INFLUENCE OF URDU IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

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Abstract
This article explains the influence of Urdu in learning English. It explores the status of both Urdu and English in Pakistan. This study employs mixed research methodology, i.e., both qualitative and quantitative. This study is helpful because it investigates the problems and difficulties that English learners face due to the influence of Urdu. Through the interview of the students, it is evident that Urdu plays an essential role in learning English. At one point in the interview, almost all the students switched to Urdu as they could not communicate in English. Mispronunciation occurs due to phonological differences in Urdu and English, as many English sounds are absent in Urdu. In the same way, grammatical mistakes occur due to differences in the grammatical structures of Urdu and English. For instance, there is no concept of the definite article in Urdu. In the same way, the verb does not change its form as in English simple present tense, i.e., 's' and 'es' are added to the verb when the subject is in the third person singular.

Keywords: Urdu, English, Code-switching, Mispronunciation, Grammatical mistakes

Introduction

Language is a tool of communication, a tool to convey one's thoughts and feelings to others. The importance of language is evident in a society; it helps in smooth social contact and preserves cultures. Thousands of languages are spoken worldwide, but only a few have gained wide prominence over the years. English is one such language. It has gained the status of an International or Global language. Most of the world's Literature is written in the English language. According to the study (Szmigiera, 2021), 1.35 billion people worldwide speak English natively or as a second language.

Pakistan is a linguistically diverse country; many languages are spoken, such as Urdu, Punjabi, Saraiki, Pashto, English, etc. Urdu and English have been used in Pakistan as official languages since 1947. Urdu is the national language, while English is the official language. However, for most people in Pakistan, English is a foreign language. While Urdu, being a national language, is considered a local language. Although Urdu is the national language of Pakistan, it is not the mother tongue of most people; only 7% of Pakistan's population has it as their native language, but a vast population of Pakistan can speak and understand Urdu.

In learning a foreign language, there is a remarkable influence of the local language. Urdu in English classes in educational institutes is widespread in Pakistan. This study explores the influence a local language has on learning English as a foreign language. In a classroom, the teacher and students are supposed to deliver their lectures or presentations in English. Still, they switch from English to Urdu because when they speak in English, they cannot convey their thoughts properly, so they have to switch to their local language to communicate their thoughts properly. Mispronunciation of English words is also due to the influence of a regional language. Some sounds are present in English but are absent in Urdu; in the same way, some sounds are present in Urdu but are lacking in English. In English, aspirated and unaspirated sounds are the realization of the same sound, but in Urdu, the aspirated and unaspirated are two different sounds. So, unconsciously, an Urdu speaker brings this rule into English as well.

In the same way, an Urdu speaker translates English idioms literally. An Urdu speaker brings Urdu's grammatical structure into English, leading to grammatical errors as each language has its own grammatical structure. When students try to understand an English sentence's meaning, they translate the English sentence into Urdu. Still, it becomes impossible to translate one concept from one language to another language. Some words in English do not have an exact word and meaning in Urdu.

This study aims to investigate the interference and influence of Urdu in Grammar, phonology, and code-switching in learning English as a foreign language by interviewing the students of Government College No 1. This study highlights grammatical, vocabulary, and meaning-related issues that occur in learning English due to Urdu's interference.

Literature Review

Akram and Qureshi (2012) have discussed the problems a Pakistani learner faces in English pronunciation. They filled out the questionnaire containing 10 questions from 100 (55 males and 45 females) teachers of different government colleges. They have discussed that in received pronunciation, the consonant sounds such as /p/,/k/, and /t/ are pronounced slightly aspirated, but a Pakistani learner tends to pronounce these as un-aspirated, as in Urdu the aspirated and unaspirated are two different sounds and not the realization of the same sound. Also, the /h/ sound does not occur at the end of a syllable in Received Pronunciation. Still, a Pakistani learner pronounced it at the end and as an aspirated sound, although it is unaspirated. They also suggested that Pakistani learners struggle with vowel sounds and gave different examples. As Pakistani students often replace /ɜ:/ with /ər/ or /ʌr/, they also replace the / ɔɪ / sound with /wai/. Most Pakistanis do not shorten the vowel sound in unstressed syllables. They concluded that these problems are due to mother tongue influence, as native language phonetics and phonology always influence the acquisition of a second language.

Yadav (2014) has attempted to understand the role of L1 in the learning and teaching of English as L2, and he has also suggested different methods and activities that can help acquire English. He indicates that primary and even secondary schooling should be given in their mother tongue or L1: "When children receive formal instruction in their first language throughout primary school and then gradually transition to academic learning in the second language, they learn the second language quickly, such as English" (Yadav, 2014: 574). Some suggestions related to English learning are: the instructions can be given in English but they should be repeated in the mother tongue as well, while instructing English also use gestures as much as possible, when the instruction is given in English allow some time to learners to process it, only use mother tongue at certain times.

Sriprabha (2015) has highlighted the influence of the mother tongue in English communication, as in the initial stages, the speaker uses his or her mother tongue sounds while speaking English as a second language. The influence of the mother tongue disrupts the smoothness of communication in English. He has suggested in his research that mispronunciation of English words is due to mother tongue influence, as he has given the example of North Indian people who pronounce the 'Sh' sound as the 'Is' sound. He has suggested a few steps to overcome mother tongue influence in English learning, i.e,. Communicating with others in English, listening to English, watching English movies, reading English newspapers, and recording one's voice will be helpful.

Ahmed, Amin, and Qureshi (2016) worked on the grammatical errors that second language learners commit in their written composition. 522 students wrote compositions at the university level. The students were asked to write an essay of 250 words on their selected topics. Their research revolved around two main questions: first, what type of errors do L2 learners make in written composition? Second, what might be the reasons for the frequent errors in L2 learners' written composition? To answer the first question, their finding reveals

that in learners' written composition, the main errors were agreement base errors, spelling errors, word choice or contextual error and miscellaneous errors (adverb, adjective and preposition, etc.). In their finding, they discuss the two main reasons for these errors; first, they argued that these errors are interlingual, which means they are caused by first language interference. Secondly, these errors also occur due to a lack of knowledge in the learners.

Umar (2017) observed the role of the mother tongue in English language learning and teaching. He researched students and teachers of Higher Secondary level in Federal Government Educational Institutions in the capital territory of Islamabad. He used a mixed-method approach, a questionnaire for teachers and students, and class observation. The sample size was 100 teachers and 400 intermediate students. The result of students' responses to the questions suggests that English language teachers often use Urdu as a medium of instruction. The researcher's findings from students' responses show that 78.7% agree that their teachers interact with students in Urdu, but class observation shows that 68.9% of teachers interact with students in English. In the second finding, 62.3% of students responded to translating from Urdu to English, while 87.1% of teachers also supported this. In their third finding, 61.1% of students supported the teachers' use of Urdu as the medium of instruction, while 60% of teachers also endorsed it. Responding to open-ended questions shows that 60% of teachers use GTM (Grammar Translation method) in teaching English, and 51% believe it is an effective way of learning English.

Qasim, Sibtain, and Hameed (2019) investigate the influence of social background in learning English and student performance in English classrooms. They conducted research on the secondary school level by observing six different public secondary schools of D G Khan. One hundred and fifty students and nine teachers were given questionnaires and were interviewed. Their research argues two main findings: that there is a negative influence of the use of the mother tongue and that cultural and social knowledge also influence the learning of English. Their first finding suggests that 80.6% of teachers use code-switching from L2 to L1 during the presentation, while 82% of learners agree that they switch language during the classroom presentation. Their second finding suggests that 78% of learners agree that they use local language vocabulary in their English class. As they have quoted by one teacher, "It is obvious that cultural knowledge influences the performance of English from all facets; writing, pronunciation, reading, and listening" (Qasim, Sibtain, Hameed, 2019, 216). Another teacher claims, "Our students are so used to their mother tongue and cultural knowledge. They always converse in the mother tongue and often involve cultural knowledge" (Qasim, Sibtain, Hameed, 2019, 216).

Masood, Safi, Rahim, and Darwesh (2020) worked on the syntactic interference of Urdu as L1 in learning English as L2. The researchers interviewed thirty BS program students, first-semester students from eleven Pakistani universities. Their research findings revealed four different kinds of syntactic errors: first is the interference of usage of Articles, as there is neither definite nor indefinite articles in Urdu, which makes learning English articles difficult; second, interference in usage of preposition, the wrong usage of preposition happens due to the lack of or different function of preposition in learner's mother tongue and Urdu there is no exact usage or adverbial nature of preposition. Third, interference in the usage of subject-verb agreement. There are many rules of subject-verb agreement in English. Sometimes, it is hard to remember all the rules, and in Urdu, there is no kind of influence in subject-verb agreement. Hence, it creates confusion. Fourth and last is interference regarding the direct use of Urdu words; both English and Urdu have different grammatical structures, and Pakistani learners have less exposure to native-like environments. Due to a lack of vocabulary, they use direct Urdu words in English.

Ahsan, Hussain, and Younus (2020) have researched the influence and role of Saraiki in teaching and learning the English language. This research was conducted at the graduation level (BS, B.Sc, etc.) at different universities and colleges in southern Punjab. The research was aimed at 577 students and 156 teachers. The study was centered on two main questions: first is the impact of the Saraiki language in the learning process of English, and second is the effects of Saraiki language in the teaching process of the English language. In the first question, the finding and the data showed that the learner's mother tongue (Saraiki) positively impacts English learning. They consider L1's role very constructive in learning L2. The students or learners think involving Saraiki makes learning English easier and faster. In the second question, the findings show that teachers also believe that Saraiki positively affects teaching. Teachers consider using Saraiki vital as it saves time and makes the L2 teaching process easier. Both teachers and students acknowledge that the Saraiki language positively impacts learning English grammar; they think they understand it better when something is explained in their mother tongue (Saraiki).

Methods and Materials

This study employs a mixed Research methodology. A mixed methodology design allows for the collection of data from a variety of sources. So, this study gathers qualitative data from secondary sources such as books and research articles. The primary data is gathered through interviews. The secondary data is analyzed using thematic analysis, whereas primary data is analysed using percentages.

In statistics, a population is the pool of individuals from which a statistical sample is drawn for a study (Momoh, 2021). The population of this study is the D I Khan region. Meanwhile, the sample refers to a smaller, manageable version of a larger group. It is a subset containing the characteristics of a larger population (Kenton, 2021). The sample of this study is 27 students of BS English 6th Semester (2019-2023) of Government College No 1. This particular semester is selected, because they are seniors and have a better understanding of things as compared to other semesters' students.

Discussion and Findings

4.1. Interviewee-1

4.1.1 Grammatical Mistakes

The interviewee has used "it is basic necessity" instead of using "it is a basic necessity." The interviewee has not used indefinite articles. He is using past tense as "In my point of view when I met with others." Where he should have used simple present tense as "when I meet with others." Also "I concluded that" he is again using past tense, where he should have used simple present tense as "I conclude that". He has used "ambiguous", the adjective, instead of using "ambiguity" the noun. In subject verb agreement he has used "which are" instead of "which is". He has also used "suggest him" instead of using "suggest me" because he was talking about himself.

4.1.2 Code Switching

The interviewee switched to Urdu when he was not able to speak in English. As he has used *kam nazar* for narrow minded. Throughout the interview, the interviewee has used 70% English while 30% Urdu.

4.1.3 Mispronunciation

He has mispronounced "Probable". Instead of pronouncing /bʰ/ he has pronounced it as /p/. Although both are bilabial sounds but difference is of voiced and unvoiced sounds. /bʰ/ is voiced sound while /p/ is unvoiced.

4.2 Interviewee-2

4.2.1 Grammatical Mistakes

This student has used sentences like "They helping student very much". Which is incorrect as it has no helping verb as the 'ing' form of the verb requires it. He should have used simple present tense as "they help students". He has also used "the teacher are". He has used "are" which is used with the plural, so the verb is not according to the subject. It should be; "The teacher is" or "The teachers are". While giving the interview he has also used "compare", which is a verb. He should have used "comparatively", which is an adverb. He has used the sentence "the main purpose of language is communicate" instead of using "The main purpose of language is to communicate". He has not used 'to' which is a preposition.

4.2.2 Code Switching

He has used Urdu words while speaking in English as *Lakna* instead of using "but". And he also has used the Urdu word *Hai*. Throughout the course of the interview he has used 90% English and 10% Urdu.

4.3 Interviewee-3

4.3.1 Grammatical Mistakes

The interviewee has used "The Grammar", usually 'the' is not used with grammar as it is a broad. And 'the' is a definite article, which is used to specify the thing. He was talking about grammar in wide sense, not in specific sense. He has also used the sentence as "we mix them than we learn them". He should has used "then" instead of "than". He has confused the both as they sound the same but both have different meaning. He has used the sentence "through this student will understand", here he has not used any article with the student.

4.3.2 Code Switching

He was speaking in English as "I am more interested in those subject"… and then switch to Urdu. He has also used Urdu word like *Jaise k*. Throughout the interview he has used 15% English and 85% Urdu. He was not able to communicate in English.

4.4 Interviewee-4

4.4.1 Grammatical Mistakes

He has used the phrase "In a environment", he has used "A" which is indefinite article that is used with consonant sound. And here is a vowel /e/, so he should have used "An" which is also indefinite article that is used with vowel sounds. Also he has used "The Grammar" which again not correct, as grammar is not specific. He has used past tense as "I have learnt", here he should have used simple present tense as "I learn". He has also used past tense as "I would like"; first he should have used simple present tense as "I like". Secondly he has used "like" which is wrong, as he is using past tense and if he has used past tense then it should be liked, the second form of the verb. He has used "seem" where he should have used seems". And also he has used "see" where he should have used sees. These are not according to the verb. He has used singular subject so in simple present tense, s and es are added in the verb.

He has also used "containing" which is a verb instead of using continuing which is an adjective.

4.4.2 Mispronunciation

He has mispronounced "know" instead of pronouncing /n/ sound, he has pronounced it as /nei/ sound or as ne.

 4.4.3 Code Switching

He has used Urdu word *Yakeen.* Throughout the interview he has used 87% English and 13% Urdu.

4.5 Interviewee-5

4.5.1 Grammatical Mistakes

He has used "the teachers is" the subject is plural but the verb is singular so there is no subject verb agreement. It should be the teachers are. He has used "everything is running" instead of "everyone is running". He has used "I was" instead of I am.

4.5.2 Mispronunciation

He has mispronounced "learnt", he has not pronounced /r/ sound and pronounced it as lent.

4.5.3 Code Switching

He has used Urdu word like *matlab* and *abi nhi.* Throughout the interview, the interviewee has used 97% English and 3% Urdu.

4.6 Interviewee-6

4.6.1 Grammatical mistakes

He has used "other are" instead of using "others are", the verb is not according to the subject. He has used "English is coming to be the global language" instead of simply using this "English is the global language." Which is a simple present tense. He has used "the history", which is wrong as he was not referring to a specific time period of history but as whole, he has used definite article where he should not. He has used simple past tense as "If I spoke wrong". Here he should have used I have spoken wrong.

4.6.2 Mispronunciation

He has mispronounced Literature, instead of pronouncing /i/ sound. He has pronounced it as /æ/ sound as "laterature". He has also mispronounced western. Instead of pronouncing /w/ sound. He has pronounced it /v/ sound as "vestern".

4.6.3 Code Switching

"It is very hasty" and then he switches to Urdu. In his interview, he has used 51% English while 49% Urdu.

4.7 Interviewee-7

4.7.1 Grammatical Mistakes

He has used "to be impartially". He has used adverb, here he should have used "to be impartial" which is an adjective. He has used "English are ruling the world" instead of using "English people are ruling the world". He has used "I am college" instead of using "I am at college". He has not used preposition.

4.7.2 Code Switching

He has used an Urdu word *yaar*. He was not comfortable in speaking English, so switched to Urdu. Throughout the interview he has used 95% English and 5% Urdu.

4.7.3 Mispronunciation

He has mispronounced "fluent" because he has not pronounced /l/ sound.

4.8 Interviewee-8

4.8.1 Grammatical Mistakes.

He has used "As far as system is concerned" here he has not used definite article as "The system" because he was referring to specific system. He has used past tense "when you read (third form) a novel" instead of using simple present tense as "when you read (first form) a novel."

He has used "only the character are fictional" here the verb is not according to the subject as verb is plural and subject is singular. It should be "the characters are". He has used "confirm" instead of using "concern". As he was speaking hastily so he has not noticed that he has used a wrong word.

4.8.2 Code Switching

He was speaking in English as "Here we are just" and then code to Urdu as *jais ratta system hota ha*. He was using Urdu word *yaar* again and again. He has mixed English and Urdu as "Thanks God *Allak pak teri bhot shukar hai''*. He has used 96% English and 4% Urdu.

4.8.3 Mispronunciation

He has pronounced Venice as "Venus". He has mispronounced "conscious" because he has pronounced /n/ sound two time although it is present only one time.

4.9 Interviewee-9

4.9.1 Grammatical Mistakes

He has used "I mostly like", instead of using "I like." He has used "They teaches us". This is incorrect as he has used 's' with plural subject. It should have be "They teach us". He has used past tense as "It was be very useful for us" instead of using future tense as he is not talking about the past context. It should be "It will be very useful for us". He has used "Urdu help us", this is wrong sentence. The correct sentence is "Urdu helps us". He has used "I cannot think so".

4.9.2 Code Switching

"It is very much tense *Matlab jis hum dakhta hain*". He started with English and then switched to Urdu. He has frequently used an Urdu word *Yaar*. And throughout the interview he has used 30% English while 70% Urdu.

4.10 Interviewee-10

4.10.1 Grammatical Mistakes

He has used "we are not used to speak English" instead of using "we are not used to speaking in English". As he has used "are" and mostly "ing" form of the verb is used and he has not used it so he has mixed the tense. And also he has not used "in" which is preposition. He has used "chose as trend", this sentence or phrase which he has used is incomplete. It should be "I chose this because of trend".

4.10.2 Mispronunciation

He has pronounced "feminine" as 'female". He has committed this mistake because he was speaking hastily. He has pronounced "trend" as "traind".

4.10.3 Code Switching

He has started his interview in Urdu but when he was asked to speak in English then he switched. He has used Urdu word *sachi*. Throughout interview he has used 80% English and 20% Urdu.

4.11 Interviewee-11

4.11.1 Grammatical Mistakes

She has used "He explain us". As the subject is singular so it should be "he explains", she has not added "s" with verb. And secondly she has not used "to" before "us" which is a preposition. As "He explains to us".

In her interview, she has given close ended answers. As the researcher asked the question "Do you mix Urdu and English?" She simply said "yes". So the researcher was not able to much analyze her interview.

4.12 Interviewee-12

4.12.1 Grammatical Mistakes

She has used "Because it depict life". It should be "It depicts life". As subject is singular and it is a simple tense then "s" adds with the verb. She has used "Society mold us in a way" instead of using "society mold us in this way", she has used indefinite article where she should have not. She has used "cooperating" which is a gerund verb instead of using "cooperative" which is an adjective. She has used "necessity" which is a noun instead of using "necessary" which is an adjective. As she was speaking so hastily that why these mistakes are made by her.

4.12.2 Code Switching

She has said that "I want to get admission in Islamabad university *lakna mera cousin na batya*" while using English she has switched to Urdu. She has used "we cannot *q k hum English nhi bol skta*". She has used Urdu word *wo* while speaking English. She has used 94% English and 6% Urdu.

4.13 Interviewee-13

4.13.1 Grammatical Mistakes

She has used "Because of this I liked poetry", she has used past tense instead of using present simple tense as "Because of this I like poetry". She has used "When I come here" simple present tense instead of using present prefect tense as "When I came here".

4.13.2 Code Switching

She has used Urdu word *q k*. She has said "We are not taught in that way *teachers humha nhi kahta tha* speaking English she switch to Urdu. She has used 98% English while 2% Urdu.

4.13.3 Mispronunciation

She has mispronounced "functional" instead of pronouncing /ʌ/ and /ŋ/ sounds. She has pronounced /r/ and /I/ sounds.

4.14 Interviewee-14

4.14.1 Grammatical Mistakes

She was using "if I can understand it than I like it" instead of using "then". "She has used it is good program" instead of using "It is a good program", she has not used "a" which is indefinite article. She has used "we cannot understand only English" instead of using "we cannot understand only the English", she has not used "the" which is a definite article. She said "I disliked science subject", she has used past tense instead of using present simple tense. She should have said "I dislike science subject".

4.14.2 Code Switching

She has used Urdu word *Na.* Although it is also present in English but she has used it as an Urdu word. She has used 99% English and 1% Urdu.

4.15 Interviewee-15

4.15.1 Grammatical Mistakes

He has used "who are not awared about literature?" Instead of using "who are not aware about the literature?" He has not used "the" which is a definite article. And also he has mixed the tense. He has used wrong sentence as "which was produced and created by ancient peoples". He has used third form of verb with 'was', which made it past continuous tense, it should be "which have been produced and created by ancient people", and this is present prefect continuous tense. He has used "He create such entertainment in class", here as subject is singular so it should be "creates". He has used "I never know", he is using simple past tense but he is using first form of verb, it should be "I never knew" so he has mixed the tenses.

4.15.2 Code Switching

He has used an Urdu word for English as *angrezi.* Although he has used English throughout his interview but there were many mistakes in his English and he used many wrong sentences.

4.15.3 Mispronunciation

He has mispronounced "those" instead of pronouncing /ð/ or /eth/ sound, he has pronounced it as /d/ sound. Although both are voiced dental sound but the different is in the position of the tongue. /ð/ is an interdental sound while in /d/ sound tongue is at the front teeth. He has also mispronounced "learn". As /ə/ is the shortest vowel but he prolong it.

4.16 Interviewee-16

4.16.1 Grammatical Mistakes

He has used "It will play important role" as he is using future tense. But he should have used simple present tense as "It plays important role." He is again using future tense "it will useful in understanding it", here he should have used simple present tense as "it is useful in understanding it".

4.16.2 Code switching

He switched to Urdu while speaking English as "we are very *jisa hum kahta hain"*. Throughout the interview he has used 99% English and 1% Urdu. His English was very much fluent.

4.17 Interviewee-17

4.17.1 Grammatical Mistakes

He has used "there are something in poetry" instead of using "there is something in poetry". He has used plural verb where he is supposed to use singular verb. He has used "I choose Bs English because I wanted to learn it", here he has mixed present and past tense. As in first clause he has used "choose" which is a present form of the verb while in second clause he has used wanted which is past form of the verb. So instead of using choose, he should have used "chose" He has used "I like literary theories" instead of using "I like the literary theories subject". He has not used "the" definite article as he was speaking about specific subject.

4.17.2 Code Switching

He has used Urdu word *kia*. He has used 90% English while 10% Urdu. But his accent was Indian.

4.18 Interviewee-18

4.18.1 Grammatical Mistakes

She has used "he is very supporting" instead of using "supportive". Although both are adjective but both are used in different context. She has used "if our subject English" instead of using "If our subject is English". She has not used "is" which is an auxiliary verb.

4.18.2 Code Switching

She has used Urdu word *Boht* and *acha.* She has used 98% English and 2% Urdu. Her pronunciation was also good. She has not mispronounced any word.

4.19 Interviewee-19

4.19.1 Grammatical Mistakes

She has used "It plays the role of translation" instead of using "It play the role of translation". She has used "s" with verb where she should have not, as verb is not according to the subject. She has used "it is a other language" instead of using "It is another language". Her English was very good and fluent, there were not many mistakes.

4.19.2 Code Switching

She has used "we are just told that *ya sawal…*" while using English she switched to Urdu. She has used 96% English and 4% Urdu.

4.20 Interviewee-20

4.20.1 Code Switching

She has used "English is not very much important *ya zayda tarha offices ma istemal hoti ha* while speaking English she switched to Urdu. She has used 40% English and 60% Urdu. Her answers were in yes and no. She has not explained, when asked to elaborate. She was not able to speak.

4.21 Interviewee-21

4.21.1 Grammatical Mistakes

She has used "to learnt English" instead of using "to learn English" she has used past tense, where she could have used simple present tense.

4.21.2 Code Switching

She has used Urdu word *nhi*. She has used "not so good *bs aisa he bana howa han"* while speaking English she switched to Urdu. She has used 35% English and 75% Urdu.

4.21.3 Mispronunciation

She has prolonged the /r/ sound in "sir".

4.22. Interviewee-22

4.22.1 Grammatical Mistakes

She has used past tense "he involved the whole class" instead of using simple present tense as "he involves the whole class". She has used "Urdu play important role" as it is a simple present tense then she should have used "plays" as subject is singular.

4.22.2 Code Switching

She has used "it is not like that *jisa hum na socha tha"* while speaking English she switched to Urdu. She has used "no I do not think so *maltab humha"*. She has so much mixed English and Urdu. She has used 44% English while 76% Urdu. With every English sentence she has mixed Urdu sentence as well.

4.23 Interviewee-23

4.23.1 Grammatical Mistakes

She has used "BS system to some extended is good" instead of using "BS system to some extend is good". She has used past form of the verb instead of using simple form of the verb. She has used "he is so good her way of teaching", instead of using "his" she has used "her". She has used "the original meaning lost", there is not verb in this sentence. "It should be the original meaning is lost". She has many grammatical mistakes.

4.23.2 Code Switching

She has used the Urdu word *lakna*. Throughout the interview she has used 50% English and 50% Urdu. But she has mostly given her answers in yes and no. Her English was not fluent as well.

4.24 Interviewee-24

4.24.1 Grammatical Mistakes

She has used "I have learn many thing from him" she has mixed the tenses. As "have" is a helping verb which requires third form of verb but she has used first form of verb. It should be "I have learned many thing from him".

4.24.2 Code Switching

She has used when "I was in Fsc *tu majha English achi lagti the"* while speaking English she switched to Urdu. She has used 94% English and 6% Urdu.

4.24.3 Mispronunciation

She has mispronounced "stories" instead of /z/ sound at the last she has pronounced /s/ sound. She has also mispronounced "pronounce", although there is /s/ sound at the end but she also pronounced it in the place of /n/ sound as well.

4.25 Interviewee-25

4.25.1 Grammatical Mistakes

He has mixed the tense as he has used "we have no learning of grammar", he is using ing form of the verb with "have". He should have used "we have not learnt grammar".

4.25.2 Code Switching

He has used "My views *is English department k liaya"*, he started in English and then switched to Urdu. He has used 75% English and 25% Urdu.

4.25.3 Mispronunciation

He has mispronounced "odd" instead of pronouncing /ɒ/ sound, he has pronounced it as /o/ sound.

4.26 Interviewee-26

4.26.1 Grammatical Mistakes

He has used "I Liked sir", he has mixed past and present tense. He should has used "I like sir".

4.26.2 Code Switching

He has used Urdu word *bhai.* He has used word Urdu *k* while speaking English. He has used "they will be valued *ino ko value de jati hai*", he has mixed English and Urdu. He has used Urdu word *yaar* He has used 70% English while 30% Urdu.

4.26.3 Mispronunciation

He has mispronounced "good" instead of pronouncing /d/ sound at the last one time, he pronounced it two time.

4.27 Interviewee-27

4.27.1 Grammatical Mistakes

She has used "rice" which a noun instead of using "rise" which is a verb.

4.27.2 Code Switching

 She has switched to Urdu when she was not able to speak in English. She has used Urdu word *jee.* She has used 90% English while 10% Urdu.

4.27.3 Mispronunciation/

She has mispronounced "literary", instead of pronouncing /ə/ after the/r/ sound. She has pronounced it as /e/ sound. She has mispronounced "person", she has pronounced /z/ sound at the last of the "person". She has mispronounced "phonetic" instead of pronouncing /f/ and /ə/ but she has add another sound as well, the sound /n/.

4.28 Native Language or Urdu's Influence

It is the influence of Urdu that many students were not able to communicate in English. It is also because of Urdu's influence that many students use code switching. When they were speaking in English and were not able to communicate in English, they switched to Urdu.

Mispronunciation of English words is also due to the influence of Urdu. In Urdu there is no /w/ sound, in Urdu there is /و/ which in English is the /v/ sound, so mostly our people mix /v/ and /w/ sounds as one of the students has pronounced "western" as "vestern". In Standard English /r/ sound is not pronounced at the end of the words but in our region /r/ sound is pronounced at the end and most people prolong it as well. Urdu speaker confuses it with the /ر/ sound but there is a difference in both the sounds. Although both are alveolar sounds but English /r/ is an approximant sound while Urdu's /ر/ is an alveolar tap. In English /r/ sound the tip of the tongue does not come in contact with the alveolar ridge. But in the case of the Urdu /ر/ sound, the tongue taps the alveolar ridge and this kind of sound is not present in English so when an Urdu native speaker learns English, he is unable to pronounce such English sounds. In the same way in English aspirated and unaspirated sounds are the realization of the same sound while in Urdu the aspirated and unaspirated are treated as two different sounds. So when an Urdu speaker is learning English he or she cannot differentiate between this. So because of this when Urdu native speaker speaks English he or she ignores aspirated sounds and only pronounce unaspirated sounds. As one of the student has not pronounced the /bʰ/ instead of this he pronounced /p/ sound. In English /p/ is one phoneme and it has two realizations.

$$/p/$$
$$[p] \qquad [p^h]$$
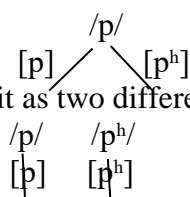
While an Urdu native speaker treats it as two different sounds.

$$/p/ \qquad /p^h/$$
$$[p] \qquad [p^h]$$

Every language has its own grammatical structures, in the same way Urdu and English both have different grammatical structures. For example, in English, there are two types of articles, definite articles and indefinite articles. But on the other hand in Urdu, there is no concept of Articles. That's why when an Urdu native speaker learns English grammar rules they cannot apply the rules properly. Some of the students made the mistakes of articles; "a environment" instead of "an environment", "it is basic" instead of "it is a basic", and "The Grammar" instead of "Grammar". In English present indefinite tense "s" and "es" are added with the verb depending on the subject, if the subject is third person singular then "s" and "es" are added with the verb. But there is no such structure present in Urdu so when an Urdu native learns English he or she cannot understand this so they make many subject-verb agreement mistakes. For example, many students during the interview made these mistakes. Such as interviewee 9 said "They teaches us", according to the English Rule "es" cannot be added with the third person plural.

4.29 Table.1
Percentage of Mistakes

	Grammatical Mistakes				Code Switching	Mispronunciation
	Articles	Subject-verb agreement	Mixing of tenses	Other mistakes		
Percentage	37%	44%	59%	33%	100%	51%

4.30 Table.2
Number of Mistakes

Interviewee	Article	Mixing of tenses	Subject-verb agreement	Other Mistakes	Code Switching	Mispronunciation
1	1	2	2	1	1	1
2	0	1	1	2	2	0
3	2	0	0	1	4	0
4	2	2	2	1	2	1
5	0	1	1	1	1	1
6	1	2	1	0	3	2
7	0	0	0	3	1	1
8	1	1	1	1	3	2
9	0	1	2	0	4	0
10	0	1	0	2	2	2
11	0	0	1	1	1	0
12	1	0	1	2	3	0
13	0	2	0	0	2	1
14	2	1	0	1	1	0
15	1	3	1	0	1	2
16	0	2	0	0	1	0
17	1	1	1	0	2	0

18	0	0	1	1	1	0
19	1	0	1	0	1	0
20	0	0	0	0	1	0
21	0	1	0	0	4	1
22	0	1	1	0	3	0
23	0	1	1	1	2	0
24	0	1	0	0	1	2
25	0	1	0	0	2	1
26	0	1	0	0	3	1
27	0	0	0	1	2	3
Grand Total	13	26	18	19	54	21

CONCLUSION

This study aims to answer three main research questions. The first question is related to the status of English in Pakistan. English is the second official language of Pakistan and every kind of official work is done in English. That is the reason it is a global language. In Pakistan, almost every type of education is provided in English. The majority of research work is done in English, so Pakistani students learn English as a foreign language. The second question is related to the status of Urdu in Pakistan. Urdu is the national language of Pakistan. Most of the people in Pakistan can speak and understand Urdu. Urdu is the common language of the classroom in Pakistan. When a Pakistani student learns English, he or she uses Urdu as their first language. So, in learning English, there is a huge influence of Urdu. This is the third research question. The students that are interviewed by the researcher have Urdu influence in their English language. They are not comfortable in Speaking English. There are many mistakes of mispronunciation, some of these mistakes are due to the reason that many English sounds are not present in Urdu. So students are unable to pronounce them. In Urdu, there is no /w/ sound, but in Urdu, there is /و/ sound which in English is /v/ sound, so students mix /v/ and /w/ sounds. They have pronounced the /v/ sound where they should have pronounced /w/ sound. In the same way, Urdu /ر/ sound is different from /r/ sound but in a Pakistani student's mind there is /ر/ sound. So, they are not able to pronounce /r/ sound. In the same way, there is a difference between aspirated sound and unaspirated sound in Urdu and English. In Urdu aspirated and unaspirated are two different sounds but in English aspirated and unaspirated are the realization of the same sound. Urdu learners cannot differentiate between this difference in aspirated and unaspirated sounds so they ignore the aspirated sounds in English. Grammatical mistakes in English are also due to Urdu influence. There is no concept of definite article in Urdu that is why English learners are not able to use it correctly. In the same way, there is no concept of adding a suffix to the verb in Urdu, as there are suffixes added in English's simple present tense, with respect to the subject. So in this way Urdu influences the learning of English for Pakistani students.

For the correction of these mistakes, different techniques can be adopted. For mispronunciation mistakes, there can be phonetic drills focusing primarily on English sounds that are absent in Urdu. The other technique is encouraging English learners to listen to the native English speaker, such as listening to English news, audiobooks, and podcasts, focusing on their pronunciation. In the same way for grammar mistakes, the learners should be explicitly taught the difference between Urdu grammar and English grammar. They should practice the rules of English grammar, such as subject-verb agreement, use of articles, etc.

Learners should be provided with sentences having grammatical errors, and learners should be asked to correct them; they should also provide their reason for the correction. Lastly, such a classroom environment should be created that discourages the switching of English to Urdu. Such an environment should be created that engages the students in dialogues, role-playing, and discussions in English, which will also build their confidence in English speaking and reduce code-switching as well.

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Appendix-1

1. What are your views about the BS English program at your college?
2. Which course do you like?
3. Which course do you dislike?
4. Which teacher do you like and for what reason?
5. Should we use Urdu in our schools, colleges, offices and universities?
6. What is the importance of English in Pakistan?
7. What is the role of Urdu in learning English?
8. Do you mix Urdu and English? If yes or no then why?

9. Should we use translation from English to Urdu while teaching English?
10. What is the reason for mispronouncing English words?
11. What is the reason behind grammatical mistakes?
12. Why did you choose the BS English program?
13. Do you think that by translating English sentences into Urdu, the original meaning is lost?
14. Which field do you prefer, linguistics or literature?
15. Which genre of literature do you like?