Overall, all five of the advertisements were perceived to be slightly more positively by the Afrikaans-English group than by the multilingual and more multicultural group. The Afrikaans-English participant group rated all of the advertisements mostly neutrally, as they did regarding code-switching. The multilingual group's more negative perceptions of the advertisements are in line with their more negative perceptions of code-switching. This may be an indication that this group did not perceive the advertisements as positively because of the code-switched elements. In addition, it may be due to the fact that the majority of the advertisements contained Afrikaans as the matrix language, and had only smaller embedded English words or phrases. This may have resulted in the linguistically diverse group, many of whom have an African language as a first language, feeling excluded from the target audience as they do not feel that their linguistic and cultural identities are represented in the advertisement. This is demonstrated in the participants' responses regarding cultural awareness: For all the advertisements, with the exception of Advertisement 5, the linguistically diverse group rated the two statements 'The advertiser is aware of my needs as a consumer' and 'The advertiser respects my culture and identity' lower than the statements 'The advertiser is aware of the needs of Afrikaans consumers' and 'The advertiser respects the culture and identity of Afrikaans consumers'. This indicates that the multilingual group feels that the advertiser is more aware of and respectful towards Afrikaans consumers and their needs and cultural identities.

It can be noted that advertisement 5, the *Nando's* advertisement, was assessed almost identically by the bilingual and the multilingual groups (in terms of the various aspects that were rated). However, the Afrikaans-English group interpreted this advertisement, in terms

of cultural awareness of their own needs, more negatively than the rest of the participants. Additionally, the multilingual participant group illustrated somewhat negative perceptions of Afrikaans-English code-switching (see section 4.) but the group rated this advertisement more highly in terms of cultural awareness. In a way, this refutes the work of van Niekerk and Conradie (2015) (see section 3.2.2.6) who claimed that Afrikaans is used as a 'commodity' in advertising in order to evoke stereotypes of white Afrikaners. This study has shown that the multilingual group felt that advertisement 5 caused them to feel more included and respected than the Afrikaans-English bilingual group.

Advertisement 3, The Great British Bake Off advertisement by DStv: BBC Lifestyle was overall rated the most appealing by all of the participants. The average rating of all the participants for the category of 'appealing' was 4, falling into the category of 'agree'. This means that, generally, the participants consider this advertisement appealing and more appealing than all of the other advertisements. It is possible that this advertisement was considered so appealing due to the image of the cake (identified as a persuasive feature in Chapter 4) in the advertisement and not due to the language employed. This illustrates that semiotic features, such as the of advertisements play a persuasive role in advertisements and that the text of an advertisement cannot necessarily be isolated in order to assess consumers' perceptions of advertisers and products, as in Luna and Peracchio (2005).

6.3 Limitations

In terms of possible restrictions of this study, the time constraints of this project must be acknowledged. If there had been an extended time period, this project could have provided a more in depth understanding of the participants' language proficiencies and linguistic backgrounds. In addition, because of time constraints, this study was unable to more closely investigate the reasons for why certain participants assessed the advertisements more positively than others. This would have required in-depth interviews and a process of transcription, extending the study beyond the allocated time.

Another limitation is that the study focused on predominately Afrikaans texts and the Afrikaans L1 participants' perceptions of English in comparison to L1 English speakers was not tested. English is being used in so many domains world-wide that many studies reflect on the dominance and influence of English (see section 3.2.2). Within the limits of the study, it was not able to be a focus but the relevance thereof, particularly in the context of Stellenbosch University, has not been overlooked.

6.4 Future research

Although this research presents results regarding the participants' perceptions of code-switching in advertisements, the participants did not give reasons for these responses. It would be interesting to ask the various bilingual and multilingual groupings to interrogate their instinctive responses and try to articulate exact reasons for rating the advertisements in the manner that they did – what features of the advertisement and language usage they experienced more positively or negatively.

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Appendix A

PART ONE LANGUAGE BIOGRAPHY

Please answer ALL the questions and as accurately as possible

1. Are you fluent in more than one language? (please tick)

Yes	
No	

2. What is your first language?

3. What is your second language?

Not applicable	
----------------	--

4. What is your third language?

Not applicable	
----------------	--

5. At what age did you begin acquiring your:

Second language	
Third language	
Not applicable	

6. (a) What languages were/are spoken at home?

(b) If more than one language was spoken, indicate what percentage of time each language was spoken on any given day:

7. Please state which language you were primarily educated in at:

(a) Preschool

(b) Primary School

(c) High School

8. Please state the percentage of time that you are currently exposed to each language (percentages must add up to 100):

English	
Afrikaans	
Xhosa	
Zulu	
Northern Sotho	
Tswana	
Sotho	
Tsonga	
Swazi	
Venda	
Ndebele	
Other:	

9. If applicable, on a scale from 1-5, please rate the extent to which each factor listed below contributed to the learning of your second language (1=not at all; 2=minimally; 3=moderately ; 4=mostly ; 5= completely):

Interacting with family		Language teaching	
Interacting with friends		Listening to music/radio	
Reading		Watching TV	

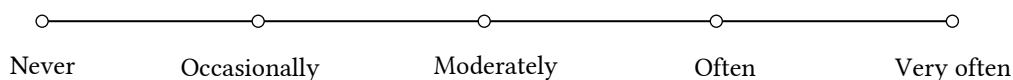
10. If applicable, on a scale from 1-5, please rate the extent to which each factor listed below contributed to the learning of your third language (1=not at all; 2=minimally; 3=moderately ; 4=mostly ; 5= completely):

Interacting with family		Language teaching	
Interacting with friends		Listening to music/radio	
Reading		Watching TV	

11. On a scale from 1-5, please rate the extent to which you are currently exposed to Afrikaans (1=not at all; 2=minimally; 3=moderately ; 4=mostly ; 5= completely):

Interacting with family		Academic or work environment	
Interacting with friends		Listening to music/radio	
Reading		Watching TV	

12. How often do you mix languages in conversation?



13. On a scale from 1-5, please rate your proficiency in the following language areas for Afrikaans and English (1=no proficiency; 2=low proficiency; 3=moderate proficiency; 4=high proficiency; 5= native/fluent proficiency):

	Afrikaans	English
Speaking		
Writing		
Understanding spoken language		
Reading		

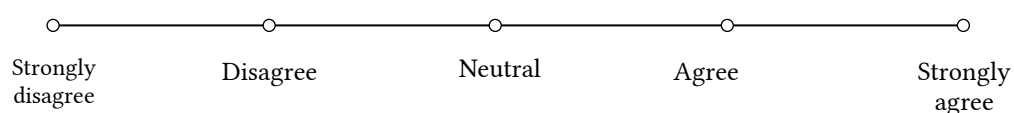
14. Please write a short narrative about your language use that may be useful or interesting to the researcher

PART TWO

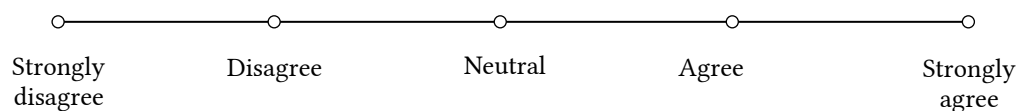
EVALUATION OF LANGUAGE MIXING/CODE SWITCHING

1. Please rate to what extent you consider the mixing of Afrikaans and English in conversation to be:

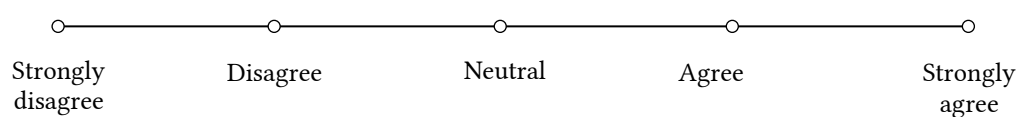
(a) *A good thing*



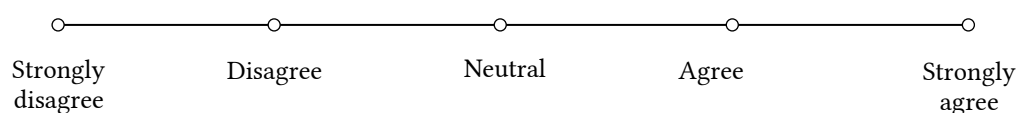
(b) *Lazy*



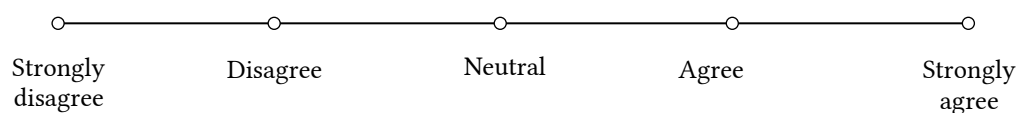
(c) *Educated*



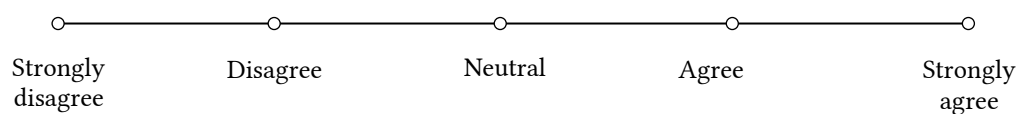
(d) *Pure*



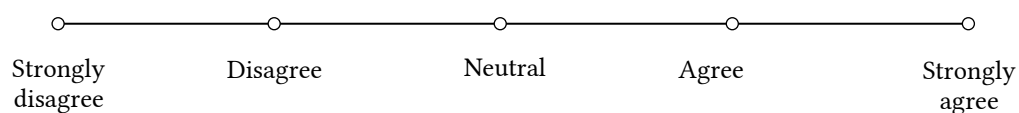
(e) *Stylish*



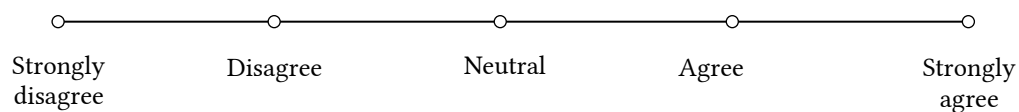
(f) *Modern*



(g) *Good for the Afrikaans language*

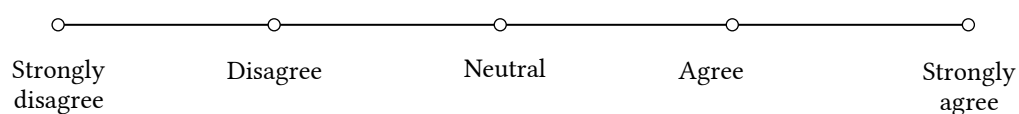


(h) *Good for the English language*

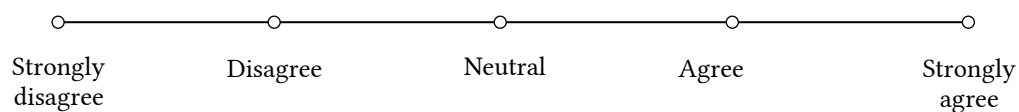


2. Please state to what extent you agree or disagree with the following statements:

(a) *When people speak English it is acceptable to use some Afrikaans words*



(b) *When people speak Afrikaans it is acceptable to use some English words*



PART THREE

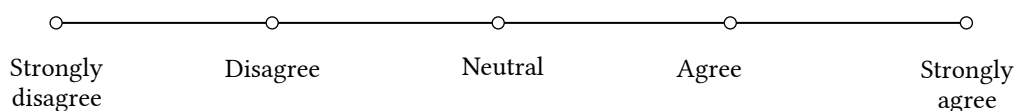
EVALUATION OF ADVERTISEMENTS

Advertisement 1

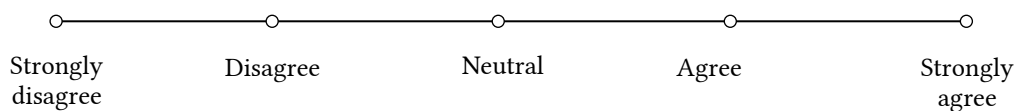
1. For each advertisement, please answer the following:

The advertisement is:

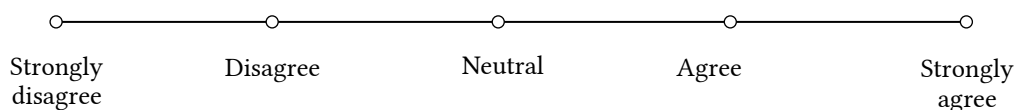
(a) Clever



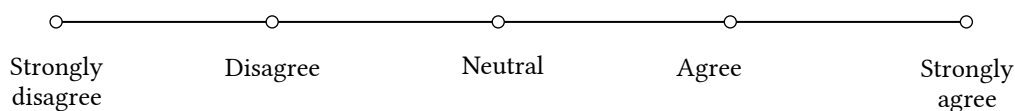
(b) The advertisement is appealing



(c) I would buy/make use of the product or service

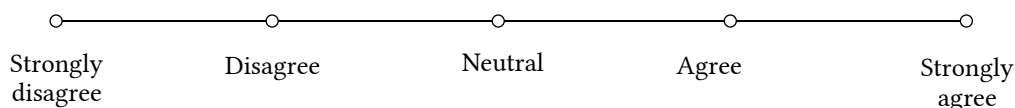


(d) I would recommend the product or service to a friend

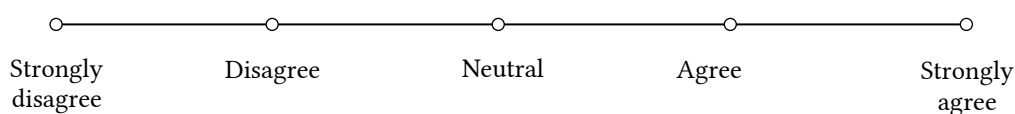


2. Please state to what extent you agree or disagree with the following statements:

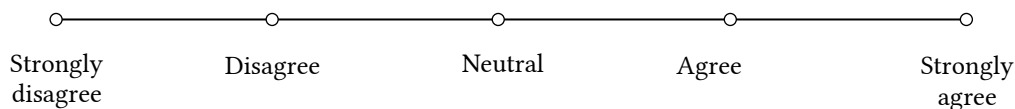
(a) *The advertiser is aware of the needs of Afrikaans consumers*



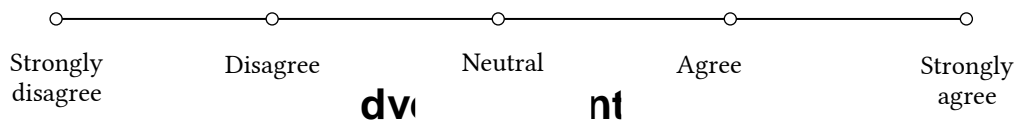
(b) *The advertiser respects the culture and identity of Afrikaans consumers*



(c) *The advertiser is aware of my needs as a consumer*

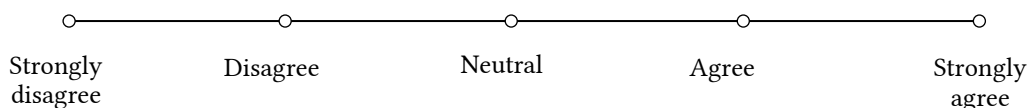


d) *The advertiser respects my culture and identity*

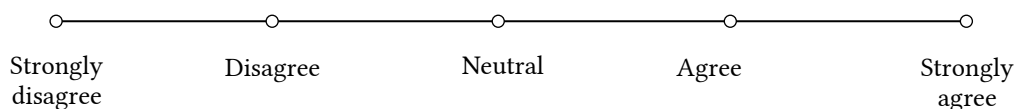


1. The advertisement is:

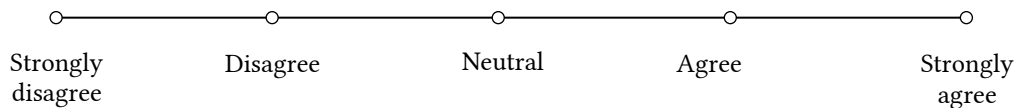
(a) Clever



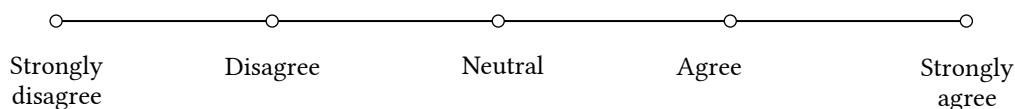
(b) The advertisement is appealing



(c) I would buy/make use of the product or service

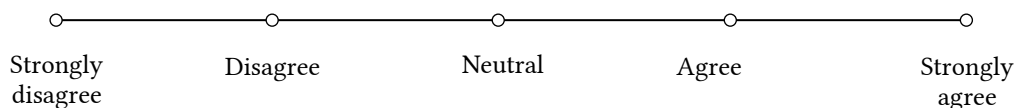


(d) I would recommend the product or service to a friend

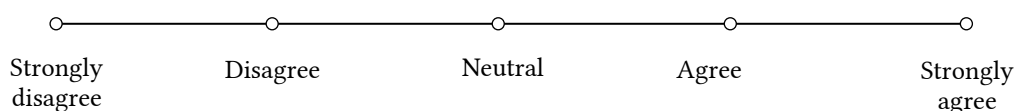


3. Please state to what extent you agree or disagree with the following statements:

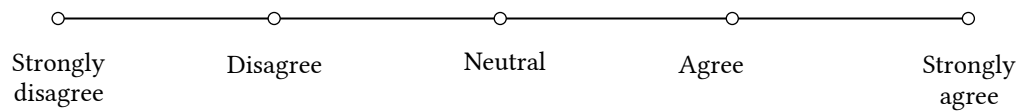
(a) *The advertiser is aware of the needs of Afrikaans consumers*



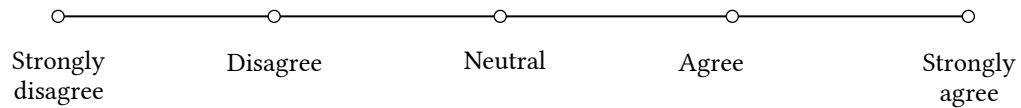
(b) *The advertiser respects the culture and identity of Afrikaans consumers*



c) *The advertiser is aware of my needs as a consumer*



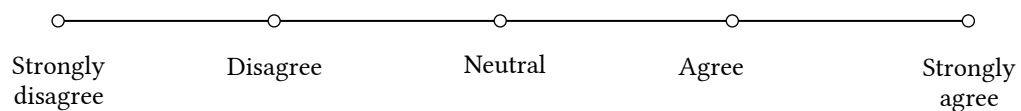
d) *The advertiser respects my culture and identity*



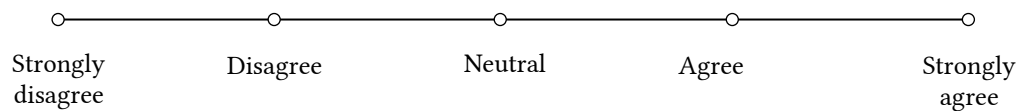
Advertisement 3

1. The advertisement is:

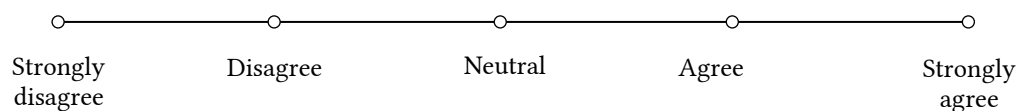
(a) Clever



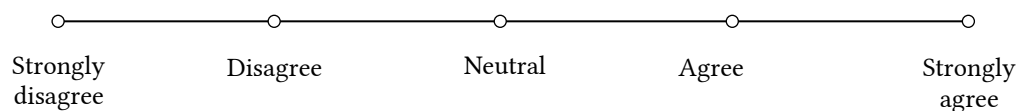
(b) The advertisement is appealing



(c) I would buy/make use of the product or service

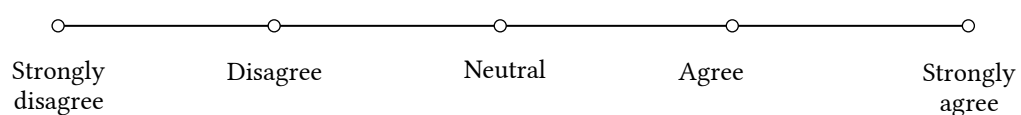


(d) I would recommend the product or service to a friend

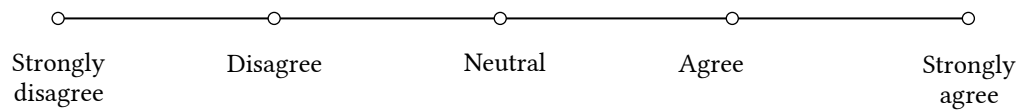


2. Please state to what extent you agree or disagree with the following statements:

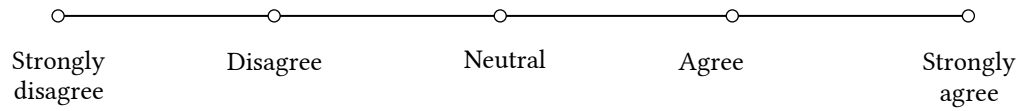
(a) *The advertiser is aware of the needs of Afrikaans consumers*



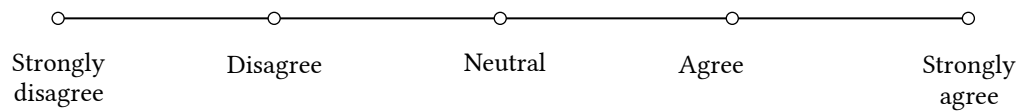
(b) *The advertiser respects the culture and identity of Afrikaans consumers*



(c) *The advertiser is aware of my needs as a consumer*



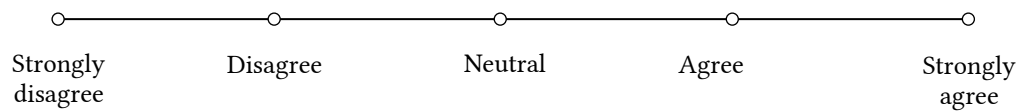
(d) *The advertiser respects my culture and identity*



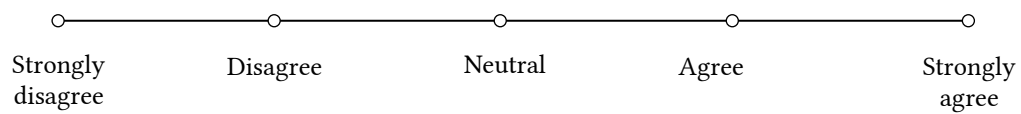
Advertisement 4

1. The advertisement is:

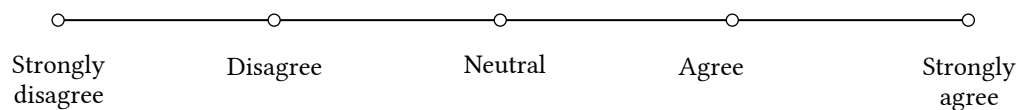
(a) Clever



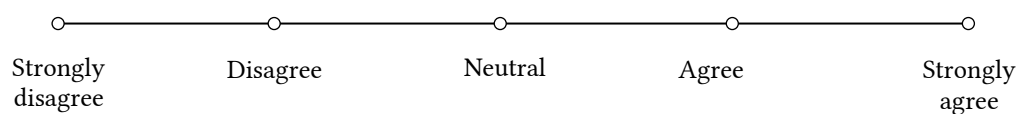
(b) The advertisement is appealing



(c) I would buy/make use of the product or service

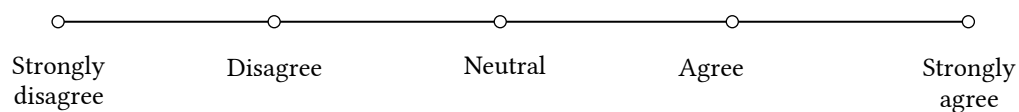


(d) I would recommend the product or service to a friend

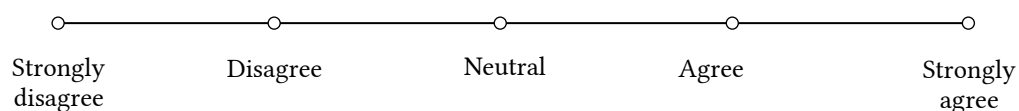


2. Please state to what extent you agree or disagree with the following statements:

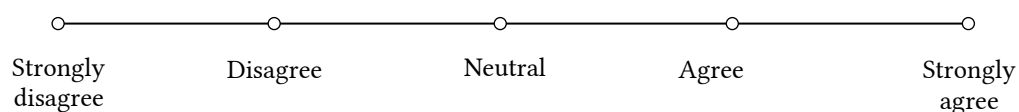
(a) *The advertiser is aware of the needs of Afrikaans consumers*



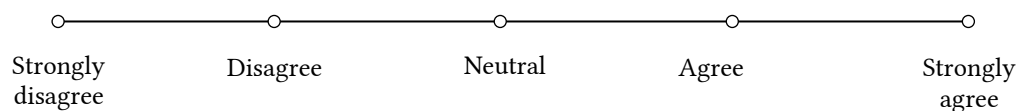
(b) *The advertiser respects the culture and identity of Afrikaans consumers*



(c) *The advertiser is aware of my needs as a consumer*



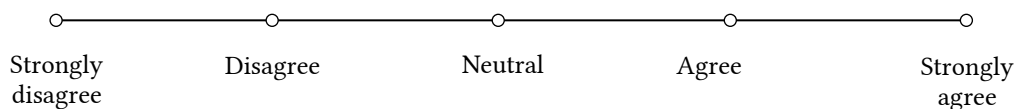
(d) *The advertiser respects my culture and identity*



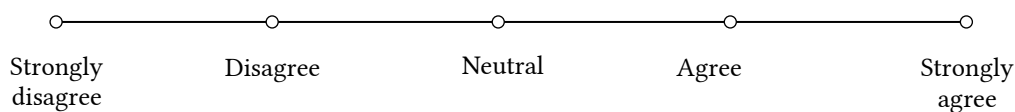
Advertisement 5

1. The advertisement is:

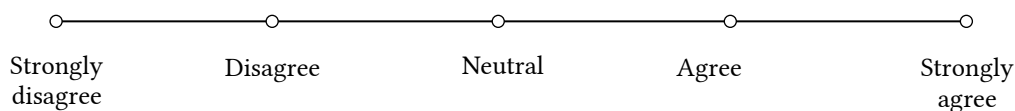
(a) Clever



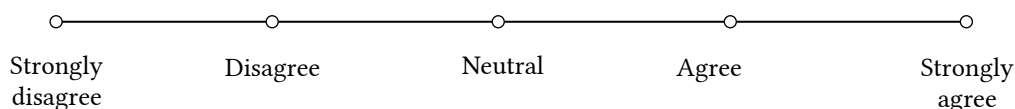
(b) The advertisement is appealing



(c) I would buy/make use of the product or service

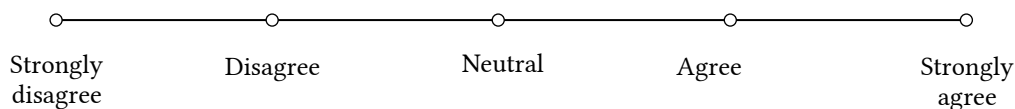


(d) I would recommend the product or service to a friend

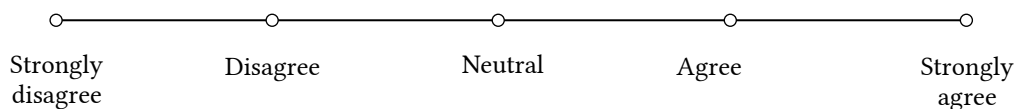


2. Please state to what extent you agree or disagree with the following statements:

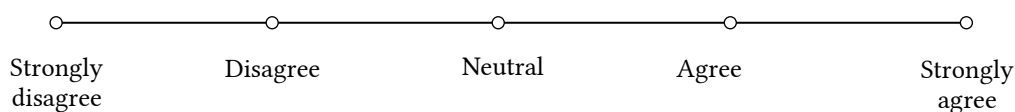
(a) *The advertiser is aware of the needs of Afrikaans consumers*



(b) *The advertiser respects the culture and identity of Afrikaans consumers*



(c) *The advertiser is aware of my needs as a consumer*



d) *The advertiser respects my culture and identity*

