Contrastive Analysis of English and Urdu Languages

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Abstract

This research study undertakes an exploratory and descriptive analysis to identify the differences and similarities between pronouns in the English and Urdu languages. Utilizing Lado's Model of contrastive analysis (1957), the study systematically compares the structures of both languages, aiming to uncover how each handles pronouns across various categories: demonstrative, personal, possessive, reflexive, indefinite, and relative. Data is derived from intermediate-level grammar guides for both languages, supplemented by additional resources for thorough analysis. The findings reveal distinct patterns in pronoun usage, highlighting significant differences in gender representation, pluralization, and cultural nuances. For instance, English pronouns exhibit clear gender distinctions, while Urdu employs the same terms regardless of gender. Additionally, Urdu pronouns reflect varying degrees of formality and intimacy, which lack direct equivalents in English. These insights are critical for understanding the challenges faced by Urdu speakers learning English and can inform educators and curriculum developers in creating tailored instructional strategies. Overall, this study bridges theoretical frameworks with practical applications, contributing to the field of applied linguistics and enhancing the learning experience for students.

Keywords: Contrastive analysis, English, Urdu, Pronouns

Introduction

Contrastive analysis is the systematic study of two languages to find similarities and structural differences between them. Contrastive analysis can be carried out in different frameworks. This can be carried out in stratification, transformational, structural, or systemic contrastive studies. There has been a long discussion on the differences between comparative analysis and Contrastive analysis. Contrastive analysis is highly applied as it aims to find differencesand similarities between two languages to make it easier for language learners to easily overcome these difficulties. This is often applied to experimental studies to find out the difficulties that the second language learner has found while learning that language. Fries (1945) laid the basis of contrastive analysis. He is of the view that the most effective material is always based on the scientific description of the target language. This material also must be carefully compared with the description of the mother language of the learner.

According to this view, the difficulties based on differences between the two languages that is the second language and the native language can be predicted. This is highly allocated in language learning activities. The proposition and viewpoint of Fries were emphasized by Lado (1957). He says that patterns of the target language that learners find difficult to learn can be predicted if patterns and culture of the target language are systematically compared with the patterns ofthe native language of the learner. He also says that difficulties that second language learners find can be predicted through the analysis of differences and similarities betweenthe native language andthe target language of the learner. The era of the 1950s saw a large number of studies on Contrastive analysis but then there came a downfall probably because of many exaggerated claims of Contrastive linguistics or more expectations of the teachers and learners.

Some of the problems are discussed by Ringbom (1994):

- The contrastive analysis predicts very few difficulties. Many problems are shared by the learners irrespective of their native language.
- Prediction of the difficulties depends upon the model applied for contrastive analysis.
- The relationship between difficulties and differences is highly complex and cannot be predicted precisely and accurately.

- The meeting of the two languages is dependent on the level and stage of learning.

More many of the experts were of the view that the language learning process cannot be comprehended by linguistics. So the experts in language learning activities turned to a new discipline called performance analysis, interlanguage studies, or Error analysis. Contrastive analysis was turned down as an applied discipline.

Developments

The first stage in the development of Contrastive analysis was the development of error analysis. The error analysis instead of predicting difficulties observed the problems that occurred through the analysis of errors made by the learners revealing the difficulties faced by the learners. This information then was used to improve the teaching methods and materials. At that time contrastive analyses were used to explain the reasons for these errors. But there were also some problems with the error analysis to do with difficulties in identifying, quantifying, and explaining errors. This gave birth to performance analysis. Suggested that the whole of the learner performance including error and no error should be studied. There was also another development in this domain called inter-language studies. This aimed to measure the gradual development of the learner toward the target language. All these approaches are mainly concentrated on the process of learning including the process of first language acquisition. At this stage, the relationship between contrastive analysis and other approaches is shown in the figure below.
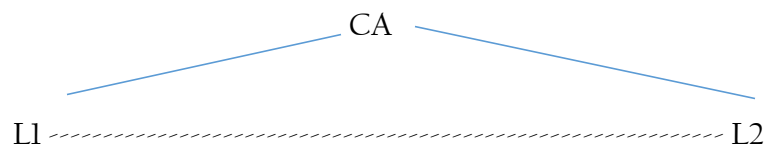
EA/performance analysis / ILS Figure

A comparison of different approaches

Contrastive analysis was used on a large scale in second language learning during the era of 1960s and 1970s. The basic aim was to find out and explain the reasons why second language learners find various aspects of the second language difficult to learn. Contrastive analysis has a strong relationship to translation studies. A translator compares the structure of two languages for the activity of translation. It was assumed that the major problem in the process of second

language learning is caused by differences between native language and target language and inter-lingual identification. Once these differences are found and predicted they can be eliminated by exposing the learners to drills and practices. This view used to be logical and worked significantly. This is why the idea of contrastive analysis came to life throughout the world during the 1960s. Since 1960 the approach has had a lot of debate for the following reasons: The approach was closely linked with structuralism that was being ousted by transformational generative theory at that time. The approach had strong ties with the prism which at that time was being strongly negated by linguists and psycholinguistics.

The applied linguists criticized the approach on three grounds:

It had almost no practical application in the classroom (Nemser, 1971, p. 115- 123).

All errors cannot be found by interference with the source language (Duskova, 1969).

What contrastive analysis predicted the difficulty did not always prove to be difficult (Nickel,1971, p. 219-227).

This intense debate on contrastive analysis resulted in two versions of the contrastive analysis hypothesis:

Strong version or predictive or CA Apriori

Weak version or explanatory or aposteriori.

The strong version or CA Apriori predicts the error that will occur while learning the target language whereas the weak version of the hypothesis explains why this error will occur. When language users especially beginners use a foreign language, they are liable to make mistakes because of the effects of their native language. They make mistakes in the use of grammar, pronunciation, and various other levels of language use. These mistakes are referred to as interference. This is the reason various books written on phonetics and grammar for foreign language learners focus on the differences and similarities between L1 and L2.

Language users must know the differences and similarities between their target language and native language to learn a correct, idiomatic, and fluent foreign language. If the learners are not made aware of these differences and similarities this becomes difficult for them to overcome the difficulties that they face while learning a foreign language or second language. This requires

contrastive analysis of the two languages the native language of the learner and the target language. The contrastive analysis is a systematic study to find and describe the similarities and differences between the two languages under study. Contrastive analysis is highly pedagogical and practical. It is highly concerned with the classroom environment and its activities. It is also highly concerned with applied linguistics. The only aim of the contrastive analysis is to give a detailed description of the teaching activity and material used for the activity of learning a second or foreign language. Contrastive analysis is no more than this.

Firbas (1992) says that contrastive analysis is highly useful in the activity of second language learning as it provides the difficulties that a learner can face and also explains the reasons for that difficulty. It also provides the methods and materials to overcome that very difficulty.Contrastive analysis is also important as it finds out the language universals. This makes it easier for the learners to grasp various structures of the target language.

A researcher while conducting Contrastive analysis must go through four steps:

1:Description.,2:selection,3: contrast 4: prediction.

All these steps must be handled with great care. Minute Carelessness at any step can weaken the whole process of analysis.

Contrastive Analysis And Language Teaching

The exemption behind the contrastive analysis is that knowledge of The structures and various other aspects of the target language and that of the native language helps in acquiringthe target language. The native language of second language learners has a great influence on the learning process of the target language whether positively or negatively. For example, it is much easier for a Swedish person speaking Finnish to learn English as compared to a Finnish person speaking Finnish (Ringbom, 1987). These sorts of information are derived through control analysis and are very useful for the person involved in the activity of learning and teaching a second language. A book writer can't compose a book for the learners of a second language without keeping in mind the similarities and differences betweenthe native language of the learner and the target language. This is why confirm analysis is the basic and foundation element of the activity of learning and teaching a second language. Krzeszowski (1995) says that the notion of contrastive analysis is not a new one. If we look back at the Renaissance period, we come to know that the bilingual

dictionaries of that time Had been built based on contrastive analysis. However, with time, contrastive analysis has been developed and reformed. Now it is concerned with the systematic comparison of the native language of the second language learner and target language to explore similarities and differences between the two and explain them.

Currently, the basic ideas on which the contrastive analysis is working are as follows:

- Compare the target language and source language of the language learner
- Explore differences and similarities between the two languages.
- Predict points of difficulty.
- provide the necessary information to improve the method and material used in teaching and learning the second language.

Difference Between Contrastive And Comparative

Both the contrastive and comparative analysts study languages to compare and contrast the two languages under study. But the goal, aim method, and scope of both are different from each other. Comparative analysis examines similarities and differences between the two languages that are genetically related whereas contrastive analysis studies the differences and similarities between the two languages which are culturally related. Contrastive analysis is more concerned with language learning, language teaching, and translation studies. It is highly concerned with applied linguistics. On the other hand, comparative analysis studies the languages from a historical perspective. So it is more concerned with theoretical perspectives of linguistics (Al-Saqqaf,2015).

Some people find it difficult to differentiate comparative analysis from contrastive analysis. The difference between comparative and contrastive analysis is clear crystal. Comparative analysis studies two genetically similar languages synchronically are diachronically to find out differences and similarities between these languages Whereas contrastive analysis analyses the structure of two languages to pick similarities and differences between them (Taglialatela, 2015).

The Contrastive Analysis Hypothesis explores the similarities and differences between languages, primarily for theoretical purposes. While many studies have compared English and Urdu, these analyses often focus on historical linguistics rather than practical applications for

language learners. The current research specifically contrasts the pronouns in both languages, identifying their differences and similarities. This study is significant as it aims to assist learners in overcoming challenges related to pronoun usage in English, and it will also benefit material designers and English teachers in Pakistan by enhancing teaching methods and strategies.

Research Questions

How do Pronouns of the English language differ from Pronouns of the Urdu language?

How are Pronouns in the English language similar to the pronouns of the Urdu language?

Literature Review

Contrastive rhetoric is the study of how a learner's native language and culture influence the learning process of a second language (Kaplan,1966). Contrastive rhetoric examines the rhetorical structures of the native language that may interfere with the second language. It is also called intercultural rhetoric. Connor (1996) goes on to say that the basic purpose of contrastive rhetoric is to examine differences and similarities between two languages. Contrastive analysis is an area of research that studies the problems of second language learners in the process of writing 2nd language and attempts to describe the causes of these problems and then recommend the solution keeping in view the reticle patterns of the first language.

Kaplan (1966) talks about patterns of thought in the famous article "Cultural Thought Patterns in Intercultural Education". He was of the view that the patterns of thought of individuals are highly influenced by their language. This article proved to be the basis for the notion of what is currently called contrastive rhetoric. This was a reinforcement of the Whorfian hypothesis. He presented the view that the language of an individual is affected by the cultural patterns of society. All aspects of language especially, Writing and speaking are highly influenced by the conventions of the culture of the society. He aimed to find out the interference of convention-bound first-language thought patterns on the language patterns of the second language.

Connor (1996) says that conventions in 1st language always interfere in 2nd language. According to Connor various aspects of language like writing and speaking are highly influenced by the culture and its conventions. The cultural patterns and conventions of one society are

different from the cultural patterns and conventions of other societies in one or the other way. These differences always exert an influence on the language patterns of the individuals. Moreover, Connor also says that the writing skill of a second language is also highly influenced by the rhetoric and linguistic conventions of the first language of the individuals.

From the above discussion to hypothesis can be generated:

- Each culture and language has unique patterns.
- Rhetoric conventions of the first language influence the writing patterns of the second language learners.

Connor (1996) is of the view that at the time of the birth of the notion of contrastive rhetoric it used to take into consideration the structural patterns of the language only. However, after comprehensive research of almost four decades, the approach of contrastive rhetoric towards the conventions of language has changed. Currently, Contrastive rhetoric has taken into consideration the cognitive and social-cultural variables of writing in addition to the linguistic variables (p,18).

Most recently, the research has broadened the area and domain of contrastive rhetoric. The concern has shifted from studying the effects of L1 and L2 towards the interdisciplinary area of cross-culture and cross-language which takes help from methods and theories of various related fieldslike discourse analysis, and translation studies. Anthropology, rhetoric studies, and applied linguistics (Connor, 1996, 2002, 2004).

Connor (1996) explains the reasons for this shift in the consideration of contrastive rhetoric. According to him, there are two main forces behind this change. Various external and internal elements have broadened the area of contrastive rhetoric. The internal force mainly belongs to the criticism of the approach of contrastive rhetoric to study various aspects of the first language and its effects on the second language. It is the criticism that has made contrapositive rhetoric go beyond the conventional structural linguistic patterns and take into consideration various discursive characteristics, contextual characteristics, and the process of writing. The external forces that have demanded the contrastive analysis to shift its focus and broaden its domain come from the development in discourse patterns and advancement in first

language composition (Connor, 2004). Connor took into consideration all the criticism from both arm internal and external angles and then reviewed methods, goals, and accomplishments of contrastive rhetoric over the past four decades. He made amendments and presented in new directions and development for contrastive rhetoric which has got new name intercultural rhetoric. He has acknowledged the development and advancements in the field of discourse and culture and worked for the contrastive rhetoric to change its focus and keep into consideration the average changing nature of language and its various aspects especially writing.

As Connor (2004) says the first language of a language learner always interferes with the second language.

Researchers in the field of first language composition view language as a social and interactive phenomenon. This shows that the process of writing does not mean only generating organizing and putting ideas into the text rather it is a phenomenon that is highly influenced by the context, cultural patterns, background of the writer, and the audience of the writer. This approach demandsa surcharge to go beyond the limit of structural patterns and take into consideration various textual and cultural aspects that are connected with the process of writing in one or the other way directly or indirectly. This explores the various factors that demand the writers to choose specific electrical items and structural patterns concerning some specific setting. Contrastive analysis is the study of differences and similarities between two languages. (Leki, I. (1991).

Research Studies Based On Contrastive Analysis

Koppel et al. (2005) conducted a corpus-based study. They worked on part-of-speech, character n-grams, and function words. The results were 80 percent correct across five different groups of non-native English writers. They also suggested to work on syntactic errors. Tsur and Rappoport (2007) replicated the same work of Koppel et al. (2005). They concluded that syllables and phonology of the native language influence the lexical choices in the target language. Halteren (2008) has shown the possibility of identifying the source language of medium-length translated texts (between 400 to 2500 words). He is of the view that the effects of the native language are very much obvious in the second language.

Research Methodology

The current Research study is exploratory and descriptive. It has been aimed to find out the differences and similarities between the Pronouns of the English language and the Urdu language. The comparison between the Pronouns of the English language and Urdu language has been conducted using Lado's Model of contrastive analysis (1957). The Contransitive analysis examines the structures of a language in comparison to another language. For every structure in one language a similar or different structure is sought in the other language. The data for the analysis has been taken from the helping guide of English grammar being used at the intermediate level and the helping guide of Urdu grammar atan intermediate level. Apart from this help has also been taken from other grammar books in both English and Urdu for comprehensive and precise data analysis.

Data Analysis And Discussion

Pronouns

Pronouns are the words that replace noun phrases or nouns in a sentence. These are regarded as part of speech. They perform so many functions probably because of this feature many linguists are not willing to classify them as a single distinct word class. These are further divided into the following subcategories.

- Demonstrative

- Personal

- Possessive Pronouns

- Reflexive Pronoun

- Indefinite

- Relative

Demonstrative Pronouns

Words like This, that, here there, these, and those work as demonstrative pronouns in the English language. The meanings of these demonstrative pronouns are understood with the help of context. They also tell completely about the position of the entity they are referring to and its distance from the speaker. They also give complete information about the noun they replace whether the noun is singular or plural. Some grammarians regard them as determiners as these identify nouns and nominal.

The word "This"   is singular and its plural form is "These". These are used to refer to an object which is near to the speaker.

The word "That" is singular and its plural form is "Those". These are used to demonstrate an entity that is away from the speaker.

In the Urdu language word (یہ) refers to something that is near to the speaker. It works both for the singular and plural.

Word (وہ) is used to demonstrate the entities that are at a distance from the speaker. This also works for both singular and plural.

Both singular and Plural forms of the word () and the word () are identical in the nominative case. The verb gives information about the noun whether it is plural or singular.

Sr#	English	Urdu
1	What is this ?	یہ کیا ہے؟
2	This is water pot.	یہ پانی کا گھڑا ہے
3	What are these?	یہ کیا ہیں؟
4	These are water pots.	یہ گھڑے ہیں۔

There is no distinction on gender basis in Urdu pronouns. The same word is used as a pronoun for both males and females.

For example:

یہ ایک لڑکا ہے

یہ ایک لڑکی ہے

Here in both cases, the word (یہ) is used.

But in the English language, there is a distinction between the gender of demonstrative pronouns used in this case.

He is a boy.

She is a girl.

However, Urdu distinguishes between persons at a distance and persons who are near through the use of pronouns.

For a boy who is at a close distance:

یہ ایک لڑکا ہے

For a boy who is far away

وہ ایک لڑکا ہے

English does not distinguish through this technique and uses the same word for both cases:

He is a boy. (Near)

He is a boy. (at distance)

Urdu pronouns یہ and وہ are used for both singular and plural.

یہ ایک لڑکی ہے

یہ لڑکیاں ہیں.

Similarly

وہ لڑکا ہے

وہ لڑکے ہیں

The English language has a difference in this case.

The English language has different pronouns for this case.

She is a girl.

They are girls.

In the first sentence the pronoun she also performs the function of demonstrative where as in plural case words they are used as the case becomes plural.

Pronouns of Urdu language also convey the notion of respect whereas their translation in English remains the same.

تو ادھر آ

You come here

تم ادھر آؤ

You come here

آپ ادھر آئیں

You come here

	NOMINATIVE	OBLIQUE
Singular	یہ	اِس
	وہ	اُس
Plural	یہ	اِن
	وہ	اُن

Personal Pronouns

In the English language Pronouns which replace a definite noun as an antecedent and function the way a noun replaced was working are called personal pronouns. These are I, we, you, she, he,

they and it. They have changed their form as they move from subjective case to possessive or passive.

Subject	Object/Passive		
I	Me	singular	First-person pronouns
We	Us	Plural	
You	You	Singular and Plural	second-person pronouns
She	Her	singular	third person pronouns
He	Him		
They	Them	plural	
It	It	Neutral	

The cases for Urdu personal pronouns are here below:

	Singular		
		Nominative	Oblique
	English	Urdu	
First-person	I	میں	مجھ
Second Person	You	تو	تجھ
Third person	He,she,it	وہ	اُس
	He,she,it	یہ	اِس
	Plural		
	Nominative		Oblique
	English	Urdu	
First-person	We	ہم	ہم
Second Person	You	تم	تم
	You	آپ	آپ

Third person	They	وہ	اُن
	They	یہ	اِن

The Urdu language has three second-person pronouns called *Hazer. These* are:

تو: Its use is very intimate.

تم : non-honorific

آپ : honorific.

POSSESSIVE PRONOUNS

These pronouns are used to indicate the ownership of some entity. They like other pronouns replace the noun or noun phrase and prevent the repetition. For example, In the sentence *"These books are mine, not his"* the words mine and his work as possessive pronouns for my books and his books respectively. In Urdu language possessive pronouns are grammatically adjectives and agree with the nouns that they qualify.These contrastive analyses of both are here below.

اردو	English
میرا بھائی	My brother
میری بہن	My sister
میرے والدین	My parents
اُس کا بھائی	His/her brother
اُس کی بہن	His/her sister
اُس کے والدین	His/her parents
تمہارا بھائی	Your brother
تمہاری بہن	Your sister
تمہارے والدین	Your parents

Singular

	Nominative		Possessive
	English	Urdu	Possessives of Urdu
First Person	I	میں	میری
			میرا
Second Person	You	تو	تیرا
			تمھاری
			تیری
Third Person	He, she, It	یہ	اُس کا
		وہ	اِس کا

Plural			
	Nominative		Possessives of Urdu
	English	Urdu	
First Person	We	ہم	ہمارا
			ہماری
Second Person	You	آپ	آپ کا
		تم	آپ کی
			تمھارا
			تمھاری
			تیرا
			تیری
		تو	
Third Person	They	یہ	اُن کا
		وہ	اِن کا

Contrastive analysis of Possessive pronouns of English and Urdu

Singular

	Possessive Pronouns	
	English	Urdu
First-person	MY	میرا
		میری
Second Person	Your	آپ کا
		تمھارا
		تیرا
		تمھاری
		تیری
Third person	His, Her, its	اِس کا
		اُس کا
Plural		
Nominative		
	English	Urdu
First-person	Our	ہمارا
Second Person	Your	تمھارا
		تمھاری
		آپکا
Third person	Their	وہ
		یہ

Reflexive Pronoun

These pronouns are used to refer back to the subject of the clause or sentence. Reflexive pronouns in the English language are Yourself, myself, herself, himself, herself, herself, herself, themselves, and yourselves. For example:

I saw myself.

She saw herself.

The Urdu language has a somewhat different pattern of reflexive pronouns. There is a word(اپنا) In the Urdu language that works as a reflexive pronoun for all cases with changed shape according to the shape of the subject of the clause or sentence.The word (اپنا) must agree

with the noun for which it is functioning. Word (خود) is also used as a reflexive pronoun in the Urdu language.

Sr#	English	Urdu
1	Ali is looking at himself.	علی اپنے آپ کو دیکھ رہا ہے
		علی خود کو دیکھ رہا ہے
2	Akram himself went there.	اکرم بذات خود وہاں گیا
3	Lubna herself wrote this letter.	لبنیٰ نے خود یہ خط لکھا

Indefinite Pronouns

These pronouns are not definite in their meaning. These can be plural or singular but they must agree and satisfy the verb with which they are working. Indefinite pronouns of the English language are someone, somebody, something, anything, anyone, anybody, nothing, no one, nobody, everything, everybody, and everyone.

In the Urdu language word (کوئ) and word (کچھ)are used as an indefinite pronoun. These are also used as adjectives.

Sr#	English	Urdu
1	There is someone in the park.	پارک میں کوئی ہے
2	There is no one in the park.	پارک میں کوئی نہیں ہے
3	There is something in the room.	کمرے میں کچھ ہے
4	There is nothing in the room.	کمرے میں کچھ نہیں ہے
5	There is some problem.	کوئی مسئلہ ہے
6	is there anyone?	کوئی ہے
7	Anybody can do it.	کوئی بھی اس کو کر سکتا ہے

Relative Pronouns

These are used to introduce the dependent clause and connect it with the independent clause. A clause that starts with a relative pronoun answers questions like: how many, who, which one,

whom, which, where, whose, and what. Various relative pronouns of the English language are: Who, whom, which, where, whose, whoever/whomever, and that.

The relative pronouns of the Urdu language are:(جو), (جسے), (جنہیں).

Sr#	English	Urdu
1	The book which Ali bought is good one.	وہ کتاب جو علی نے خریدی ہے بہت اچھی ہے
2	The house where Akram lives is beautiful.	وہ گھر جس میں علی رہتا ہے بہت خوبصورت ہے
3	The boy whom you saw is my brother.	وہ لڑکا جسے تم نے دیکھا میرا بھائی ہے
4	This is the book that was which was lost.	یہ وہ کتاب ہے جو گم ہو گئی تھی
5	This is the place where we lived.	یہ وہ جگہ ہے جہاں ہم رہتے تھے
6	This is the boy who never went to Lahore.	یہ وہ لڑکا ہے جو کبھی لاہور نہیں گیا
7	These are the men whom I saw	یہ وہ آدمی ہیں جنہینمیں نے دیکھا تھا.

Conclusion

In conclusion, this research study offers a detailed contrastive analysis of pronouns in English and Urdu, employing Lado's Model of contrastive analysis to illuminate the intricacies of both languages. Through a comprehensive examination of various pronoun categories— demonstrative, personal, possessive, reflexive, indefinite, and relative—the study reveals several key differences that have practical implications for learners and educators alike.One notable difference lies in the treatment of gender. English pronouns distinctly differentiate between genders, as seen in examples like "he" for males and "she" for females. In contrast, Urdu pronouns such as یہ (ye) and وہ (vo) do not make gender distinctions; they serve the same function for both genders. This can simplify usage for Urdu speakers learning English but may introduce challenges when it comes to understanding the nuances of gendered language in English.Another significant distinction is the pluralization of pronouns. English utilizes different pronouns to convey plurality, as exemplified by "he" versus "they," whereas Urdu employs the same pronouns (یہ and وہ) for both singular and plural forms. This difference necessitates careful attention from learners to avoid confusion when navigating plural contexts

in English. The study also highlights the cultural dimensions embedded within pronouns. For instance, Urdu features distinct second-person pronouns (تو, تم, آپ) that convey varying levels of intimacy and respect, which do not have direct equivalents in English. This nuance can be pivotal for learners, as understanding the social implications of pronoun usage can enhance communication and interpersonal relationships. By shedding light on these differences, this research provides valuable insights for English language learners, helping them anticipate and address specific challenges. Furthermore, the findings can serve as a resource for curriculum designers and educators, enabling them to create targeted instructional materials and strategies that cater to the unique needs of Urdu-speaking learners. Ultimately, this study contributes to the field of applied linguistics, bridging the gap between theoretical frameworks and practical language education, thereby enriching the learning experience for students.

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