ASSIGNMENT No. 1

Q. 1 Give your views about English as Foreign Language in Pakistan.

In the country of Pakistan, English is a co-official language with Urdu. Linguist Tom McArthur reports that English is used as a second language "by a national minority of c.3 million in a population of c.133 million."

The slang term Pinglish is sometimes used as an informal (and often unflattering) synonym for Pakistani English.

Examples and Observations

"English in Pakistan--**Pakistani English**--shares the broad characteristics of South Asian English in general and is similar to that spoken in contiguous regions of northern India. As in many former British colonies, English first enjoyed the status of an official language alongside Urdu after independence in 1947...
"The grammatical features . . . [of] Indian English are largely shared by Pakistani English. Interference stemming from background languages is common and switching between these languages and English occurs frequently on all levels of society.
"Vocabulary. As might be expected, loans from the various indigenous languages of Pakistan are to be found in local forms of English, e.g. atta 'flour,' ziarat 'religious place.'...
"There are also word formations consisting of hybrids and blends with inflectional elements from English and stems from regional languages, e.g. goondaism 'hooliganism,' 'thuggish behaviour,' biradarism 'favouring one's clan.'
"Still further word-formation processes are attested in Pakistani English with outcomes which are not necessarily known outside this country.
Back-formation: to scrute from scrutiny; blends: telemoot from television and moot 'meeting'; conversion: to aircraft, to arson, to change sheet; compounds: to airdash 'depart quickly by air,' to head-carry."

Subvarieties

"Linguists generally describe the three or four subvarieties [of Pakistani English] in terms of proximity to the British Standard: the samples most distant from it--and any other variety--are often regarded as 'genuinely' Pakistani. American English, which has gradually infiltrated the spoken and written idiom, is discounted in most studies."

The Importance of English in Pakistan

"English is . . . an important medium in a number of key educational institutions, is the main language of technology and international business, has a major presence in the media, and is a key means of communication among a national elite. The constitution and the laws of the land are codified in English."

English and Urdu in Pakistan

"In some ways, I have a lover's quarrel with the English language. I live with it and I cherish this relationship. But there is often this feeling that in preserving this bond, I have betrayed my first love and my childhood's passion--Urdu. And it is not possible to be equally faithful to both of them. . . .

"A bit subversive it may be deemed but my contention [is] that English is . . . a barrier to our progress because it reinforces class division and undermines the main purpose of education as an equaliser. In fact, the domination of English in our society may also have contributed to the growth of religious militancy in the country. Whether English should be our official language, in spite of its value as a means of communication with the rest of the world, is surely a major issue . . ..

"At the heart of all this discussion, of course, is education in all its dimensions. The rulers, supposedly, are very serious about it. Their challenge is to realise the slogan of 'education for all.' But, as the 'policy dialogue' would suggest, it should not just be education for all but quality education for all so that we can truly be liberated.

Where do English and Urdu belong in this venture?"

"The use of English words in Urdu-code-switching for linguists--is not an indication of not knowing the two languages. If anything, it may be an indication of knowing both languages. First, one switches code for many reasons, not just lack of control of languages. Indeed, code-switching has always been going on whenever two or more languages have come in contact. . .

"People who do research on code-switching point out that people do it to emphasize certain aspects of identity; to show informality; to show easy command of several languages and to impress and dominate others. Depending on the situation, one can be humble, friendly, arrogant or snobbish through the way one mixes languages. Of course, it is also true that one may know so little English that one cannot manage to sustain a conversation in it and has to fall back upon Urdu. That might well be the case but that is not the only reason for code-switching. And if someone does not know English and falls back upon Urdu, then he or she knows Urdu best. It is still untrue to argue that this person does not know any language. Not knowing literary Urdu is one thing; not knowing the spoken language quite another."

Q. 2 Write a detailed ESSAY on process of learning mother tongue.

Newspapers have become the necessity of modern man. Most of the people start their day by reading the newspaper they cannot make up their morning without newspaper. This is the reason that newspapers have got their way all over the world. They are available in every language all over the world that even a common man can get benefit of them. Newspapers reveal and expose that what is happening around you and keep us in contact with the society. Usually, they reflect all the fields of life whether they are general, public, local, social, political, cultural etc.

English newspaper is a major source of language learning for English language learners. By reading newspaper they can improve their skill of reading. But it never means that they have to read the newspaper thoroughly, they can usually find out their interested topics and scan it if it is interested they read it thoroughly. When they read the newspaper on daily basis and may absorb a lot of information and have a good storage of vocabulary.

Newspaper is a great tool for language teachers to demonstrate the skills of reading and writing and it also helps to form the structure of English. By reading the newspaper the student will be able to comprehend the concepts of grammar and its application. It is the beneficial for the learners to learn English inside or outside the classroom. By using the newspaper the students may also update their current knowledge with learning English. It is a common analysis in Pakistan that when we observe the content of English newspaper we usually find such words that are emerged from English into Urdu or other local languages due to culture association and bilingualism. One must have command on English language to describe the ideas in an effective way because the news profession is associated with proper usage of words and phrases.

English plays a vital role in every field of life, it is necessary for news editors and reporters of Pakistan to play an effective role in news editing. This research is an analysis of language conversion in Pakistani English newspaper due culture association or bilingualism. Based on the data gathered from Pakistani English newspaper, this research shows the English words that have been converted into Urdu or other local languages of Pakistan. This research demonstrates how the English language is used in anon-native context. This also indicates that that different verities and changing are associated with bilingualism and multilingualism.

This research aims to show the different verities of English due to language conversion in Pakistan and indicates the vital role of Urdu and other local languages to form the Pakistani English. We have discussed those specific features that have been occurred as a result of conversion. We have analyzed the data which is concerned with Urdu words and phrases. This research describes the various causes due to which language changes occur in Pakistani context.

English is a global language that a unique status all over the world. It is the language of millions of people around the world. It is an observation that the amount of non-native speakers of English is more than the native speakers. English is an international language and it used widely all over the world because the trend of speaking English is increasing day by day and the people have started using English in their daily conversation. When they use it in a non-native context it expands as a replaced and reoriented language.

English has acquired a dominant position in Pakistan. It is not only useful for being professional but it is considered the sign of victory, authority, and social supremacy. This kind of authority is clearly seen in Pakistan and the people swap from their local languages to English to be dominant member of the society. On the other hand, Urdu is also considered an official language as English. It is the language of literacy in Pakistan. The educated people of Pakistan consider it an ordinary thing to use Urdu feature into English. When two or more languages exchange or get in touch with each other it causes conversion.

English has its own social and cultural status that is distinguished from the other languages at the word and phrase level. It is natural phenomenon that when English language gets in touch with Urdu it borrows a lot of words from Urdu and other local languages. A large amount of Urdu and other loan words have been entered in Pakistani English. They may at word, phrase or clause level. This research is to see through the conversion data in Pakistani English newspapers.

Borrowing

Thomason and Kaufman (1988:37) describes that borrowing is the involvement of the characteristics of other language into the native language of a speaker. The language of native speaker does not change but the change occurs due to adding incorporated characteristics. Coetsem's (1988) defines the borrowing as when the language speaker is using the language in any other context, it incorporates the features of other languages. If Urdu speaker is speaking English language the transfer of the English language into Urdu is called borrowings.

According to Bloomfield (1933), who was the first who attempted this study and classified the lexical borrowing into dialect borrowing and cultural borrowing. Dialect borrowing is where the borrowings are from the same speech and cultural borrowing is where the borrowings are from different languages. (Bloomfield 1933: 444). In cultural borrowing the words from the other cultures are borrowed. The word "spaghetti" is an Italian word which is used in the culture of language from where it is borrowed. Certainly, it is an essential phenomenon especially when we talk about the effect of different languages on English.

Researchers are in the view that borrowing is a different phenomenon than the other language contacts such as emergence, code-Switching, and transfer. Poplack and associates (Poplack 1980; and Meechan 1995) are in the opinion that the phenomenon of code-switching and borrowing vary from each other.

Code-Switching

Code-Switching is a crucial consequence of bilingual or multilingual speaker. A person who is bilingual or multilingual selects the language according to his/her context. The language that is selected by the speaker must be comprehensible for the addressee and the participant must understand it. (Hudson 1996). In communities where the people speak more than one language, they use different languages in different situations. The language is selected according to the rules of society in which he/she is living. Languages are varied according to situation. There is the difference between the language used in home and the language that is used in other places for various purposes.

Switching refers overlapping between two or more than two languages. It switching is the interchanging between two languages or more than two languages. According to Di pietro in (Francois, 1982:145) code-switching is when the communicants communicate in more than one language in the implementation of speech act. Valdes Falhis in (Francois, 1982:145) refers that the code-switching is the interchanging of more than one language. Another definition that is proposed by Scotton and Ury says that the use of different linguistic varieties of two or more languages in the same context or conversation is called code-switching. But according to Weinreich (1953) definition, the people exchange a language to other because they want to change the situation of speech.

When we observed the above definitions, it is very obvious that nobody can define the code-switching terminology. We have found divergence among the sociologists and linguists because the writers admit that there is uncertainty in this term.

Types of Code-switching

Code-Switching have been classifying by the scholars in diverse types. They have given different names to these types after observing the various cases. Poplack in (Romaine, 1989) illustrates these types as: Tag-switching, inter-sentential and intra-sentential.

Tag switching: Tag switching means to connect one language into the other language and to switch a mark of a language into the other language. It can be at word or phrase level or both.

Inter-Sentential switching: Its means the occurrence of switching outside the boundaries at clause or sentence level. This type of switching can also take place between the conversations of the speakers (Romaine, 1989; Myer-Scotton, 1993; Hoffman, 1991).

Intra-Sentential switching: This type of code switching includes the various types of switching that take place within the phrase, sentence or clause.

There are different styles of the language so we can not say that code-switching only occurs in the speaking of bilinguals. It can also occur among the monolinguals because of the styles of the language.

Bilingualism

Bilingualism refers to a person who can speak two different languages. In defining the term of bilingualism we have found the disagreement among linguists. Some linguists emphasizes that a person who is bilingual must have the command on two different languages. He should be fluent and accurate as native speaker in both languages. A bilingual person has a feature to develop the knowledge of second language and the ability to speak it.

Types of Bilingualism

Here are discussed three major types of bilinguals.

Monocultural-Co-ordinate Bilingual: This type of bilingual learns the other language or second language to fulfill his requirements and to access the information related to his needs, to research the academic subject matter. He becomes bilingual but not bi-culture because he develops his language within a culture.

Bicultural-Co-ordinate Bilingual: A bilingual person learns the second language within the speech community of second language for many reasons such as studied literature of their culture, history and tourism purposes.

Bicultural-compound Bilingual: this type of bilingual learns two cultures and two languages. One at home and the other of the society in which he is living.

The only way to tackle with these various definitions is to know that bilingualism is an individual feature and one can learn more than one language if he is competent enough, he can get the complete mastery of two languages.

Pidgins

Pidgins are one of the major aspects of language change.

Pidgin Languages

Pidgins languages developed from the distinguish language varieties. They are created by the efforts of different people who speak varieties of languages. We can not say that pidgin is the native language of some person. It is learned when people get in touch with the people who speak their language in their own context.

The people who do not have the common language to exchange their ideas, pidgins develop as a source of communication between them. Holmes (2001) states that when two groups having different languages communicate with each other in such situation where a third language has position, this may called pidgins.

When the people from various language contexts come in contact with each other pidgins languages are needed for their survival. For the slaves, the only way to communicate with their masters and with one another was pidgin that was their master's language.

Cultural Impact on Language

Language changes with the time and there are a lot of features that causes that change. As a person grows a lot of factors like family, region and culture can influence the language development of a person. A culture can introduce different words which gradually become part of the language. Human beings can express thoughts and communicate with each other through language. Simply the word that is uttered by a person carrying some meaning is known as language, whereas, the culture may be referred to the activities and doings of people. Every culture has its own identity. Culture includes religion, dress, art, games, music, rituals and law.

Q. 3 How are Direct Method and Grammar Translation Method different from one another?

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Q. 4 Give detailed account of Audio-Lingual Method in English Teaching.

With the outbreak of World War II armies needed to become orally proficient in the languages of their allies and enemies as quickly as possible. This teaching technique was initially called the Army Method, and was the first to be based on linguistic theory and behavioral psychology.

Based on Skinner's Behaviorism theory, it assumed that a human being can be trained using a **system of reinforcement**. Correct behaviour receives positive feedback, while errors receive negative feedback.

This approach to learning is similar to the Direct Method, in that the lesson takes place entirely in the target language.

Emphasis is on the acquisition of patterns in common everyday dialogue.

The Audio-lingual Method was widely used in the 1950s and 1960s, and the emphasis was not on the understanding of words, but rather on the acquisition of structures and patterns in common everyday dialogue.

These patterns are elicited, repeated and tested until the responses given by the student in the foreign language are **automatic**.

Some characteristics of this method are:

- Drills are used to teach structural patterns
- Set phrases are memorised with a focus on intonation
- Grammatical explanations are kept to a minimum
- Vocabulary is taught in context
- Audio-visual aids are used
- Focus is on pronunciation
- Correct responses are positively reinforced immediately

Modern Usage

The Audio-lingual Method is still in use today, though normally as a part of individual lessons rather than as the foundation of the course. These types of lessons can be popular as they are relatively simple, from the teacher's point of view, and the learner always knows what to expect.

Some of the most famous supporters of this method were Giorgio Shenker, who promoted guided self learning with the Shenker method in Italy, and Robin Callan, who created the Callan method.

Developments & Problems

This extensive memorization, repetition and over-learning of patterns was the key to the method's success, as students could often see immediate results, but it was also its weakness.

It was discovered that language was not acquired through a process of habit formation.

The method's insistence on repetition and memorization of standard phrases ignored the role of context and knowledge in language learning. As the study of linguistics developed, it was discovered that language was not acquired through a process of habit formation, and that errors were not necessarily bad.

It was also claimed that the methodology did not deliver an improvement in communicative ability that lasted over the long term.

Q. 5 English assessment is based in Pakistan on "Better one reproduces in English writing, gets good grades". If yes, how? If no, why?

Progress of any country depends upon its literacy rate and quality of education in that country. Unfortunately, Pakistan has been facing problems since independence in the field of education regarding its literacy rate.

People believe that only education can help them to learn something before entering into practical life. But if we consider the education system in Pakistan many bad things are going which lead the student to total destruction and cramming is one of the bad thing . **Cramming** is learning a passage by heart. Cramming has become a tradition in our education system.

As, we all know the English language is not the native language of Pakistan. **English is the second language** for Pakistani students. Students do not know the basics of the English Language, so it's difficult for them to understand. Students have a **lack of vocabulary, lack of fluency and a lack of confidence** in speaking the English language. Wrong punctuation and lack of understanding of the grammatical pattern while writing or speaking the English language. So, from junior level to intermediate and from intermediate level to university level, students are forced to learn syllabus by means of cramming. Their concepts of science subject written in English are also not clear which result them to cram. It is not the mistake of students to become crammed but, also the teachers who encourage them to do so.

Studying from a British Education system(O/A level), as compared to a Pakistani Education system(Matriculation/Intermediate) is more advanced. That is because British examinations are purely based on **conceptual understanding** of the subject. Moreover, Board System **doesn't want to struggle to find the answers that are not provided in their answer keys**. So, Proficiency in English language also helps to

eradicate the difference between middle class (Studying Pakistani Education system)and elite class(Studying British Education system) and help Pakistani Education system Students to get good jobs for them like British Education system students are having.

For this purpose, I went to an academy where students from different fields, having good degrees and jobs were learning English over there because they don't even know how to write and speak English language fluently. They are in good jobs or having good degrees, just because of cramming. There I met a teacher, Sir Tanveer who was teaching English so well starting from the basics, but he does not have enough resources to promote his good cause, and he was also unaware of technology. So, I want to help them in promoting this good cause through social media, and help them to conduct awareness programs and seminars in different universities to stop cramming system in our education system.

Cramming is the most popular technique of the educational system. In Pakistan teachers and parents encourage the children to cram their lesson whether the concepts about the subject are clear or not. From junior to graduate and even post-post level cramming is used as a powerful magic tool for learning. Cramming is considered as the best tool to secure better marks in the exams. Even university students use the same technique for qualifying their exam with better grades. We all are familiar with this technique and have experience of it at some point during our learning process. Cramming is a habit of study, pupils read aloud their lesson with iteration again and again. And the substance of learning material is filled in their minds but for a short while; it is called short-term memory. It might be possible that cramming can be applicable for tomorrow exam but it is utterly useless in long-term memory. Throughout the procedure of cramming, the neural connection formed in the brain is temporary. For the long-term remembrance, experts suggest another effective technique called ''Spacing Effect''. This technique space- repetition is known as space-effect proves to be much better for building brain palace (storing vocabulary and notes in the brain) for long-term memory. They believe in the quotation, ''Repetition is the mother of learning''.

Cramming is a quick process for storing material in the brain. In this article, I'll throw some light on its advantages and disadvantages in the process of learning. This technique is followed in many countries around the world. Here are some glimpses of Taiwan where the students of primary level specifically attend cramming schools after attending their school in the morning. Parents of the children say that they feel relaxed in sending their children to cramming schools as they have no time to spend with them due to job business. They say that cramming schools are better for their children instead of engaging in other fruitless activities. If they don't send them in cramming school, they might fall in evil or blighted activities such as gambling, fighting with the street children or they may learn abusive language etc.

A similar situation is prevailing here in our dear homeland. Parents in Pakistan are not satisfied with public and private schools, they send their children to evening academies to cram their lesson assigned by the school teachers because every individual wants his child getting good marks in the school tests and the final exam. Despite the fact that cramming is a short term memory many assessment strategies are promoting cramming

technique. The researchers said that multiple-test session programmes are promoting cramming. Students cram their essays for the tests and this habit grows mature in them destroying their creative competence. In Pakistan parents and teachers mainly focus on the secondary and intermediate exam. And following the trend of getting high grades, an environment of competition has grown up. Inevitably the established trend of academies is being flourished day by day. Teachers are earning with both hands by teaching at academies. Kips, Unique, and Star academies are famous for their notes at the secondary and intermediate level. Students can easily get highest marks in the exam by cramming the notes provided by the academy. Here are some advantages and disadvantages of cramming learning:

Advantages of Cramming

Cramming offers substantial advantages for the students for example

(a) It gives spare time to a student for other activities. (b) It lessens the monotony of study time because within a short period of time a student can acquire his/her lesson. (c) Students catch up when behind. (d) It stimulus the students to study difficult material with concentration. (e) It helps students to achieve good grades. (f) It develops the mental flow of lazy students during the study. It mitigates procrastination of shy students by cramming they can learn lesson within a short while and overcome boredom and anxiety. Thus cramming strategy is effective by some criteria.

Disadvantages of Cramming

One of the biggest drawbacks of cramming is you cannot keep knowledge in your brain more than a few days. Researchers suggest that the Spacing effect-studying flash card is the best way to study for mathematics and sciences. Reviewing the concept is more effective and beneficial in the long-term study. Cramming can have a negative effect on student's grades. Cramming must be condemned from all educational institutes. To promote the spacing effect in education, well trained competent teachers should be appointed at schools and colleges. The traditional method of teaching must be replaced by modern techniques of teaching. Previously, student's role was passive in the class whereas the only teacher performs the active role. Students were not encouraged to participate in the classroom activities, they were expected to listen to the teacher, follow instructions and learn lesson assigned to him. Which create boredom and fatigued in studying. Through the use of flashcards and other study materials, arranging trips and study tours learning can be improved. I really feel sorry to mention the plight of a student after passing the matriculation exam is unable to speak English not only this he/ she is unfit any field of life. Therefore I put force on skill-based education, creative art or technical subject must be taught at school level. So that a student after matriculation could be able to live an independent life by getting any reasonable job. But in my dear homeland PhD are not satisfied in some cases PhD fail to secure a reasonable job according to their high standard qualification. The Education system of our dear country is in need of a great transformation.