ENGLISH IN URDU LANGUAGE TEXTBOOKS:
A POLICY OR NO POLICY?

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ABSTRACT: *This paper investigates the instances of borrowing and code-mixing in Urdu language textbooks. A careful content analysis of three Urdu language textbooks(grade 6-8), published by The Punjab Text Book board (PTB) and approved by the Punjab Curriculum authority according to national curriculum 2006 and national textbook and learning materials policy 2007, has been conducted. The Domain-wise categories of the English lexes present in these textbooks show that the education is the most influenced field by English vocabulary. Based on the findings, this study raises many questions i.e. why have Urdu words been replaced with English lexes in Urdu language textbooks? What is the justification for giving English translation with Urdu words? What is the need of giving translation questions in exercises? Finally, the study suggests the need of a careful corpus and acquisition planning to provide standard Urdu in Urdu language textbooks.*
Key words: language textbooks, code mixing, code switching, language policy

INTRODUCTION

English and Urdu have been coexisting and influencing each other since last four centuries. With the rapid world-wide spread of English many languages came under its influence and Urdu is one of them. English vocabulary has very frequently been borrowed in Urdu and vice versa. This resulted in frequently code-switched language.

Code-switching is a phenomenon frequent in bilingual situations. The switch between languages may be intentional or unintentional. The linguists have differentiated code switching from lexical borrowing. A scholar in [1] is of the view that lexical borrowing occurs when a language lacks certain lexical items whereas code switching is more a matter of choice. In the latter case a language does possess certain lexical term but the users of language prefer the use of term from other language for certain reasons. This borrowing or switching (depending on situation) may occur at morphological, word, phrase, intra-sentence or inter sentential level or tag switching. The code switching strategy can be usedto show solidarity with the groups whose language has been preferably chosen to be switched to[1]. Other reasons can be, to reflect social status[2]topic suitability[3], or the show of affection [1] Code-mixing is related term. Though apparently in an expression one cannot identify whether it is code mixing or code switching because it all depends on the speakers' proficiency of language. Code mixing is said to be occurring when the user of language does not have equally proficiency in both the languages. And in most cases this is an unintentional process. Without doing into further details of terms, I would declare that in this study the terms code-mixing and code switching will be used alternatively, whereas borrowing will be used for the English lexis that have been used because of unavailability of lexical terms in Urdu.

In Pakistani context, this trend of code switching and borrowing has extended itself from spoken discourse to the written language. Another researcher in [4] investigated the code-switching trend in spoken Urdu and found that most of the time Urdu language does have Urdu vocabulary but people are unaware of it and keep using English word.He is of the view that by keeping on borrowing words from English "Urdu established contact with the world through English.

But he also warns of fact that "when a language borrows too many words from another language, it is in the danger of being corrupted. . ." He also expressed that it is difficult for a patriotic to 'adopt too many words from English whose equivalents are already present in Urdu and they are merely replaced because English has become a language of Fashion today. Moreover, code switching in Facebook conversations has also been studied and the researcher found that 'contact between Urdu and English in context of CMC [Computer mediated communication] has motivated more stable and consistent borrowing' [5]. He also found that the participants mixed nouns and verbs more frequently than other word categories. He also found that this mixing has been done so effortlessly that it seemed natural elements. He concludes that thought 'language contact and change is natural phenomenon. It is without any doubt the legitimate right of a language to be institutionalized to anticipate the ever growing communicative needs of its users".

Many studies have been conducted to investigate this phenomenon. A scholar in [6] studied code switching in English newspapers and magazines at phrase and clause level. He suggested that "variation and changes in a language are an integral part of bilingualism and multilingualism". His findings show that English even being major donor language around the world cannot escape the influence of Urdu. The studies have focused opposite phenomenon to see the extent to which Urdu written language has accepted the influence of English. Another study by a scholar in [7] was conducted on a well- read Urdu magazine *phool*to see the variation in Urdu language due to English borrowing and found that "English words have been used at the expense of their Urdu correlates". They concluded that English vocabulary has been increasing in Urdu written Language with every passing year. A researcher in [8] also conducted similar study on different Urdu magazines and found that English vocabulary has been opted by the writers sometimes because of economy of effort. She concluded by saying,

It shows the existing literary practices in Pakistan in which no form of media can escape the effects of penetration of English and globalization. English language has so much protruded in Urdu that sometimes it becomes difficult to

distinguish between the Urdu and English lexical items as they are frequently used interchangeably.

The phenomenon has been studied in spoken language, Urdu written language i.e. in magazines and newspapers but Urdu textbooks have not been studied for the purpose. This study tries to measure the influence of English on Urdu written language while investigating borrowing and code-mixing instances in Urdu language textbooks written for grade 6-8 in Punjab, Pakistan.

The studies of English borrowing in Urdu magazines prompted this study which investigates the extent to which English language has penetrated to Urdu textbooks. As language textbooks are assumed to provide standard language. Textbooks are an important part of most of the language programs. In our country they serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. Language textbooks serve a range of functions from providing outline for a programme, to maintenance of quality in instruction and education.Textbooks have been a major resource material in language classrooms. Most teachers rely on textbooks because they are thought to have the required content [9].Thus, if textbooks are designed to develop language competence, they are supposed to contain the best form of language they are teaching.

This study aims to explore the English borrowing and code mixing in Urdu language textbooks. It aims to investigate whether or not Urdu language textbooks have resisted the wide-spread influence of English language and to what extent they are successful in providing standard Urdu to their readers who are young learners of the language.

METHODOLOGY

The researchers have chosen Urdu language textbooks published by Punjab text book board approved by ThePunjab Curriculum authority according to national curriculum 2006 and national textbook and learning materials policy 2007. Three Urdu textbooks (from grade 6 to 8) have been studied. Using content analysis approach, English vocabulary found in these textbooks has been extracted and grouped into different domain-wise categories. These categories are data driven. These categories help in identification and highlighting the domain of life most influenced by English vocabulary. Data has been presented quantitatively preceding qualitative discussion of materials.

DATA PRESENTATION AND DISCUSSION

The investigation into three Urdu language textbooks reveals that there is **undue** use of English vocabulary in these books. Along with the expected instances of borrowing, there has also been code mixing. The English lexes have been categorized under 'place, profession/designations, diseases/treatments/health, electric appliances, scientific inventions, vehicles, education, measurements/time units, organizations/bodies, miscellaneous and *Urduised* English words. The last category contains words that have been included in Urdu language with certain morphological changes.

Total instances of borrowing and code-mixing in all three textbooks have been as follows:

| Grade	Places	Profess ions/de signati ons	health	Electrical appliances /inventions	vehicles	Educati on/schoo l/subject s	Game s/ente rtain ment	Measur ements	misc	Bodies/ groups	Urduised words	Total
6 tokens	20	10	10	29	28	38	-	3	17	7	19	**181**
types	14	6	10	20	13	11	-	2	16	4	17	**113**
7 tokens	59	36	5	36	37	208	-	6	25	17	42	**471**
types	30	31	4	30	9	11	-	6	18	23	26	**188**
8 tokens	35	21	6	6	14	81	14	5	14	54	22	**272**
types	26	19	5	3	9	31	14	5	14	17	19	**162**
Total tokens	114	67	21	71	79	327	14	14	56	78	83	**924**
Total types	**70**	**56**	**19**	**53**	**31**	**53**	**14**	**13**	**48**	**44**	**62**	**463**

Table 1.instances of borrowing and code mixing in language textbooks

The table 1 above shows the tokens and types of English lexis in textbooks. Tokens are the total occurrences while types show entity. For example, in grade 6 textbook there have been 113 entities of English words which have been repeatedly used and thus amount to be 181 in number. The highest frequency has been found in 7 grade book which has 188 types and 471 tokens, second is grade 8 book with162 types and 272 tokens, grade 6 textbook which has least number of pages contains has 113 types of English lexis and 181 tokens which amount to be the least when compared with other two books. All English words have been noun/noun phrases or mixed phrases e.g. AprELfool, where first word is Urdu and second is English.

The graph below shows the comparison between different domain wise categories:

Fig. 1 TOKEN WISE DISTRIBUTION OF ENGLISH LEXIS IN DIFFERENT DOMAINS
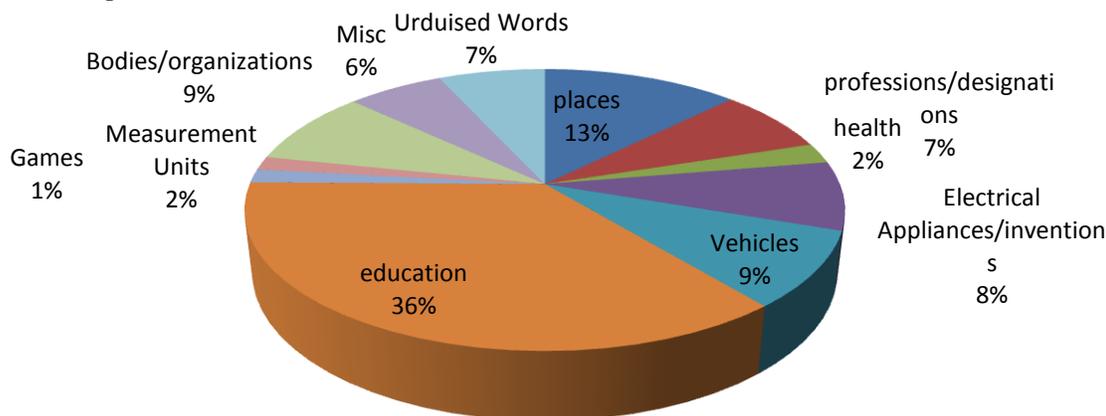
The chart above shows token wise distribution of English lexis in different domains. Token-wise presentation of chart has been chosen because the researcher is concerned with the questions that how frequently the young Urdu learners have been exposed to English vocabulary when they open an URDU book in order to learn URDU language. It can be seen from the Pie chart above that in the domain of education most of the English words have penetrated even in Urdu language textbooks. Name of places, electrical appliances/inventions, organizations also have also occupied significant chart area as they are on second and third number showing the frequency of English borrowing or code-mixing instances.

Borrowing or Code mixing?

The tables and graphs above show the overall frequency of English lexis in the books. Many of them can be categorized as borrowings as they are either scientific inventions or names of electrical appliances etc for which no corpus planning has been done in Urdu. Others are instances of code-mixing because they are the words that do have Urdu substitutes but they are there in Urdu textbooks. This phenomenon raises the concern of an Urdu patriotic. And a critical question is raised by these instances asking whether it is negligence or curriculum policy? The second last column in table 1 above enlists the words with morphological changes in English words; Urdu morphemes have been added to most of them to pluralize them. For example: from 'factory' to FactrioN' etc. While reading such instances one is bound to think why the textbooks writers have dispensed with a proper Urdu word "karkhano" and chose to borrow factory and add Urdu morpheme with it to suit their purpose?

The table 2 below shows code-mixed words in these textbooks. These are the words that have been used at the expense of Urdu words:

Table 2. English words used at the expense of available Urdu alternatives

English words	Urdu words (that could have been used)
Bedroom	Sonayka karma
Sugar mill	Chinikakarkhana
Factory	Kharkhana
Stadium	Khelkamedan
Merchant	Taajar
Blood pressure	Bulandfshar e khoon
TB	Tap diq
Typhoid	Myaadibukhar
Cancer	Sartaan
Train	Rail gaarri
Condition	Haalat
March (to march ahead)	Tezqadam se chlna
Plant	Poda
Control	Qaboo
Fuse	Jaljana
Firing	Golichalana
Lunch box	Khanaykadibba
Surgeon	Jarrah
museum	Ajaybghar
University	Jamya
Factory	Kharkhana
Printing press	Chapa khana
Heroes	Mashaheer
Class fellows	Hum jama'at
First aid box	Ibtdaitibbiamdadkadibba
Sir	Janab
Madam	Muhtarma

Table. 3 English words with urdu translations given in

Size	Jisamat
Group	Groh
Salute	Fojiandaz se salamkrna
Tent	Khema
Teacher	Ustad/ustani
Market	Shehar
Homework	Gharkakam
Period	Dorania
Heater	Angeethi
Style	Andaz
Stick	Charri
Washroom	Bait ulkhlaa
Sleeping berth	Sonaykatakhta

The table 3 above is a representative presentation of the list of words that have Urdu alternatives but have not been used in these textbooks. Then there are words which have been used alternately as the word "salute" sometimes has been used as "*fojiandaz say salamkia*", the inconsistency in the use of such words again raises questions about the lack of policy observance. In class six most of the time the word 'chorus' has been used but same word co-occur with *tarannum say prhna"*(to read melodiously)in grade 8 textbook. The instruction for the student have been: 'read this poem in chorus style" and at some other place " read this poem together with tarannum (melody).Does the use of word 'chorus' instead of 'tarnnum' presupposes that the students are more familiar with chorus than tarannum??. The words 'sir', 'madam' for the teacher have been used in the textbook where as the address from 'USTANI ji' and USTAD SaHIb' or "JiNAAB" to address the female and male teachers respectively are available in Urdu. Then why have these expression been replaced by the textbook writers is the question.

Translations and translation questions

Another interesting phenomenon has been observed in grade 8 textbook which the other two books *lack.* There have been many instances where Urdu words seem to have been used reluctantly, as most of the time in certain chapters and English alternative has been produced in paranthesis. There is a long list of such words. Following are the words copied as they were:

Table 4.

Tanawwo (variety)	Adabyani respect
Matan (text)	Astqraimntaq (Inductive logic)
Adab(literature)	Malumat (DATA)
Doron (visits)	Nazamulauqat (timetable)
Mushahdat (observations)	Nazriat (ideas)
Sadarmuqam (capital)	Grohon (groups)
Hiwaniat (zoology)	Feliat (physiology)2
Istkhrajimantaq (deductive logic)	Khulvihyatiat (cell biology)
Hyatiatiriaziat (bio mathematics)	Falkihyat (astro biology)
Ilmalamraz (pathology)	Bashriat (anthropology)
Usool e sanfbndi (taxonomy)	Hyatiatiarziilm (biological earth science)
Tashreehalaza (anatomy)2	Dastikitab (Handbook)
Tanzeemen (associations)	Khurdhyatiat (micro biology)
Karwai (rally)	Dolat e mushtarka (common wealth)

.As in presented Table 4 in Urdu text book reader wonders to see English translations of these words and needs justification of this translation. Is it because the Pakistani young Urdu learners are supposed to be familiar more with English than Urdu? Or it is an attempt to teach English through Urdu textbooks? In grade 8 text book there has been questions in exercise to match the Urdu words with their English substitutes (p.133) and to translate English terms into Urdu (p.132).The question a1rises: is this book aiming to teach Urdu? science? Or English?

CONCLUSION

The study shows that Urdu language textbooks are not providing standard Urdu to young learners of Urdu language in Pakistan. These textbooks are accepting undue influence of English. There have been found three types of English lexis in these books: First, there are English lexis which do not have Urdu substitutes, then those which do have proper Urdu words and third category includes the English words which have been Urduised by adding Urdu morphemes. Even in this category there are certain words that seem out of place e.g. factrioN, when Urdu has proper word "Karkhana" the former still replaces the latter in these textbooks. Some books are giving English translations for Urdu words as is the case with grade 8 textbook. This practice seems odd because the learners open these books to learn Urdu not English. This study raises many questions: why have Urdu words been replaced with English lexis? What is the justification for giving English translation with Urdu words? What is the need of giving translation questions in exercises? What does this practice aim at? Is it a conscious practice on the part of the writers and text book developers? In short is it our policy or lack of policy?

SUGGESTIONS

- Urdu textbooks should teach URDU, not other languages because textbooks are assumed to be the most authentic source of standard language.
- Corpus planning should be done so that text books could provide standard Language.
- Undue use of foreign language in language text books should be restricted and a careful acquisition planning should be done.
- In unavoidable situations e.g. an extract from the classical writers, glossary should be given at the end that provides Standard urdu meaning of English words.

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