Implications Of Urduization In Pakistani English To Comprehend It As A Second Language

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Abstract
Indigenization holds significant position in Second Language Learning (L2). It deals with transforming words, terms and syntactic structures to suit a local culture. First Language (L1) interference on L2 is always a debatable issue. Some scholars favor the use of L1 in L2 learning while some are against this view. In language, indigenization is done to minimize or to remove the alienating affect. One of the pertinent examples of which in Pakistan, is “Urduization”. My research tests that whether Urduization in Pakistani English is helpful in comprehending English as a second language or not. The research is carried out using “multi-method approach”. Moreover it is “descriptive” in nature. The sample of this study is the students of MA in English Language & Literature (1st semester) at the National University of Modern Languages (NUML). I have used worksheet as a basic tool to collect the data and test the hypothesis. The worksheet is used to test the Semantic & Pragmatic comprehension. Many examples of indigenizing Urdu words in English are listed from English newspaper that highlights the use of Urduization in Pakistani English. The analysis is done through SPSS (Statistical Package for Social Sciences). On the bases of the findings, it can be concluded that Urduization helps in comprehending English as a second language in Pakistan.

Keywords: Indeginization, Urduization, Pakistani English, Semantic & Pragmatic comprehension

Introduction
Language is the source of expressing ideas and emotions. In different countries, more than one language is spoken. Pakistan is a multilingual country. There are many languages, which are spoken in Pakistan, Urdu, and English are the two most prominent languages used for communication/interaction and education as well. Urdu is a national language of Pakistan while English is used as an official as well as a second language. The dialect of English that is spoken in Pakistan is titled as Pakistani English. This dialect is frequently practiced in Pakistan. Pakistani English basically refers to the dialect in which the effect of Urdu language is quite prominent. The interference or transfer of first language in second language learning is a natural phenomenon.
Generally speaking, learning first language is also considered easy as compared to learning second language. Sometimes, this process of transfer of L1 in L2 is conscious and sometimes it is unconscious. This concept of interference of first language in second language learning is multi-faced.

This research paper focuses on the point whether first language or mother tongue can be considered as a facilitator and contributing factor in second language learning. An interesting point regarding language is that all human languages share some common characteristics i.e. all languages have ability to produce an infinite number of sentences by using the limited set of rules, structures and words.

**Language Learning**

Language is the most important gift of God because language is used by humans to convey their inner thoughts and emotions; it helps human beings to learn the way of communication with others, language also helps to fulfill the needs of communication, and it also establishes the rules and helps in maintaining culture. Generally, language and culture are closely related. Culture gives identity to an individual and language gives identity to the culture of particular area. The words in a language are the reflection of the culture and the people who speak that language and share that culture. When an individual learns a new language, he/she not only learns a language but he/she also learns to think in the way of the new culture.

An interesting point is that there are different dialects of one language. It means that speakers of one language have several different ways of using the language. For instance Urdu is a national language of Pakistan; it has got different dialects, which are spoken by the community or subgroups. Language learning is very important to generate and express thoughts. The whole world becomes easily accessible through language learning because if an individual knows different languages, he/she can communicate in those languages easily. Learning different languages broadens mind to accept the culture and lifestyle of various societies in the world. Learning a language is an interesting process. It involves a lot of things. The first step in language learning is to develop familiarity with a language by reading and understanding it.

**First Language/ Native Language**

The terms first language, second language, and third language are used to indicate various levels of skills in a language, so that it can be said that a person knows more than one language at first or second language level. The mother tongue or L1 is a language that a child acquires since his birth. The language that a child learns first is known as one's native language or mother tongue.

**Second Language**

Second language is a language that a person consciously learns to achieve the goal of communication. Learning a second language can be difficult; it takes much time, patience and practicing. Learning a second language can be affected by the patterns of the first language. This effect of first language on second language is referred as linguistic interference. Different scholars, researchers and linguists have given different
views about the interference or transfer of L1 in L2 learning.

L1 transfer in L2 can be conscious or unconscious. The positive aspects of language interference are less often discussed, but they can be very important. Generally speaking, the process will be more positive if the learner is aware of the relationship between the two languages. It is most often discussed as a source of errors (negative transfer), although where the relevant feature of both languages is the same, it results in correct language production (positive transfer).

Pakistan has an increasing interest in English language education. There are many English courses offered in Pakistan such as ELT (English Language Teaching), TEFL (Teaching of English as a Foreign Language), TEFOL, and Masters in English, English Diplomas, and Spoken English Courses. English has become the language of media, trade and science. In Pakistan, the importance of English language is growing and now English language is compulsory in almost all schools and colleges.

**Indigenization**

The word “indigenize” refers to the adaptation of things in a local culture from other cultures. Indigenization is an important and interesting process, which helps in learning L2. So indigenization means transformation, or changing, to suite a local culture. In language, indigenization is done to minimize or sometimes to remove the alienating affect. The concept of indigenization is very interesting and to some extent it is very helpful in language learning process. The process of indigenization can be used as one of the tools to learn a language. Another important aspect of indigenization is that it indigenizes the words, which are related to culture, of native language in the second language. This concept of indigenization minimizes the alienating effects of second language.

**Urduization**

Urdu is the national language of Pakistan. Although there is a variety of a language spoken in Pakistan but Urdu language has its own distinguished place. The origin of Urdu language is quite interesting and the basic characteristic of Urdu is that it is an amalgamation of many languages. Many words of Urdu are borrowed from different languages. This is one of the reasons of popularity of Urdu. As English is a global language, Pakistan has got growing interest in English as a second language. ‘Tariq Rehman’ states in his research paper, “Language policy, multilingualism and language vitality in Pakistan” (2012); “Pakistan is a multilingual country with six major and over fifty-nine small languages. However, the languages of domains of power-government, corporate sector, media, education etc are English and Urdu”.

“Urduization” is done in Pakistani English very frequently. In Urduization, the words from Urdu language are indigenized into English language so that, the alienating affect of English language can be minimized for Pakistani learners. Urduization is an interesting concept. When the words from Urdu are added in English language, then English becomes more understandable and the learner feels comfortable to communicate and he/she can grasp the idea or context in a better way.

Some of the examples of Urduization which are given by R.J. Baumgardner,
Audrey E.H. Kennedy and Fauzia Shamim (1998) in Pakistani English are as follows:

- Most of the agricultural landholdings in Jhang district are small---with the typical Chaudhry toking on his chillum under a shady tree at his dera while loyal servants massage his shoulders.
- The Bismillah Ceremony of the three-day annual Urs of Hazrat Baba Bullay Shah was performed here by giving ghusal to the Mazar amidst recitation of Darood-o-Salam: by devotees in hundreds, says a handout.

The researcher wants to test whether this interesting concept of Urduization will help in learning English as a second language and will it help in minimizing the alienating effect of English for learners or not. Another important point is that whether this concept of Urduization will be helpful for Pakistani learners in particular because those learners will be more familiar with Pakistani culture and society and their way of thinking.

**Research Question**
Is Indigenization of Pakistani English useful in comprehending English as a second language?

**Objectives**
This research will investigate the following objectives:

- To examine the role of L1 in L2 learning.
- To elucidate and highlight whether using L1 in language class is beneficial when it is needed.

**Population/ Sample**
The sample of the undertaken research was the students of MA in English Language & Literature (1st Semester) at National University of Modern Languages.

**Literature Review**
Recent researches recognize that L1/L2 influence can be positive as well as negative and operates in both directions because there is cross-linguistic influence. It means that L1 has an effect on L2 acquisition and L2 has an effect on L1. The main focus of this research is to find out whether ‘Urduization in Pakistani English is useful to minimize the alienating effect in teaching/learning English as a Second Language’. A lot of work is done on the negative and positive effects of first language on second language learning. The interference of L1 in L2 learning is an interesting and important point to discuss because if it has positive effects, it can enhance and facilitate second language learning. In this chapter, some articles, case studies and researches are added to support the research question of the undertaken research. These case studies, articles and researches are about the positive transfer of L1 in L2 learning.

Weinreich (1953) has stated in “Languages in Contact”, that there are three areas in which first language may interfere in the second language: phonological, lexical and syntactic level. Uriel Weinreich has described three areas of language in
which first language can interfere in second language learning. The first area is phonological which deals with the pronunciation part of a language, the second area is lexical which deals with vocabulary or words and the third part is syntactic with deals with the word structure. The above-mentioned areas are the main areas of any language. If first language interferes in these three areas then it means that first language interference is worth mentioning.

In the book, “Linguistics Across Cultures”, Lado (1957) claimed that; those elements which are similar to [the learner's] native language will be simple for him, and those elements that are different will be difficult”.

According to Lado (1957), first language is quite helpful in second language learning. As the learner is in habit of using L1, so when he will be learning L2, it will be easy for him to deal with the similarities of L1 and L2. The common characteristics and similar elements of L1 and L2 will be simple and easy for him but the elements which are different and dissimilar in these two languages, they will be difficult and new for the learner.

Albert (1978) states in “The Bilingual Brain” that;
It is clear that words in one language, and their translation equivalents in the other (when such exist) are related in the brain in a nonrandom way, much as a word and its synonym in the same language may be connected in an associational network.

Albert have also favored the same idea that words of one language and their translation or equivalents in other language are in the mind of a learner or speaker and they are connected to an associational network and this connection will be helpful in learning new words or lexical items. For example, if a person wants to learn English as a second language, his native language is Urdu, “kursi” is an Urdu word and its translation equivalent in English “chair”, he can associate the concept of kursi with chair and he will be able to memorize the word chair in the target language. For both kursi and chair, the associational network will be “furniture”. So, in this way, a learner can take help from his first language to learn the vocabulary items of second language.

Vocabulary is one of the most important parts of any language, and this is also considered as an initial step of any language. Lexical items of L1 help the learner to understand and memorize the vocabulary items of L2. So it can be stated that first language has positive and helpful interference in second language development.

Noor Hashim has mentioned in his case study “Some Implications on the Role of the Mother Tongue in Second Language Acquisition” (1994);
Attention is given mainly to two aspects of the L1-L2 relationship: positive transfer of knowledge from L1 in the process of learning L2, and negative transfer, or interference. It is best to view L1 as a contributing factor in L2 development.

Noor Hashim has written a research paper on the interference of L1 on L2 to find out whether L1 is a facilitator or a barrier in L2 learning? On the bases of the findings, Hashim states that First language should be considered as a facilitator in second language learning because learners of L2 take help from their first language to learn and understand L1. Hashim further states that in L1-L2 relationship, there are both
negative and positive aspects of transfer of L1 in L2 but the findings show that as compared to the negative transfer, L1 has more positive and helpful transfer of knowledge in L2. So it would not be wrong to conclude that L1 is a contributing factor in L2 development.

Another research is done by Jing Liu with a title, “L1 Used in L2 Vocabulary Learning: Facilitator or Barrier” (2008), after experimentation and analysis of data, he concluded that;

L1 use in L2 vocabulary learning, or providing translation equivalents have several advantages. They are an easy and efficient way of depicting the core meaning of a word. Knowing the L1 equivalent also gives the learner a sense of certainty about the meaning of the word. (p. 68)

This research deals with the use of L1 vocabulary in learning L2 vocabulary items. Vocabulary items of first language are considered as the facilitator in learning the vocabulary items of second language because the second language learners take help from lexical items of first language to understand the concepts of lexical items of second language. Again according to this research, first language should be seen as an effective tool to learn second language.

Research Methodology/ Data Collection
This research followed multi-method approach. This research was an amalgamation of Qualitative and Quantitative approaches. In this undertaken research, the researcher has collected data through worksheet. The present study is exploratory as well as descriptive in nature. An exploratory research deals with the problem, topic or issue, which is not commonly, defined so, an important characteristic of an exploratory research is that it is done to test concepts before they are generalized. In general, the researcher is trying to explore whether L1 interference can be seen as a contributing factor in learning second language? More specifically, the researcher wants to judge whether “Urduization” in Pakistani English is useful in comprehending English as a second language. So the researcher is trying to dig into or inquire into the question whether Urduization can be considered as a helpful factor in learning and comprehending English as a second language.

As this research is following multi method approach, descriptive type of research compliments this multi method approach. Descriptive research is done by applying three different methods i-e observational methods, case-study methods and survey methods. The researcher has selected Survey method research because it is useful and it fulfills the requirements of the present research.

The theoretical framework of the current dissertation is the theory of “Contrastive Analysis”. Robert Lado was the person who laid the foundation of this theory. In his book “language Across Cultures” (1957), Lado claimed that "those elements which are similar to [the learner’s] native language will be simple for him, and those elements that are different will be difficult".

Contrastive Analysis deals with the similarities and the differences between L1 and L2 at the same time. Contrastive Analysis makes the contrast as well as the comparison to explore the similarities and differences between first language and
second language. On the basis of those similarities, the structures and items of target language can be learned easily and effectively. As far as this particular research is concerned, the researcher wants to test whether L1 can be seen as a facilitator in L2 learning. So, the theory of contrastive analysis has been adapted to explore the phenomenon.

The basic tool for data collection is worksheet. The researcher wants to find out whether the transfer of L1 is a contributing factor in comprehending L2 so the worksheet is designed to test the comprehension of learners/the selected sample. The worksheet contains the comparison of an article written in Standard English with that of the same article having indigenized words of Urdu in English.

Some articles were added in the worksheet and the respondents need to summarize those articles. The articles were written in Standard English and then the same articles with Urduized forms were given and the respondents were asked to summarize those articles as well. In order to collect data, the researcher gave the worksheets to the selected sample of students and the instructions were given to the sample after giving some time, the researcher took the worksheets from the subjects so that the validity of the research question can be analyzed.

Data Analysis
The researcher has analyzed the data through SPSS. SPSS is the statistical program. SPSS is an abbreviation for “Statistical Package for the Social Sciences”. SPSS is a Windows based program that can be used for data entry and its analysis in the form of tables/ frequency and charts/ pie charts. SPSS is used commonly in Social Sciences and it is also used for business purposes, as it is capable of handling and analyzing large amount of data.

The researcher has included two passages. Both passages are same the only difference is that in one paragraph, Urdu words are used while in second paragraph there is no indigenization of Urdu words. Both paragraphs were given to the respondents and they were asked to summarize them. First paragraph is indigenized with Urdu words while second passage is completely Standard English passage. The purpose of this question is to analyze whether more respondents have correctly analyzed the indigenized paragraph or they have better understanding of the Standard English paragraph.

The results are analyzed statistically in the form of frequency tables and graphs. First paragraph is named as “Urduized” while second passage is titled as “English”. First passage that is given in the worksheet is given below and the Urdu words are in “bold”. Hallmarks of thela food were the taste, the freshness and the price. For a pittance, the thelawala tempted you as much with his items as by his call. The mobile ones were prominent at all those places where a snack was most welcome. I remember, from railway stations and from railway crossings, ‘bayl aanday garam’ with which, salt came in a little ‘puria’. In summer, rau and singharay were very popular.

The respondents read and summarized the paragraphs and the researcher has analyzed the passage through SPSS. The researcher has designed three scales to analyze the summary given by the respondents. These three variables are, "good
According to the analysis of “Urduized” passage, among fifty six students, thirty respondents have come up with “good description”, fourteen students have given “average description” while four subjects could not describe the article properly so their description is placed under “poor description”. Eight of the respondents did not give any response to this question. Fifty three point six% subjects have given good description; twenty five% have come up with average description while seven point one% of the sample has given poor description. Fourteen point three% responses remained passive so their analysis is missing.

<table>
<thead>
<tr>
<th>URDUIZED</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>30</td>
<td>53.6</td>
<td>62.5</td>
</tr>
<tr>
<td>Good</td>
<td>14</td>
<td>25</td>
<td>91.7</td>
</tr>
<tr>
<td>Average</td>
<td>4</td>
<td>7.1</td>
<td>8.3</td>
</tr>
<tr>
<td>Poor</td>
<td>48</td>
<td>85.7</td>
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</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>14.3</td>
<td></td>
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<tr>
<td>Missing System</td>
<td>56</td>
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<tr>
<td>Total</td>
<td></td>
<td>100.0</td>
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The above-mentioned description shows the results of “Urduized” passage. The results indicate that most of the respondents have given good description and the Urdu words seem helpful for developing understanding and comprehension of the give passage. Majority of the respondents have analyzed the passage correctly may be because the Urudized words which are indigenized in the passage are frequently used in Pakistani culture and for some of the Urdu words used, do not have any equivalent in English for example in the passage, the expression ‘bayl aanday garam’ has no equivalent in English. This expression is just translated as ‘hot boiled eggs’ in the other
passage, which is purely in English. Culture plays an important role in comprehending analyzing and understanding the language.

Next passage as mentioned above is completely taken from Standard English. Same instructions were given to the respondents that after reading the passage, they are supposed to summarize it. The passage is given below with the words highlighted, which were used as an equivalent of Urdu words.

Hallmarks of pushcart food were the taste, the freshness and the price. For a pittance, the hawker tempted you as much with his items as by his call. The mobile ones were prominent at all those places where a snack was most welcome. I remember, from railway stations and from railway crossings, ‘hot boiled eggs’ with which, salt came in a little ‘sachet’. In summer, sugar cane juice and water chestnut were very popular.

The analyses of the responses show that ten students have given “good description”, twenty-four have come up with “average description” while eleven have given “poor description”. Responses of eleven subjects are missing. Seventeen point nine% have given good summary, forty two point nine% have given average description and nineteen point six% respondents have given poor description. Nineteen point six% subjects did not suggest any summary.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>10</td>
<td>17.9</td>
<td>22.2</td>
</tr>
<tr>
<td>Average</td>
<td>24</td>
<td>42.9</td>
<td>53.3</td>
</tr>
<tr>
<td>Poor</td>
<td>11</td>
<td>19.6</td>
<td>24.4</td>
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<tr>
<td>Total</td>
<td>45</td>
<td>80.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing System</td>
<td>11</td>
<td>19.6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>56</td>
<td>100</td>
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</table>
If the results of the passage written in Standard English is compared with results of Urduized passage, it will be quite clear that majority of the respondents have analyzed the Urduized passage appropriately as compared to the passage written in Standard English. One of the reasons can be because the Urdu words added in the article are more common in Pakistani culture so it was easy for the respondents to identify and understand the Urduized passage more clearly. This analysis indicates that Urduization in English language is a facilitator in comprehending English when it is learned as a second language.

The theory of Contrastive Analysis is also concerned with the comparison and contrast of discursive level among languages so, this part of the worksheet in which the researcher wants to test the effects and understanding of the learners on the bases of their First and Second language, this point is clearly related to the theory of Contrastive Analysis. The analysis indicates that L1 has positive effects on L2 learning.
and the contrastive analysis theory is highly concerned about the point whether native language has positive effects on L2 learning or it has negative effects. The results of discursive level indicates that L1 can be taken as a contributing factor in L2 learning so this discursive section of the worksheet is also related to the theory of contrastive analysis.

**Conclusion**

In the current research, the findings clearly demonstrate that L1 is a facilitator in L2 learning. The theory of Contrastive Analysis has been helpful to judge the influence of first language on second language learning.

**Findings**

The researcher is able to draw the findings on the basis of collected data. The findings, which the researcher has drawn from the current research, are as follows:

a) The present study highlights that First language can be seen as a contributor and facilitator in Second language learning.

b) The findings indicate that Urduization in Pakistani English is helpful in comprehending English as the second language.

c) The results also highlight that the learners/respondents have shown positive attitude towards using their L1 in the process of learning second language.

In the nutshell, First language or Mother tongue can be considered as helpful factor in second language learning. The concept of indigenizing Urdu words in Pakistani English is useful and helpful in comprehending English as a second language. A balanced approach is needed which sees a positive role for L1 but also recognizes the importance of maximizing L2 use in the classroom.

**References**


Liu, Jing. (2008). “L1 Used In L2 Vocabulary Learning: Facilitator or Barrier”


