

## A Contrastive Analysis of Urdu and English Vocabulary

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### Abstract

*The learning of vocabulary of English is very significant for all learners and especially for those who are learning English as a second or foreign language. The acquisition of good English vocabulary is essential for Pakistanis who learn English as an additional language. This study compares and contrasts vocabulary features of Intermediate-level Urdu and English text-books. It also investigates the second language acquisition possibilities and difficulties, as well as ease in the use of English vocabulary by Urdu speaking students of English in Pakistan, using the framework of Contrastive Analysis Hypothesis. The findings of this study indicate that all the six possibilities of emergence in a comparative study of two languages as: no difference between L1 term and L2 term, no similarity between L1 term and L2 term, convergent phenomenon, divergent phenomenon, term present in L1 but absent in L2, and term absent in L1 but present in L2, exist in the vocabulary of English and Urdu. The present study is useful in raising awareness in learners and teachers of English for the improvement of the current level of English proficiency in Pakistan.*

### 1. Introduction

Vocabulary is a stock of words that are known and used by a particular person, including single item and phrases or chunks of several words which convey meanings like individual words in a language. Vocabulary generally includes all the words in a language (Crystal, 2002). A good vocabulary range can serve as a useful tool for communication and expression. Teaching and learning of vocabulary is an essential practice in classrooms and teaching materials (Criado & Perez, 2009). Acquisition of an extensive vocabulary is one of the first challenging tasks for learning a second or foreign language, and the process of vocabulary acquisition continues throughout the life of all learners. Wilkins (1972) states that very little can be conveyed without grammar, but, nothing can be conveyed without vocabulary.

Vocabulary items carry information relating to form, use of words, and meaning. Form relates to spelling, pronunciation, and morphology (Jackson & Amvela, 2007). Words are used together as phrases, clauses, and sentences and function in collocations, and different contexts. The most central property of a word is its meaning, because without meaning a word cannot exist at all. Thus, the focus of the present study is the meaning of vocabulary items. Learning and teaching of vocabulary in second or foreign language context is based on meaning which can be done via translation or synonyms, depending on the level of the learner. Pakistani learners often do this via translation from Urdu to English and English to Urdu (Shamim, 2008).

Both Urdu and English belong to the family of Indo-European languages. The two languages share some vocabulary terms and have borrowings from many other Indo-European languages. Figure 1 illustrates the relationship of Urdu and English with other Indo-European languages (Garcia, 2011, p. 2).

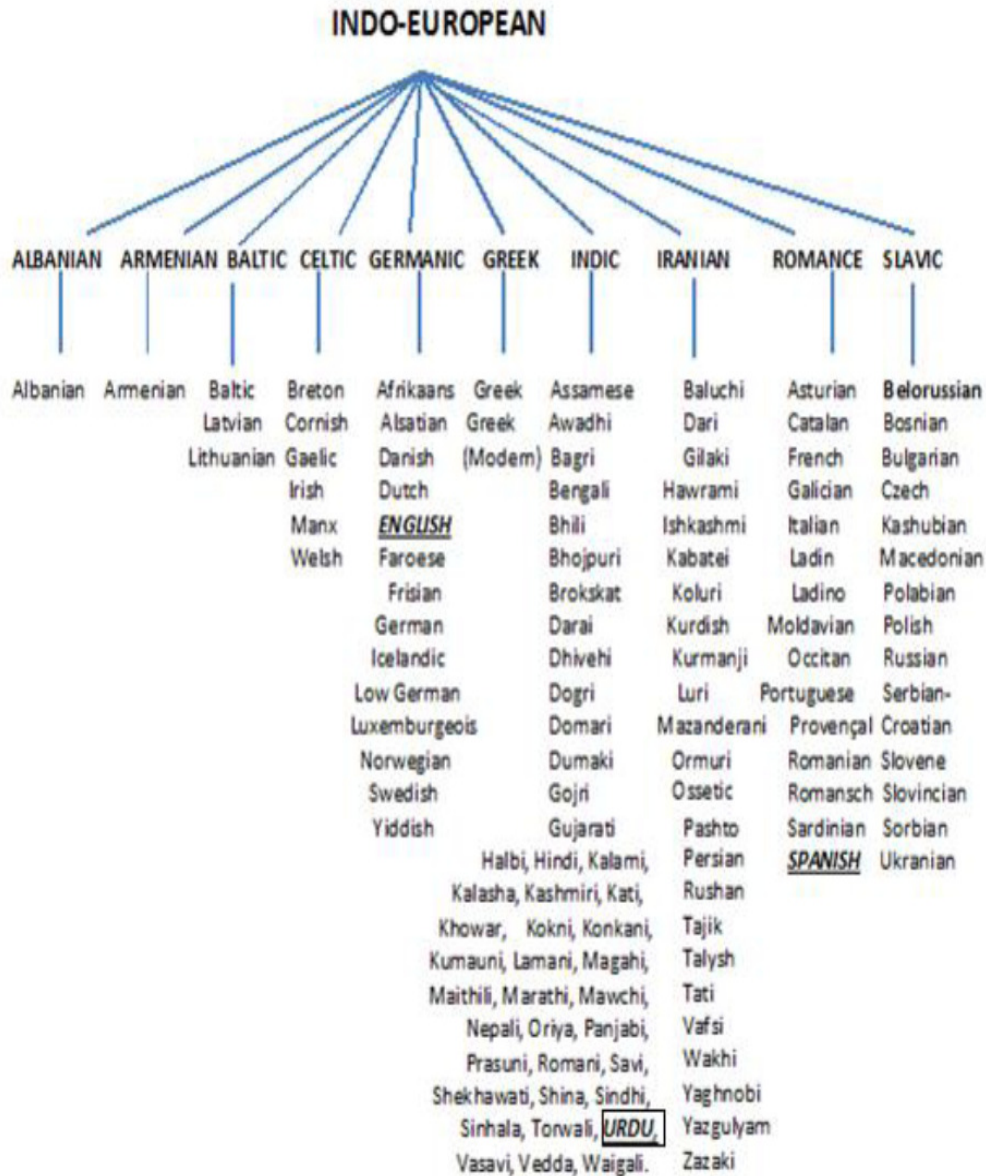


Figure 1.1: **Relationship of English and Urdu with other Languages.**

Urdu is the national language of Islamic Republic of Pakistan and is a mother tongue of majority of Pakistanis (Islam, 1981). Pakistan is an ideologically inspired state and Urdu is a part of this ideology (Rahman, 1997). Urdu became a symbol of Muslim identity during the development of Muslim separatism in British India (Brass, 1974). Besides being one of the official languages of

Pakistan, Urdu is associated with Islam, and includes many Persian and Arabic words (Garcia, 2011). For these reasons, it is also taught as a compulsory subject at all school levels in Pakistan.

English is one of the official languages of Pakistan (Ahmad, Khan, & Munir, 2013). Though English is taught as a compulsory subject until bachelor's level, students are often not competent in speaking English. Many studies have highlighted the need of Pakistani students to learn English language appropriately in educational institutions in Pakistan (Khattak, Jamshed, Ahmad, & Baig, 2011; Mansoor, 2005). It is necessary for learners of English in Pakistan to learn the vocabulary of English in order to acquire and use the language appropriately. Kanwal, Manzoor, Shabana, Rehman, and Zahra (2014) claimed that Pakistani students are hesitant in speaking English. This hesitance can be the cause of the lack of appropriate vocabulary. Thus, the present study investigates the Second Language Acquisition (SLA) possibilities, difficulties, as well as ease in the use of vocabulary while working within the framework of Ellis' (1986) Contrastive Analysis Hypothesis (CAH).

## **2. Literature Review**

The literature on CAH has been grouped into the following categories: Contrastive Analysis Hypothesis, Procedures for Contrastive Analysis, Contrastive Analysis as a Pedagogical Practice, Importance of Vocabulary Acquisition, and the Use of Textbooks for the Contrastive Analysis of Vocabulary

### **2.1 Contrastive Analysis Hypothesis**

Contrastive Analysis is a systematic study and comparison of two languages, such as the learners' target language and learners' native language with the intent to identify their differences and similarities in order to predict difficulties. Along the same lines, Johansson (2008) describes contrastive analysis as the comparison of two or more languages, with the purpose of describing their similarities and differences. Lado (1957) laid the theoretical foundations for the Contrastive Analysis Hypothesis with a claim that, in learning a target language, the similar elements to the learner's native language will be simple, and the different elements will be difficult for the learner. Contrastive analysis has the assumption that second or foreign language (L2) learners tend to transfer features of their native (L1) language into the target language. Stockwell et al. (1965) suggested a hierarchy of difficulty, based on the notions of transfer and said that when the structures of the two languages are similar, positive transfer happens, but when the structures of the two languages are different, negative transfer takes place, and when there is no relation between the structures of the two languages, then zero transfer happens. Thus, the similarities and differences between the first and the target language of a learner predicts the range of difficulties in learning a language.

### **2.2 Procedures for Contrastive Analysis**

Whitman (1970) illustrated the procedures for contrastive analysis in four steps. In the first step, L1 and L2 are considered and formal descriptions of the two languages are written. In the second step, forms are selected from the descriptions for contrast. In the third step, a contrast of the forms is made (any linguistic unit of any size). In the last step, a prediction of difficulty is made through the contrast. CAH is categorized into strong, moderate and weak versions, in consideration to predictability. Wardhaugh (1970) suggested that the strong version of CAH claims the ability to predict difficulty in contrastive analysis. His four main points are: the hurdle to second language

learning is from the interference of the learner's native language system; the greater the difference is between native language and target language, the greater is the difficulty; a systematic and scientific analysis of the two language systems can help predict the difficulties; and the result of contrastive analysis can be used as a reliable source in the prediction of teaching materials, planning of the courses; and in improvement of classroom techniques. In contrast, Wardhaugh (1970) described the observational use of contrastive analysis as the weak version of CAH. The weak version has developed into Error Analysis. CAH is a theory while Error Analysis is an assessment tool (Yang, 1992). Ellis (1986) explained six possibilities of emergence in a comparative study of two languages as: (i) no difference between L1 and L2 terms, (ii) no similarity between L1 and L2 terms, (iii) convergent phenomenon, (iv) divergent phenomenon, (v) presence of terms in L1 but absence in L2, and (vi) absence of terms in L1 but presence in L2. CAH is based on predictions made by following several steps of comparisons and contrasts of the two languages.

### **2.3 Contrastive Analysis as a Pedagogical Practice**

Fries (1946) stated that one of the foremost proponents of contrastive analysis are the most efficient materials that are based upon a scientific description of the language to be learned and carefully compared with a parallel description of the native language of the learner. Lado (1957) viewed that a teacher who makes comparison of the target language with the native language of his students knows better about the real problems. Pedagogically, the role of first language interference has been acknowledged by many researchers (Gass & Selinker, 1983; Odlin, 1996). Contrastive analysis of languages plays an important role in language awareness (James, 2005). Johansson (2008) stated that contrastive analysis is usually done for practical or pedagogical purposes with the aim to provide better descriptions and better teaching materials for language learners. Contrastive Analysis of the target language involving the learners' mother tongue as a pedagogical practice was proposed in the late 1950s for effective teaching of second language (Husain, 2013).

### **2.4 Importance of Vocabulary Acquisition**

The importance of vocabulary knowledge has been the focus of many researchers, especially in the field of vocabulary acquisition research and assessment (Nagy & Scott, 2000; Nation, 2001). Childs and O'Farrel (2003) investigated the command of non-technical vocabulary amongst native and non-native speakers of English attending the schools, in the context of English as Second Language learning and found that the non-native speakers show a deficit in their command of non-technical vocabulary, compared to their native speaking counterparts.

### **2.5 The Use of Textbooks for the Contrastive Analysis of Vocabulary**

As the learning and teaching of a second or foreign language happens in formal situations via, classrooms, textbooks, and teacher-student interaction, so the role of textbooks is very important in second language learning. The use of textbooks for contrastive analysis of vocabulary has been appreciated by many linguists. Dimitrijevic (1977) viewed the problems and implications of contrastive analysis of vocabulary and culture as a technique to help text writers prepare teaching materials. He further discussed that contrastive analysis is related to the methodologies that take place outside the classroom and it influences teaching indirectly. Johansson (2008) stated that the written textbooks used for learners of second or foreign languages have an obvious element of comparison between the native language and the target language. Criado and Perez

(2009) considered the role of vocabulary learning and the distribution of new words throughout textbooks for analyzing the efficiency of vocabulary teaching or learning and concluded that one of the most important components in textbooks is the teaching and learning of vocabulary.

The literature shows that no study has been conducted on the contrastive analysis of Urdu and English vocabulary, so the present study tried to fill in the research gap. The present study, thus investigates the Second Language Acquisition (SLA) possibilities, difficulties, as well as ease in the use of vocabulary while working within the framework of Ellis' (1986) Contrastive Analysis Hypothesis (CAH).

### **2.6 Research Questions**

The research questions of the present comparative study are as follows:

- What are the differences and similarities between Urdu and English vocabulary terms and concepts?
- What is the role of Convergent and Divergent phenomena in the vocabulary terms and concepts of English and Urdu language?
- What vocabulary terms and concepts are present in Urdu but are absent in English, and what vocabulary terms are absent in Urdu but are present in English?
- What are the terms and expressions that Urdu speakers find challenging in learning English vocabulary and what are the terms that Urdu speakers find easy in learning English vocabulary?

### **3. Research Methodology**

The study applied Contrastive Analysis Hypothesis (CAH) using Ellis' (1986) framework of possibilities of emergence for a comparative study of Urdu and English. The study used contrastive analysis approach to describe and compare the first and the second language, and predict points of difficulty as suggested by Johansson (2008).

#### **3.1 Data**

The data for the study was based on the contents of four textbooks of Intermediate English (Book-I and Book-II), and Urdu (Grade XI and Grade XII), of Khyber Pakhtunkhwa Textbook Board, Peshawar, Pakistan. The sample consisted of the different selected terms from the selected lessons (see Appendix for the list of contents in the different grades), from the four Intermediate-level textbooks of Khyber Pakhtunkhwa Textbook Board, Peshawar. Twelve items were selected from each of the chosen lesson in the textbook using non-random and convenience sampling procedures. Textbook is a common instrument for the investigation of vocabulary through contrastive analysis (Criado & Perez, 2009). Intermediate-level textbooks were chosen for the comparative study of vocabulary of English and Urdu, considering the learner's association of a word in the native language with the corresponding word in the second language, as one of the best methods of vocabulary acquisition. Some of the words and expressions were selected from Urdu Lughat (2008) and Merriam-Webster's dictionary (1995).

#### **3.2 Data Analysis**

The researchers analyzed the data within the framework of Ellis' (1986) Contrastive Analysis Hypothesis (CAH) for the comparative study of Urdu and English. First, each of the selected vocabulary items of the data was observed and studied according to the SLA possibilities that

emerge in a comparative study of two languages (Ellis, 1986), and the difficulties as well as ease in the use of vocabulary. Ellis' (1986) possibilities of emergence in a comparative study of two languages are as follows:

1. There is no difference between L1 vocabulary term and L2 vocabulary term.
2. There is no similarity between L1 vocabulary term and L2 vocabulary term.
3. Convergent phenomenon, i.e., two or more vocabulary terms coalesce into one vocabulary term in L2.
4. Divergent phenomenon, i.e., one vocabulary term in L1 has two or more representations in L2.
5. A vocabulary term present in L1 is absent in L2.
6. A vocabulary term absent in L1 is present in L2.

The researchers highlight the differences and similarities between the target language (English) vocabulary terms and the first language (Urdu) vocabulary terms in order to compare and contrast the vocabulary features of Intermediate-level English and Urdu text-books. In addition, for the exploration of the difficulties and ease that Urdu speaking learners of English in Pakistan face being ESL learners, CAH was focused in the light of Second Language Acquisition. Some possibilities that might emerge in the comparison of Urdu with English at the different levels of vocabulary have been discussed in the next section.

#### 4. Findings and Discussion

The findings of the four research questions have been presented and discussed one by one. The words and expressions discussed below are taken from the four selected books and the two dictionaries.

The first research question of the present study was:

- What are the differences and similarities between Urdu and English vocabulary terms?

The two possibilities of Ellis' (1986) emergence in a comparative study of two languages as, "there is no difference between L1 term and L2 term", and "there is no similarity between L1 term and L2 term", were observed for the first research question of the study. Urdu has borrowed a large number of words from many other languages including English, and English lexicon also contains many borrowed words of Urdu (see Figure 1).

The shared vocabulary of the two languages creates no difficulty for the learner. The words being the same in the two languages such as, *bazaar* 'market', *plate* 'utensil', *table* 'furniture item', *school* 'educational institution', *bus* 'long vehicle', *kebab* 'food dish', *salad* 'cut vegetables', *pakora* 'fried chickpea flour', *samosa* 'fried dish with savoury filling', *coat* 'garment', *jalebi* 'fried funnel cake', and *hukka* 'smoking instrument for tobacco' etc, create the ease for L2 learner. Some terms from Urdu Grade-XII as, *cycle* 'two wheeled vehicle', *clerk* 'record keeping person', *telephone* 'communication device', *inspector* 'officer', *master* 'teacher', *transformer* 'electric energy device', *conductor* 'a person who collects fares on bus', *college* 'educational institution', *frontier* 'boundary', *sonnet* 'fourteen lined poems', *road roller* 'vehicle used in construction of roads', *party* 'social event', *leader* 'person in charge', show the ease for L2 learner. Some terms in

Urdu Grade-XI as, *lamp* 'device for artificial light', *sectary* 'personal assistant', *judicial* 'court work', also create the same ease for L2 learner. However, sometimes a borrowed term is used with slightly different connotations, for example, the word like "Mecca" in Urdu represents only the holy city which is a place for pilgrimage, but in English the same word is borrowed with the acquired meaning of any important place which is frequently visited.

The second research question of the present study was:

- What is the role of Convergent and Divergent phenomena in the vocabulary terms and concepts of English and Urdu language?

The two possibilities of Ellis' (1986) emergence in a comparative study of two languages as, "Convergent phenomenon, which happens when two or more terms coalesce into one term in L2", and "Divergent phenomenon, which happens when one term in L1 has two or more representations in L2", were observed for the second research question of the study.

Two or more terms of Urdu represent one term in English, for example, *aap*, *tum*, and *tu* 'in order of politeness for addressing second person' in Urdu represent a single term, *you* in English. The kinship terms in Urdu as, *chacha* 'father's younger brother', *khalu* 'mother's sister husband', *taya* 'father's elder brother', *mama/maamu* 'mother's brother', and *phupha* 'father's sister husband', represent one *uncle* in English, and the terms as, *phuppo* 'father's sister', *khala* 'mother's sister', *mumani* 'mother's brother wife', *taai* 'father's elder brother wife', and *chachi* 'father's younger brother wife', are represented by a word,  *aunt* in English. The relation words in Urdu as, *daadi* and *daada* 'paternal mother and father', *naani* and *nana* 'maternal mother and father', represent one word *grand-parent* in English. Some relation words in Urdu as, *nawasi* and *nawasa* 'daughter's daughter and son', and *poti* and *pota* 'son's daughter and son', represent one word *grand-child* in English. The kinship terms in Urdu as, *bhaanja*, and *bhaatija* 'sister's son and brother's son', represent single word *nephew* in English, while *bhaanji*, and *bhaatiji* 'sister's daughter and brother's daughter', represent one word *niece* in English. The relationship words in Urdu as, *taya-zad bhai* 'elder paternal uncle's son', *taya-zad bahen* 'elder paternal uncle's daughter', *chacha-zad bhai* 'younger paternal uncle's son', *chacha-zad bahen* 'younger paternal uncle's daughter', *khala-zad bhai* 'mother's sister son', *khala-zad bahen* 'mother's sister daughter', *mamu-zad bhai* 'mother's brother son', and *mamu-zad bahen* 'mother's brother daughter', represent one word *cousin* in English. The words in Urdu as, *ordhna* 'put onn upper shawl' and *pehenna* 'put onn dress' have a single equivalent *wear* in English. The death terms in Urdu as, *Shaheed* 'martyr', and *marhoom* 'dead person', represent a single word *late* in English. The words in Urdu as, *haspatal* and *dawa-khana*, have one equivalent 'hospital' in English. The words in Urdu as, *paani* 'ordinary water' and *andaab* 'special water', represent one word *water* in English, and *aadmi* 'any male human' and *mard* 'specific male gender', represent one word *man* in English. The negation words in Urdu as, *nah*, *nahin*, *nahin ji* or *ji nahin* 'refusal in order of politeness', have one English word *no* and similarly the affirmative words in Urdu as, *haan*, *haan ji* or *ji haan* 'acceptance in order of politeness' have one word *yes* in English. Moreover, some expressions in Urdu as, *maaf karna*, *maazrat chahta hun*, *maaf kee jiay ga*, and *mujhe afsos hai* 'apology in order of politeness' represent one word *sorry* in English. Explanation of such socio-cultural connotations for the given terms may lead to better understanding and retention. This creates an ease for Urdu speaking Pakistani learners.

Two or more terms of English often represent a single term in Urdu, for example, English words as, *tomorrow* ‘coming day’ and *yesterday* ‘past day’, represent one word *kal* in Urdu. The words in English as *ice* ‘artificial frozen water’ and *snow* ‘naturally frozen water’, represent one word *burf* in Urdu. The dining terms in English as, *lunch* ‘day-time meal’ and *dinner* ‘night-time meal’, represent one word *khana* in Urdu. This creates an ease for Urdu speaking Pakistani learners.

The third research question of the present study was:

- What vocabulary terms are present in Urdu but are absent in English, and what vocabulary terms are absent in Urdu but are present in English?

The two possibilities of Ellis’ (1986) emergence in a comparative study of two languages as, “a term present in L1 is absent in L2”, and “a term absent in L1 is present in L2”, were observed for the third research question of the study.

It is an often observed fact that some of the terms of vocabulary in Urdu do not have exact English equivalents. The words in Urdu as, *gharib khana* ‘referring of one’s own house to guest’ and *daulat khana* ‘referring to the house of the addressee’, have no equivalent in English. The words for traditional dresses of Pakistan as, *shalwar* ‘cloth trousers’, *kameez* ‘long shirt’, *sherwani* ‘long coat’, and *amaama* ‘cloth for covering head’, have no exact equivalents in English. The idioms in Urdu, for example, *ghamghalat karna* ‘trying to overcome one’s sorrow’, and *utha patakh karna* ‘throwing about things in anger’, have no exact equivalents in English. It must be noted that idiomatic language is the most untranslatable area when two languages are compared because it represents ways of thinking and behaving of a particular socio-cultural group. The universal Muslim greeting expression in Urdu as, *Assalaamu Alaykum*, has no counterpart in English.

Many vocabulary terms present in English do not exist in Urdu. Some of the terms for social and cultural traditions in English do not exist in Urdu. Such differences of the meanings can be exactly learnt to a great extent through observation of real life events’ pictures, social rituals, and traditions and they require a detailed explanation. The words in English as, *chivalry* ‘medieval knightly system’, *renaissance* ‘revival of interest movement’, *radar* ‘system for detection’, *laser* ‘intense beam of rays’, *accelerator* ‘foot pedal device’, *marker* ‘writing pen’, *metaphysical* ‘age of metaphysics’, and *mitochondria* ‘organelle for energy production’, have no equivalent in Urdu. The words and expressions for English proverbs even have Urdu versions with many socio-cultural differences as, *big difference in status or class* ‘kaha raja bhoj aur kaha gangu teli’, *to show anger after getting embarrassed* ‘kisyani billi khamba noche’, *to talk big without having a big position* ‘chota maunh aur badi baat’, *the grass is always greener on the other side* ‘door ke dhol suhavaney’, *one is afraid of his crime* ‘chor ki darhi mein tinka’, *more to it than meets the eye* ‘dal mein kaala’, *a poor worker blames his tools* ‘naach na jaane, aangan terha’, *birds of same feather flock together* ‘chor chor mosere bhai’, *fool to others to himself a sage* ‘apne mooh miyamtithu’, *pure gold does not fear the flame* ‘saanch ko aanch nahi’, *great cry little wool* ‘oochi dukaan pheeka pakvaan’, *crying in wilderness* ‘bhens ke aagey been bajaana’, and *a little knowledge is a dangerous thing* ‘neem hakeem khatre jaan’ e.t.c. This creates difficulty for Pakistani learners due to differences of socio-cultural contexts of the two languages.

The fourth research question of the present study was:



- What are the terms and expressions that Urdu speakers find challenging in learning English vocabulary and what are the terms that Urdu speakers find easy in learning English vocabulary?

#### 4.1 Difficulty in learning English vocabulary for Urdu Speakers

The words for numbers and counting in English are difficult to learn for ESL learner in Pakistan because Indian numbering system is followed for counting in Urdu which is different from English counting system. The terms in English as, *hundred thousand* and *ten million* are '*laakh* and *crore*' in Urdu. So in this way English terms are complex and Urdu terms are easy to learn.

Some of the words and expressions for referring to different places are difficult to learn for ESL learners in Pakistan as one word *khana* in Urdu is used with any other word to identify place as, *ghusl-khana* 'bathroom', *deewan-khana* 'balcony', *ajaaib khana* 'museum', and *daak khana* 'post office', but for English places ESL learner has to learn separate names.

#### 4.2 Ease in learning English vocabulary for Urdu Speakers

The words in Urdu usually express the level of politeness and formality in one's speech. Table 2 indicates that the vocabulary of Urdu reflects a three tiered system of politeness called as *aadaab* in Urdu, but English lack this aspect of vocabulary which makes ESL learners to easily acquire and learn English words. Table 1 presents, the imperatives "speak!" and "sit!" as conjugated in six different ways.

Table 4.1: Politeness in the use of verbs in Urdu

Formality Level	Speak	Sit
Extremely informal	[tu] bol! Casual and intimate	[tu] beith! [tum] bolo
[tum] beitho		
Polite and intimate	[aap] bolo	[aap] beitho
Formal yet intimate	[aap] bolien	[aap] bethein
Polite and formal	[aap] boliye	[aap] bethiye
Extremely formal	[aap] farmaaiye	[aap] tashrif rakhiye

Similarly, nouns in Urdu are also marked for politeness and formality. English expression "his mother", can be said in Urdu using formality expressions as, *us ki maan* 'informal expression', *us ki ammi* 'less polite expression', *un ki waalidah* 'polite expression', and *un ki waalida-e-mohtarmah* 'extremely formal'.

English is having less hospitality expressions as compared to Urdu. The term for hospitality in Urdu is *mehman nawazi*, which is a combination of two words as, *mehman* 'guest' and *nawazi* 'courtesy'. English term 'formality' is expressed in Urdu expressions as, *takalluf*, *kya takalluf hai* 'what trouble you have gone to!' is used. This creates ease for second language learners of English in Pakistan.

#### 4.3 Vocabulary Items from Urdu and English Textbooks

Table 2 presents twelve vocabulary items from each of the four textbooks of Intermediate-level English (Book-I and Book-II), and Urdu (Grade XI and Grade XII), of Khyber Pakhtunkhwa

Textbook Board, Peshawar, in order to work in the light of Contrastive Analysis Hypothesis for exploration of Second Language Acquisition possibilities and difficulties as well as ease in vocabulary learning.

Table 4.2: Words and Expressions from Selected English and Urdu Books

Books	Words and Expressions	Lesson of the Book
<b>English XI</b>	Abreast of (Alongside each other)	First Attempts and Challenges
	Mackerel (a food fish)	First Attempts and Challenges
	Dunce (stupid person)	First Year at Harrow
	Epigram (a witty remark)	First Year at Harrow
	Arbitrary (random)	September, the First Day of School
	Chore (a routine task)	Environment Nature
	Virtually (practically)	Environment Nature
	Typhoon (a small storm)	The Way it Was and Is
	Straggly (spread in irregular way)	The Most Beautiful Flower
	Gaunt (thin and bony)	The Scholarship Jacket
	Feebly (weakly)	A Long Walk Home
	Decrepit (worn out)	A Man Who Was a Hospital
<b>Urdu XI</b>	Raah e adem	Naat
	Pushtoon	Apni Madad Aap
	Inqalaab	Kuch Adab Kay Baray Me
	Aafaaiyat	Kuch Adab Kay Baray Me
	Iftaad e tabaa	Kuch Adab Kay Baray Me
	Thaath	Aangan
	Ismat	Khoobsoorat Bala
	Baandian	Roam Zinda Shehar Murda Shehar
	Hakeem ul mulk	Khatoot e Ghalib
	Seath	Shehar Aashoob
	Surayya	Ikhlaas
	Aab e Hayat	Ghazaliyat Meer Taqi Meer
<b>English XII</b>	Assent (consent)	The Farewell Sermon
	vision of Pakistan	Onerous (difficult) Jinnah's
	Covenant (contract)	Glory and Hope
	Skunk (disgusting person)	Glory and Hope
	Deference (respect)	Lesson from the Battle of Uhad
	Vestige (a hint)	A Man Who Planted Trees
	Pandemic (universal disease)	Technology and Society of the Future
	Latent (hidden)	Gender Inequality Is Detrimental to Society
	Wanton (justification)	Archaeological Treasures of Pakistan
	Acquitted (freed)	The Merchant of Venice
	Sagacity (wisdom)	The Merchant of Venice
	Vexation (torture)	King Lear
<b>Urdu XII</b>	Ismaa e arijal	Musalmano Ka Qadeem Tarz e Talee
	Temoori	Faaqa Mein Roza
	Ilhaam	Phir Watniyat Ki Taraf

Aab Khora	Mohsin Mohalla
Sajaada Nasheen	Taair e laahooti
Maraqba	Taair e laahooti
Peer	Nafeer e Amal
Dasteer	Shakeeb Jalaali
Haatif	Shuharat e Aam
Mehmal	Iqbal
Kaasa e Hars	Nafeer e Amal
Faatir e Hasti	Jawab e Shikwa

Table 2 indicates that English words are related to English literature as observed from the names of lessons and the choice of vocabulary. It becomes difficult for Pakistani English learners at intermediate-level to understand the cultural aspects of such vocabulary items. Though the students in Pakistan study English from their first grade still the acquisition of such vocabulary items are difficult for students. Urdu words are mostly related to cultural and social aspects due to the effects of historical and religious lessons, and the twelve chosen words in Book-I show this influence as, *Raah e adam*, *Pushtoon*, *Inqalaab*, *Aafaaqiyat*, *Iftaad e tabaa*, *Thaath*, *Ismat*, *Baandian*, *Hakeem ul mulk*, *Seath*, *Surayya*, and *Aab e Hayat*, and similarly the twelve chosen words from Book-II as, *Ismaa e arijal*, *Temoori*, *Ilhaam*, *Aab Khora*, *Sajaada Nasheen*, *Maraqba*, *Peer*, *Dasteer*, *Haatif*, *Mehmal*, *Kaasa e Hars*, and *Faatir e Hasti*, clears this fact. The exact translation of such vocabulary items in English is not possible. The comparison of both sets of Urdu and English vocabulary shows many socio-cultural differences due to which Pakistani learners of English face difficulty in acquiring and retaining English vocabulary items.

Apart from Table 2, there are some words and expressions in Urdu textbooks that have their meanings written in English in brackets, as *waqaniyat* (nationalism) in Urdu XI and *zamanat* (indemnity), *stress* (khichaaao), *pathay* (muscles), and *compaas* (compass). These words shows the intension of writer's assumption of intermediate-level students' understanding of good English vocabulary. Such English words can help the students to learn Urdu vocabulary terms. Even some words and expressions are written in English without Urdu counterparts as the words, *grant*, *corrupt*, *wing*, *myth*, *spaghetti*, *suspense*, *militarism*, and *press* in Urdu XI, and *conductor*, *national*, *trust*, *sectary*, *judicial service* *Lip Level*, *short story*, *fiction*, *barter* (exchange of goods) and *battery* in Urdu XII. Such English words in Urdu textbooks shows that the syllabus compilers must have assumed a good level of English vocabulary by the intermediate students and included such items to facilitate the learners.

## 5. Conclusion

This study investigated the SLA possibilities and difficulties, as well as ease in the use of vocabulary while working within the framework of Ellis' (1986) Contrastive Analysis Hypothesis. All the six possibilities of emergence in a comparative study of two languages as, "no difference between L1 term and L2 term", "no similarity between L1 term and L2 term", "convergent phenomenon", "divergent phenomenon", "term present in L1 but absent in L2", and "term absent in L1 but present in L2", were observed in Urdu and English. The findings of the study are consistent with the findings of second language acquisition theories with a claim that similarities in languages facilitate learning and teaching. The findings also highlight the learning and teaching English vocabulary as a basic need for Pakistani students for the development of their functional

proficiency. Thus, the present study will be useful in raising awareness in learners and teachers of English for the improvement of the current level of English proficiency in Pakistan.

### 5.1 Research Implications

The study provides a broader implication that suggests important contribution to the field of vocabulary teaching and learning. The findings of the study highlight an advantage of CAH as the language learning awareness focusing on the vocabulary elements that are transferred from Urdu to English. The study also implicates the fact that L2 vocabulary instruction for Intermediate students should be taught in English language classroom with the help of proper syllabus in order to develop the functional proficiency and communicative competence in English of the Pakistani learners. The syllabus designers and material developers while compiling curriculum, need to include the vocabulary items keeping in view the requirements of teachers and students of English in Pakistan.

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**Appendix****List of Contents form the Selected Books**

<b>Grade</b>	<b>Subject</b>	<b>Lesson</b>
Grade XI	English	First Attempts and Challenges First Year at Harrow, September The First Day of School, Environment Nature The Way it Was and Is The Most Beautiful Flower The Scholarship Jacket A Long Walk Home A Man Who Was A Hospital;
Grade XII	English	The Farewell Sermon Jinnah's vision of Pakistan Glory and Hope Lesson from the Battle of Uhad A Man Who Planted Trees Technology and Society of the Future Gender Inequality Is Detrimental to Society Archaeological Treasures of Pakistan The Merchant of Venice, King Lear
Grade XI	Urdu	Naat, Apni Madad Aap Kuch Adab Kay Baray Me Kuch Adab Kay Baray Me Kuch Adab Kay Baray Me Aangan, Khoobsoorat Bala Roam Zinda Shehar Murda Shehar Khatoot e Ghalib Shehar Aashoob Ikhlaas, Aab e Hayat Ghazaliyat Meer Taqi Meer
Grade XII	Urdu	Musalmano Ka Qadeem Tarz e Taleem Faaqa Mein Roza Phir Watniyat Ki Taraf Mohsin Mohalla Taair e laahooti Nafeer e Amal Shakeeb Jalaali Shuharat e Aam Iqbaal, Faatir e Hasti Jawab e Shikwa