Code-Switching in Urdu Books of Punjab Text Book Board, Lahore, Pakistan

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Abstract: The study highlights English code-switching in Punjab Urdu textbooks. The research aims at finding and categorizing Urdu-English code-switches. Another rationale behind the study is to present Urdu equivalents of the switches from an Urdu-English dictionary; for instance, *adakar* for *actor* and *sayyah* for *tourist*. Textbooks of 5th, 6th, 9th and 10th class are selected for data collection and analysis. A number of instances are observed at morpheme, word, phrase and clause levels. Data is analyzed qualitatively. The data analysis shows switches at all the mentioned levels. The researchers propose a revision of the existing textbooks in the light of the given equivalents and a careful scrutiny of the compilation of future textbooks to preserve the purity of Urdu language.

Keywords: Code-Switching; Loanwords, Intrasentential Code-Switching; Intersentential Code-Switching; Textbooks, Urdu

1. Introduction

Textbooks, generally, are big sources of information for students of every age group. They help to provide a particular world-view to pupils (Rahman, 2002). It is necessary to offer a good piece of knowledge about the subject to whom they are concerned. Textbooks, according to Chambliss and Calfee (1998), are collections of new and exciting understanding of fantastic experiences. They serve as a chief means of supplying content information and a basic tool in the process of teaching and learning (Mahmood, 2011, 2009). They also validate social and educational *norms* and transmit them to the whole children in all classrooms (Sabir, 2008). As far as textbooks of language are concerned, they demonstrate linguistic norms of the society which are to be transmitted.

Textbooks are not only the source of information but also a radical tool of learning (Mahmood, 2010). Textbooks of a language, especially, are some big heritage of that language and are used to maintain the purity of the language. The youth learn a language in a formal setting with the help of prescribed books which are based on their pre-planned syllabi.

The process of globalization and influence of technology have enhanced the status of the English language. It has influenced rather threatened, to some extent, the existence of many languages of the world. Rasul (2006) supports the notion and elucidates the phenomenon of language hybridization and code-mixing of English in Urdu language. Code-switching and code-mixing are natural consequences of language contact and bi/multilingualism. English code-switching in Urdu language is related to many factors. Prestige, attached to English language, a global lingua franca and the language of science and technology are some of the important factors. Code-switching is simply an alternate use of two languages/dialects. Literally, it is the combination of two words: *code* and *switching*.

Code, according to Wardhaugh (2002), is a neutral term used for a language, a variety of any language and dialect whereas, switching stands for the alternate use. According to this research perspective, English and Urdu are two languages. Poplack (1978, p. 581, as cited in Anwar, 2007) defines code-switching as the alternative use of two languages within the same speech, clause/sentence or constituent/element. Bilingualism is a common phenomenon throughout the world, even in monolingual societies, there live people from different nations with different languages (Jain, 2013). It is a common held view that bi/multilingual speakers switch codes unconsciously during their speech, but studies show that is not the case. It is, sometimes, semi-conscious activity to achieve some goal (ibid). The use of Code-switching as a

communicative strategy is evident. In a speech, the phenomenon is natural and common but the written discourse also has no exception. Writers switch the code while writing but very limited research in this area has been done yet.

The code-switching in textbooks has been observed in some cases but in the language textbooks have no evidence. Textbooks, as mentioned earlier, are big sources of providing content knowledge with the help of the same medium. In other words, textbooks in a language deliver knowledge of the language by the same language itself. They need to be carefully set, edited and published. In the case of Urdu textbooks or any other languages, one cannot expect English words, phrases, and clauses insertion in them. In Pakistan, Examination Boards publish government textbooks to meet the equal standards. The researchers have observed some instances from Urdu textbooks of Punjab Board. The observed switches are of two types. Some switches are related to those words that have no Urdu equivalents and some others have their Urdu counterparts (Asghar, 2004). This study collects switches according to Markedness Model of Myers-Scotton (1983). It focuses on those English words in selected Urdu Textbooks that have their Urdu equivalents at hand.

This area of analysis has not been studied in a Pakistani Linguistic circle. The study attempts to highlight certain areas that need to be checked while publishing textbooks to preserve the purity of the Urdu language.

1.1. Theoretical Framework

Markedness Model of Myers-Scotton (1983) provides a theoretical foundation for the study. Markedness is about an expected or normal linguistic use that is termed as unmarked whereas, unexpected or irregular linguistic choices termed as marked. Speakers, in terms of unclear and/or unmarked linguistic choices, use code-switching for certain purposes.

Code switched items are considered as marked choices and are collected and analyzed through the content analysis.

1.2. Research Objectives

a) To find out marked code-switching in Urdu textbooks of Punjab Board, Pakistan,

b) To analyze and categorize marked switches,

c) To present their Urdu equivalences.

1.3. Research Questions

1) Whether code switching exists in Urdu Textbooks of Punjab textbook Board, Pakistan or not?

2) Whether code switching is appropriate in Language textbooks with respect to Urdu textbooks or not?

2. Literature Review

Pakistan is the country where textbooks enjoy central position in the process of teaching and learning. In schools, especially, they are considered as the hub of entire knowledge of the subject matter. The processes of their compilation and publishing require a great deal of attention. At the same time,

their evaluation and development need careful and constant scrutiny. In Pakistan, as in every country, there is a proper system of textbooks' evaluation (Mahmood, 2009). Mahmood (2009) studies eight characteristics of textbooks and points out some flaws in the quality of selected textbooks. He proposes to assign the duty of development and evaluation of textbooks to experienced curriculum developers rather than teachers. The researchers hold the same stance and strongly suggest taking notice of the quality enhancement of textbooks. Rahman (2002) also figures out ideological bias in Pakistani textbooks and recommends immediate correction.

Scholars, usually describe two basic types of code-switching; *intrasentential* code-switching and *intersentential* code-switching. In intrasentential type, switches occur within the boundary of clause/sentence whereas, in intersentential type, switches occur across sentences within the same discourse (ibid). The present study focuses on both types of code-switches found in the selected textbooks. Poplack (1978) adds tag switching as an additional type but mainly the term code-switching contains the rest of the types.

Stott (2006) finds a loophole in the research of code-switching in sociolinguistics. He quotes the definition given by Platt et al (1992, p.58) in which code-switching has been defined as "alternation from one language/language variety by a speaker (or writer) to another". Most of the studies overlook code-switching in written text beside its existence, even, in the mentioned definition. His study focuses on code-switching in newsletter articles by native English speakers living in Japan. The present study fills the same gap from a different dimension. The research highlights that written text enjoys a chance of correction and revision on the part of writers that is missing in speech. In this case, the textbooks lessons are written by renowned Urdu writers and such code-switching is unexpected.

Language Textbooks-based research is, particularly, a neglected area of research. A similar research done by Bing (2011) highlights loanwords in Chinese textbooks and maintains that the majority of words are taken from English language. The study focuses on the quantification of borrowed instances. Furthermore, the author suggests the protection of language from the effects of foreign language and culture. The idea supports the researchers' claim that unnecessary code-switching needs to be controlled especially in the domain of education, particularly, in language textbooks.

Frequent code-switching in written text results in language change. Hall-Lew (2002) studies two most important languages of the world; Chinese and English in China with respect to English words used in Chinese language. The author concludes that language contact results in language change. The researchers hold the same opinion but from a different perspective with reference to textbooks based study. The researchers observe the unnecessary use of English in Urdu textbooks that have Urdu equivalents.

In Pakistan, Khurshid's et al. (2010) study on textbooks is about female representation in English and Urdu textbooks. They point out undervalued representation of women in the

selected textbooks and suggest a revision of them. Although, the study has no direct relation to the present study, but it highlights the flaws present in Pakistani textbooks.

Pervez (1986) studies fiction in secondary school textbooks and evaluates moral teaching and behaviors in Urdu and English textbooks published nationwide in all the provinces of Pakistan. Her study depicts the scope of textbook-based studies.

Anwar (2007) studies code-switching in Pakistani English newspapers and informs switching of Urdu phrases and clauses whereas, Qadir and Rasul (2009) analyze code-switching in Pakistani Urdu newspapers and report recurrent switching of English. They illustrate that it mainly stems from globalization and language contact. These studies highlight frequent code-switching in written text through the medium of print media in Pakistan. So, following the trend, the present study focuses on the influence of frequent code-switching on the textbooks' authors who have no exception. The study is unique in the sense that it fills the gap found in previous studies and will be helpful for the writers, authors and evaluators of the textbooks in order to be careful in future.

3. Research Methodology

Qualitative research methodology is used in this research. The method of the research is the content analysis, as a type of textual analysis. According to Hsieh and Shannon (2005) a qualitative content analysis is used for the subjective elucidation of the content of written text-based data through systematic categorization of pattern or subjects.

Urdu textbooks of Punjab textbook board for class 5 by Meu et al. (2011), class 6 by Tahir et al. (2013), class 9 by Hashmi et al. (2011) and class 10 by Firaqi et al. (2011) have been selected. Poems are excluded from the data collection and analysis. The mentioned books are studied page by page. Each page is considered as an item and data is displayed with reference to page numbers along with class to meet the objectives of the research. In the process of data collection, the instances of English words, such as, *computer*, *science*, *technology*, *machine*, *school,* and *principal*, are excluded from the list which do not have Urdu equivalents.

The data was gathered at the first stage of the study. It was categorized at the second stage. At the third stage, it was analyzed qualitatively. The selected items were morphemes, words, phrases and clauses placed in different categories.

The English-English-Urdu Dictionary of Kitabistan by Qureshi (2004) has been used to offer Urdu equivalences of English switched items. The switched instances are transcribed and are presented in bold print.

4. Data Analysis & Discussion

Code-switching in written text is not as common as in speech; however, a sufficient amount of data has been retrieved from the selected textbooks. The data has been identified and categorized under different categories. Main categories are morphemic/morphological code-switching, lexical code-switching, phrasal code-switching and clausal code-switching. They are further sub-categorized according to their occurrence in the sentences. There found an extraordinary code-switching at the phrasal level. Word formation has been done by the authors, as such combination of words does not exist in the English language. The analysis and discussion proceed within each category section.

4.1. Morphological Code-Switching (English Words with Urdu Plural Suffix)

In their article, Kazemian and Hashemi (2014) argued that a morpheme is the smallest component of a word that has grammatical function or meaning. For example, *sewed*, *sewn*, *sewing*, and *sews* can all be analyzed into the morphemes {sew} + {˗ed}, {˗n}, {˗ing}, and {˗s}, respectively. None of these last four can be further divided into meaningful units and each occurs in many other words, such as *parked*, *mown*, *fleeing*, *swings*. By way of illustration, they also clearly delineate between two types of morphemes. There are *free* morphemes that can stand by themselves as single words, for example, *open*. There are also bound morphemes which cannot normally stand alone and are typically attached to another form, exemplified as *re-, -ed, -s*. The inventory of affixes that constitutes the set of bound morphemes can be divided into two types as *Derivational* and *Inflectional* morphemes. The second set of bound morphemes, is the process of adding an affix to a word or varying it in some other way according to the rules of grammar of a languages is called inflection. In English, for instance, verbs are inflected for 3rd-person singular (*she contemplates*) and for past tense (*she dreame*d). Most nouns may be inflected for plural (*songs*, *batteries* etc.). These are not utilized to generate new words in the language, but rather to display aspects of the grammatical function of a word. Inflections are used to indicate if a word is plural or singular, if it is past tense or not, and if it is a comparative or possessive form (Kazemian & Hashemi, 2014).

There are some intersentential switched-code occurrences in which words' hybrid forms are presented in English words with Urdu plural suffixes and are termed as intra-lexical code-switchings by Hoffmann (1991).

Considering the following examples, in the first utterance, two words have been switched from English into Urdu language and are pluralized with Urdu plural marker -*oon*. The former word cannot be considered as borrowing since its available Urdu Equivalent is *nach ghar*. In contrast, the latter word (in bold print) is said to be borrowed item because no Urdu word can exactly describe it. Although, the lexical items, *anjuman* and *raqs o suroor ka markez* are the dictionary entries for *club* but not in common use. There is a word *May Khana* that was used for '*Club'* in past but now the sense of the word has been changed. Such obsolete substitutes need to be preserved in Urdu textbooks in order to preserve our language.

In the second occurrence, the English word "*park*" has been used with Urdu plural morpheme -*oon*. The word "*park″* has

its Urdu counterpart as *baghon* that is commonly known and used at present. Authors need to restrict themselves to the Urdu words which have their radical substitutes.

In the third example, English word *Mummy* is used as plural with Urdu suffix *yan*. The word has its Urdu equivalent *hanoot shuda lashein* at hand and needs to be used in place of the hybrid word.

In the fourth instance, English word *boxon* is introduced with Urdu plural morpheme *-oon* which has its Urdu dictionary entry *sandooqon*. *Sandooqon* is very common among Urdu speakers as it is an entry in the grade one Urdu textbook for alphabetic representation.

In the fifth and sixth instances, English words *actor* and *tourist* have been used along with Urdu plural morpheme *-oon*. Both of them have well known Urdu counterparts; *adakar* and *sayyah* respectively.

In the seventh switched instance, the English word *rifle* has been used with another Urdu plural morpheme *-ain* that has its Urdu equivalent, *bandoqoon* at hand.

1. a. Hamaray *Ball- Room*oon aur *Club*on ka kya ho ga? (Class 9th, p. 47).
b. Ab Tokyo kay mashhoor shagoofay sirf aik do mashhoor *Park*oo main paey jaty hain (Class 9th, p. 60).
c. Hum nay apnay parosi ko mashwara dia keh wo in macharon ki *mummiyan* banany ka irada nahen rakhtay (Class 10th, p. 83).
d. *Boxon* ki ziyadti bta rahe thi keh safr ki aadat nhe (Class 10th, P. 84).
e. Kabhi kabhi *actoron* ki trah shukriay kay tor per edhar udhar gaden bhi jhukatay (Class 10th, p. 84).
f. Yeh dukanen *Touristoo* kay leay hain (Class 10th, p. 99).
g. Fauji jawano ny sirf teen *Second* main tasmay waly jooty pehen ker *Riflein* utha lien (Class 6th, p. 35).

At the end of this section it is evident that code-switching at morphemic level was easily avoidable.

4.2. Code-Switching at Word Level/ Lexical Code-Switching

According to Hoffmann (1991), code-switching most commonly occurs at the word level. Open-ended words of one language are easily inserted into the syntax of the other language. There is a large number of data found under this category. The sub-categories are: noun insertions, English nouns with Urdu modifiers, Urdu nouns with English modifiers, English verbs with Urdu operators, code-switching of address term and code-switching for exclamation expression.

4.2.1. Noun Insertion

In this section, English nouns are switched into Urdu sentences that have their common Urdu counterparts for instance; *saqafat* for *culture*, *muashra* for *society*, *qudrat* for *nature* and *qudrati* for *natural*. Urdu substitute words are very common and easy to utter.

Other nouns also have Urdu equivalents , such as, *Jora* for *suit*, *dukan* for *shop*, *dukandar* for *salesman*, *kataee machine*

for *harvester machine*, *zuhranay ka dabba/khany ka dabba* for *lunch box*, *maqsad* for *mission* and *matab* for *clinic*. In these examples, *lunch box* and *clinic* have obsolete counterparts but need to be revived for the preservation of the language. In the next sentences, names of some diseases are switched from English which have their Urdu alternates, for instance, *sartan* for *cancer*, *tap-e-diq* for *TB*, *meeadi bukhar* for *typhoid*, and fishar-e-*khoon* for *blood pressure*. In spoken discourse, sometimes, speakers switch such words for the sake of the principle of the economy but in written discourse there is no such justification. Furthermore, words *car* and *loudspeaker* have their Urdu stand-ins as *motor gari/ gari* and *awaz rasan'* respectively.

On the other hand, the word *car* has its Urdu equivalent; *motor gari* or only *Gari* respectively. They offer a complete sense of the object to which they denote and are commonly used in Urdu language. Consider the following examples:

2. a. Who fikr e insani per asar andaz ho kr muashrat, *Culture*, aur *Society* ky rawayyon per bhi gehra asar dal rhi hay (Class 9th, p. 47).
b. Dil o dimagh *Nature* ki khamosh dil awezyon say halky halky lutf andoz hon gay (Class 9th, p. 56).
c. Numaeshi lafzi bandishon aur bay ma'ni takalluf o tasanna' ki jga *Natural* aur sada tarz e bayan a gya (Class 10th, p. 13).
d. Masln vasket aur jawab main ap ko *Suit* mily ga (Class 10th, p. 84).
e. Idher hum *Shop* main jaty hain tou *Salesman* dant nikal deta hy (Class 10th, p. 99).
f. Aik tarf *Harvester Machine* gandum katny kay sath sath daany alaihida krny main masroof thi (Class 6th, p. 109).
g. Manager ny bacho ko khany kay leay *Lunch box* diay (Class 6th, p. 110).
h. Hamaray han *Cricket* mashghala hy na *Mission* (Class 10th, p. 91).
i. Khala , haspatal aur *Clinic*.. Kya kaha? (Class 5th, p. 44).
j. Deegar mota'addad cheezon nay *Cancer* Aur *TB* jaisy amraz per qaboo pany main maded dee hay (Class 6th, p. 60).
k. Is waja sy aj haiza, *Typhoid*, yarqan,es'hal aur kai dosri beemaryan aam hain (Class 6th, p. 75).
l. Nafsyati beemaryon kay sath sath *Blood Pressure*, chirchiray pan or dil ki beemaaryon ka mojb hain (Class 6th, p. 75).
m. Main nay kaha Doctor sahib ka bag *Car* main pohoncha dejio (Class 9th, p. 27)
n. *Loudspeaker* per nashar hony waly trano sy fiza goonj rhi thi; awaz rasan' (Class 6th, p. 34).

4.2.2. Code-Switching of Address Term (Titles)

In the following instance, English address term has been used in Urdu sentence. The Urdu equivalent address term in its place is *janab/ sahb* that is in common practice. The use of this English term is considered as marked code-switch from Urdu to English language.

3. Yeh *Mister* Ansari jo din daharay dyanat dari say kam karta hay (Class 9th, p.43).

4.2.3. Code-Switching for Exclamation Expression

In this sub-section, only one example of exclamation expression yes has been found as follows. It can also be termed as an emblematic code-switch according to Hoffmann (1991) classification of code-switching in which tag code-switch and exclamation expressions are included. The expression *yes* has its Urdu equivalents; *Wah*, or *zabardast* that can perform the same function. These Urdu equivalents give the complete sense of the expression and are used commonly in a day to day conversation.

4. Unhon nay pather kheench kay mara "*Yes*" (Class 9th, p. 54)

4.3. Code-Switching at Phrase Level

A phrase is a combination of words with incomplete sense. The phrase is identified from its head word. More than one word, according to some scholars, is actual code-switch due to the reason that it differentiates code-switching from borrowing (Anwar, 2007). In the following sub-sections, code-switching in noun phrases, English noun with Urdu modifier, Urdu noun with English modifier and English verb with Urdu operator are analyzed.

4.3.1. Code-switching in Noun Phrase

A Noun phrase carries a noun as a head word that is irremovable part of the phrase. In the following examples, *good morning* is a noun phrase in which *morning* is the headword and its removal will deprive its complete sense. Although, it gives complete meaning and can stand alone, yet it lacks a verb, that is to say, it is a phrase and not a clause. It has commonly used the substitute in Urdu; *subha bakhair*. On the other hand, *Cricket ki spirit* and *committee ki member* are noun phrases that represent interesting examples of frequent intrasentential code-switching. In these phrases, the nouns are from English (*spirit* & *member*) whereas their qualifiers are also from English (*Cricket* & *committee*) but with Urdu *ki* to show the genitive case. The former has its Urdu equivalence as *Cricket ki rooh* whereas, the latter has *majlis ki rukan* as dictionary entries. The use of *Cricket* is unavoidable owing to the absence of its Urdu alternative whereas the rest is avoidable.

5. a. Aik khirki main say un ko *Good morning* kia (Class 9th, p. 55).
b. Main nay ap ko *Good morning* kaha tha (Class 9th, p. 57).
c. Umpire nay dono ko samjhaya kay behsa behsi Cricket ki *Spirit* kay khilaf hy. Rooh (Class 10th, p. 94).
d. Ftima Jinnah bhi All India Muslim League ki khwateen *Committee ki Member* thien; majlis, rukan (Class 6th, p.10).

4.3.2. English Noun with Urdu Modifier

Modifiers are used to describe some features of nouns, verbs and adverbs. They are removable parts of the phrase.

In this sub-section, all the English nouns have their Urdu substitutes, for example, *awam* for *public*, *qaid* for *leader*, *eesaee* for *Christian*, *nashist* for *seat*, *khansaman'* for *butler*, *muqabla* for *match*, *tasweer* for *photo*, *Keimiai murakabat* for *chemicals*, *manshoor* for *platform*, *Chirkao/ phowar* for *spray*, *batyan/roshniyan* for *lights*, *dantoon ka jarrah* for *dental surgeon*, *matab* for *clinic*, *halat* for *condition*, *jarrahi* for *operation*, *khet/kheti* for *farm* and *namoonay* for *model*. Consider the following instances:

6. a. Telephone *aam Public* kay liay jga jga rkha hua hay (Class 9th, p. 63).
b. Kitnay he *hmaray Leader* hain Class 9th, p. 81).
c. *Wo jo Christian* rehtay hain na (Class 10th, p. 47).
d. Bandha hua bister *aik seat* per rakha (Class 10th, p. 84).
e. Itnay main *baray butler* nay porridge ki rukabi, shakkar aur doodh samny la rkha (Class 10th, p. 86).
f. Aisa mehnga aur pechida khel *jis ka Match* musalsal panch din tk ghisatt'a rhy..mukabla (Class 10th, p. 92).
g. Hamen yaqeen ho gya keh afser ka *aik photo* nhe (Class 10th, p. 93).
h. San'ati maya kay ikhraj, johri fuzlay, aabi aloodgi, *tabkari, Chemicals*, shor….(Class 10th, p. 107).
i. Jo musalmano ko *aik Platform* pay jama kr dy. Manshoor (Class 5th, p. 15).
j. Is main Hindustan ki tamam qaumo kay *sarkada Leader* thy (Class 5th, p. 19).
k. Mian bhago, *yeh Spray* krny wala hy (Class 5th, p. 19).
l. Mizar kay chabutray per artalees *surkh Lights* lgai gai hain. (Class 5th, p. 61).
m. *Dental sergeon* banny kay bad unhoon ny Bumbai main *apna Clinic* khol lia (Class 6th, p. 9).
n. Aur unhen *aik siyasi Platform* per ikatha kya. Reference CS in India (Class 6th, p. 10).
o. Car Mars Miner 1959 *behtreen Condition* main (Class 6th, p. 30).
p. Aj insan ky jism kay kisi bhi hissy ka *bari aasani kay saath Operation* kay zaryay ilaaj kia jata hay. *Zarai Farm* per manager aur o ski team nay bacho ka istqbal kya (Class 6th, p. 109)
q. Unhon nay bacho ko *zarai alat kay Model* bhi dekhaey (Class 6th, p. 109).

In these instances, some of these alternatives are not commonly used ones in Urdu, for example, jarrahi, manshoor and nashist but can easily be replaced by their English counterparts.

4.3.3. Urdu Noun with English Modifier

In this sub-section, Urdu nouns are followed by English modifiers. English switches are found modifying Urdu nouns which have their Urdu counterparts. Dictionary entries for these switches are; *bartanvi* for *british*, *naswari* for *brown*, *bally baz* for *batsman*, *hawai adda* for *airport*, *Negehban /pasban* for *guard*, *dantoon ka jarrah* for *dental surgeon*.

7. a. Ab teesra duar shuro hua aur *British fateh* nay sab say bara azeem u shan safer ikhtyar kr kay os ko apnay hathon main lay leya (Class 10th, p. 29).

b. Warna yeh lehiay *Brown lifafa* hy (Class 10th, p. 99).

c. Phir yeh faisla sader farmaya keh *Batsman kay khel* kay mukhtalif *Style* say zaher hota hay (Class 10th, p. 94).

d. Hum nay *Airport ki dukan* say yeh chezen kharedien (Class 10th, p. 99).

e. Her aath gehnty kay bad *Guards ki tabdeli* ki purwaqar taqreeb ada ki jati hay (Class 5th, p. 61).

f. 1922 main *Dental surgeon* ka imtehan bhi aala numbroon say Pass kr lia (Class 6th, p. 9).

Code-switching is a rule governed phenomenon because during code-switching, the grammar of both languages involves (Jalil, 2009). In the last instance, *Dental surgeon* is the modifier used with *imtehan* (noun). English switch is not properly embedded in the sentence and there need to be uttered or written as: *dental surgery ka imtehan*, which is like the most commonly used switch in Urdu: *doctory ka imtehan*. That is so, because *dental surgeon* stands for a person and not for the whole discipline.

4.3.4. Code-switching of English Verb with Urdu Operator

Operators in Urdu language are basically three; *hona*, *karna* and *sakna*. During code-switching, mostly one of these three operators is used in Hindi and Urdu. Such instances are discussed in this sub-section.

In the following examples, Urdu operators are used with English verbs. All the three switches have dictionary entries as their Urdu substitutes; *pareshan/tang/uljhan* for *disturb*, *qaboo* for *control* and *janch partaal* for *overhauling*. These alternates are equally intelligible in present day communication.

8. a. Zara…. Wo main… *Disturb hota* hon (Class 9th, p. 53)

b. Darja harart ko *Control kr kay* aur sciency alat kay istemal ki badolat….(Class 6th, p. 109).

c. Wo is ki mukammal *Overhauling ker dein gy* (Class 6th, p. 116).

4.4. Code-Switching at Clause Level

A clause is such a group of words that has a verb as its indispensable part. It can be a part of a sentence and/or a sentence itself. Intersentential code-switching occurs at clause/sentence boundaries. In written discourse, this kind of code-switching is less common. There are three instances of switches of this type found in the selected textbooks.

In the first utterance, the lexical item '*thank you*' has markedly switched that has (*and having, not that has*) Urdu communal equivalent as *ap ka shukrya* which is frequently used in spoken as well as written form.

In the second utterance, a commonly used expression has been switched that is usually heard even on streets during Cricket matches in Pakistan and that is *out hay*. This example has been selected due to the fact that a whole clause' switching is unexpected in Urdu textbooks. Code-switching at clause level is the phenomenon mostly occurs in spoken form of language and can easily be avoidable in written form of language.

The last example has been selected due to the reason that a dependent clause in the middle of the complex sentence in written form is rare to switch. The writer ought to avoid such code-switching in a language textbook to retain the purity of language.

9. a. Acha acha … *Thank you*… jag gya hon (Class 9th, p. 52).

b. Sub yk zaban ho kr chillaey ' *'how is that*?" (Class 10th, p. 94).

c. Warna ap ny koi chez di aur unhon nay *Thank You* kah kay rkh li (Class 10th, p. 97).

4.5. Code-Switching and Word Formation

The following instance, although, falls under the category of code-switching at word level, but by owing to its uniqueness, it is presented in a separate section. Words are formed through many procedures. Authors usually form new words with different combinations but in Urdu textbook, through code-switching, this phenomenon is rare. Road and mastery are English words, but their combination as a compound word is not used by the native English speakers. This is the mastery of the writer who innovated such term. Interestingly, this innovation has its Urdu equivalence as mater gasht (the researcher's stance, not a dictionary entry). In the process of data collection, no instance of tag switching has been found.

10. Khyalon he khayalon main cycle per "*Road mastery*" kr rha hota (Class 6th, p. 116).

5. Conclusion

Data analysis and discussion show a large amount of switched data in almost all the categories. It answers the first research question positively. Code-switching is observed as the common phenomenon in Urdu textbooks as found in other genres of written text study which argued in Literature Review. The researchers strongly suggest a careful scrutiny of Urdu textbooks. There is a need to improve the quality, as well as the evaluation procedure, because textbooks are the heritage of language and culture of the people who own it. This legacy needs to be protected by the frequent insertion of outlandish words because the lifespan of every loanword, according to Mayers-Scotton (as cited in Gardner-Chloros, 1995), begins as a code-switch. There is a need to fill the gap in textbook research methodology as well as research as pointed out by Nicholls (2003).

Some code-switches from English become essential which do not have proper Urdu equivalences such as *school*, *assembly*, *team*, *internet*, *radio*, and *computer* and so forth (Asghar, 2004). Some others have their equivalents, but bi/multilingual people avoid due to their convenience. The researchers have a strong standpoint that in written discourse, especially, in textbooks such switches need to be avoided by all writers or carefully replaced by their substitutes by compilers of the textbooks. The notion answers the second research question that code-switching in Urdu textbooks ought to be restricted to only those words/phrases which do not have their proper equivalents in Urdu language

dictionaries.

The researchers support the standpoint of Rahman (2002) who strongly recommends the state to take immediate actions to review textbooks. This is so because textbooks are influential tools regarding teaching and learning. Another reason for the same issue is that Pakistani learners learn Urdu (their national language) in schools with the help of textbooks. They perceive these English switches and add them to their Urdu lexicon. In this way, they remain unable to learn their Urdu equivalents. It harms the enthusiasm towards their national language as well as to the nation's unity. Pervez (1986) mentions some implications likewise from a psychological perspective.

Summing up the discussion, it is envisioned that the present study shall be helpful for textbook authors, compilers, evaluators and, hopefully, the government of Punjab to revise the current textbooks and carefully set in future.

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