An Investigative Study of Transliteration of English Words in Monolingual Urdu Dictionaries (Feroz ul Lughat, Ilmi Urdu Lughat and jammay ul Lughat)

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ABSTRACT

*The present study focuses on issues of English to Urdu transliteration and problems of orthography. Transliteration is the transcription of words of one language to another. This study identifies the transliteration of English words in monolingual Urdu dictionaries i.e. Feroz-ul-Lughat and Azhar-ul-Lughat. When English words are transliterated, the problems of orthography, pronunciation, written script, sound inventories and lexicography occur. This study aims to explore the transliterated English words in Urdu dictionaries and to discover the precise orthographic forms according to the exact shape and tone of the words. The study is descriptive and exploratory in nature. A documentary analysis approach has been utilised. The research sample consisted of monolingual Urdu dictionaries like **Feroz- ul- Lughaat**, **Ilmi Urdu Lughat and Jammay- ul-Lughaat**. Different features of these monolingual Urdu dictionaries including contents, preface, pronunciation symbols, list of headwords (macrostructure) are used for analysis. The analysis of these dictionaries reveal that many words of English origin and usage have been taken as it is in the said dictionaries. The headwords have been given with their English spellings as well in some of the entries. The study concludes that the compilers have not considered the modern rules of modern lexicography. This study paves the way for lexicographers, dictionary compilers, syllabus designers and policy makers and it will also be useful for both native and foreign speakers of Urdu.*

Introduction:

Language also changes with the passage of time and it is the ability of a living language that it has flexibility to absorb and adopt the new words of other languages for the exhibition of new thoughts, ideas and even their goods. Language is changed due to environment and circumstances. New words are replaced by the old ones and later they become the possession of that language. Actually language is the living proof of a composite society and it is the possession of people; its norms are also conventional and are set by the people. Urdu is not the native language of the sub-continent. It is the language of Indo-Aryans. When they come to the subcontinent, they have to talk with natives. So, they used this language as a lingua franca to communicate with native people. In the reign of Mughals the Urdu language bore fruit.

When the British came they brought their customs, traditions and lifestyle with them. Because they were ruling class, therefore their language and their belongings influenced the natives of this region. Gradually their things replaced the goods of natives. In their education system, school, college and universities were present. While here madaris and jamya were the institutes to educate students. Their judiciary system also introduced courts, judges and lawyers. While here Qazi or Sur-Punch took judicial decisions. Now these words are written in Urdu dictionaries.

So English dominated Urdu and most of the vocabulary of English shifted to Urdu language. As Urdu was the language of soldiers, the majority of the natives understood and used Urdu for communication. The English language began to influence the native soldiers gradually due to repeated conversation with the ruling class. The language progresses when other languages assimilate in it. English is the combination of 120 languages (Sipra 2013). Many English words are now part of Urdu language and written in Urdu dictionaries also. Every language has not a bulk storage of alternative words, sometimes no suitable meaning is

present for foreign words in a language then it is adopted and written as it is in another script which is actually called as transliteration.

Transliteration:

Transliteration deals with written script only and does not give information about the phonetics of words which are transliterated. That's why a foreign reader misleads and does not understand the exact Pronunciation, form, function, and even meaning of the words.

Statement of the Problem:

When English words are transliterated in Urdu, the problem of pronunciation arises. It deals with written script not sound inventories. Lexicographical problems (i.e. Semantic issues, meaning problems, concerns of form and function of words) of transliterated words emerge when a foreign reader consults a dictionary. Most of the available dictionaries on the market claim to be user friendly in their description and orientation but these are unable to cater the demands and needs of the students. This study presents the problems of transliteration of English words in Urdu.

Objectives of the Study:

The main objectives of the study are:

1. To explore the English words transliterated in Urdu.
2. To discover the orthographic forms of these transliterated words according to the exact tone and shape of the words.

Significance of the Study:

This study would be beneficial and useful for syllabus designers, policy makers and lexicographers. It will be helpful for the native and foreign learners of Urdu to understand the pronunciation, semantic meaning, shape, form and function of transliterated words. Above all, this study would pave the way for the lexicographers and dictionary compilers to take user perspective in view for the compilation of monolingual Urdu dictionaries particularly.

Literature Review:

In Pakistan, Urdu is also learned as first or sometimes S.L.(second language) (Ashraf 2014). English is the official language of Pakistan. Ahmed (2013) cited by Coleman (2010) stated that more than 90% people learn English as T.L. (third language) or sometimes as a second language. It is the language of developed countries and is necessary to make progress. Sipra (2013) also delineated that young people grow up with two languages (Urdu & English) in Pakistan. They sometimes have no alternative meaning in their mother tongue. The influence of English on Urdu consciously and unintentionally transfers of vocabulary from English to Urdu (Sipra 2013).

Ijaz and Ali (2009) discussed transliteration in their article that Transliteration is the method to change the letter or words into corresponding alphabets of another language on the basis of phonetic similarity.

Durrani (2010) et al said that transliteration is used for NEs (Name entities i.e Proper noun of persons, places or companies). It deals with OOV (Out of vocabulary) words and OOD (Out of dictionary) words. Some words in transliteration are wholly naturalised and some are matched with roman script.

Knight and Stalls (1998) wrote in their research study that it was complicated to transliterate the proper nouns and technical terminologies with different alphabets and sound inventories.

Malik (2006) q.f (Tina Bogel 2012) disclosed in his study "Urdu has a set of diacritical marks which appear above and below a character defining a particular vowel, its absence or compound form".

There are 15 diacritical marks in Urdu which cause semantic confusion, because these marks also work as vowels. Akram (2016) stated that the transliteration does not give

information about phonetics of the words that's why obscurities are produced in pronunciation of transliterated words. The present study would discuss the transliterated words in the frequently used monolingual Urdu dictionaries and their impact on the learners.

Methodology:

Mixed methodology will be used to collect and analyse data. Actually this is a descriptive and exploratory study. Dictionary survey and Questionnaire will be used as research tools. The sample comprises of the following monolingual Urdu dictionaries

a).FEROZ-UL-LUGHAT

b).ILMI URDULUGHAT

c). JAMMAY-UL-LUGHAT

Research Tools:

Jackson (2002:30 cf. Ahmed 2014) views that "reviewing dictionaries is not like reviewing other books. It would be…impossible for a reviewer to read the full text of a dictionary…. Dictionary reviewers must find other methods, such as sampling, or having a carefully selected checklist of items and features to investigate". A checklist, based on Bano & Shah (2012), was formulated to analyse the entries of the said dictionaries. Alphabetically some head words were selected and were analysed against the checklist.

اردو نقل حرفی	حروف تہجی	اردو نقل حرفی	حروف تہجی
زیبرا	ز	آڈٹ	آ
		آکسیجن	
		آنریری	
سائیکل	س	اپائنٹمنٹ	ا
ساس		اونس	
شاپ	ش	باڈی گارڈ	ب
شارک		برش	
فارمولا	ف	پاوڈر	پ
فارم/فارم			
کرکٹ	ک	پراسپیکٹس	
کالج			
کاپی			
گاڈ	گ	تہرما میٹر	ت
گریمر			
ماڈرن	م	تھیوری	
ممبر			
مائل			
ناٹ	ن	ٹکٹ	ٹ
ناٹری			
ناول			
نارمل			
وارنٹ	و	ٹورنمنٹ	
والنثر		جاب	ج

	جیم	ہ	ہاکی
			ہال
چ	چاکلیٹ	ی/ے	یارڈ
			یونیورسٹی
	چاک		
ڈ	ڈاکٹر		
	ڈالر		
ر	رپورٹ		
	رکارڈ		
Checklist of Transliterated Words			

Data Collection and Analysis:

The present study aimed at finding the issues of transliteration and orthography in monolingual Urdu dictionaries, so it required all Urdu monolingual dictionaries. However, all monolingual dictionaries published are not easy to find. Researchers commenced with orientation of the present research work and conceptualised the particular area of research. She improvised to gather concerned evidence touching research objectives and questions. After having the required evidence the researcher analysed the data and organised the entries in the form of findings.

Evaluation of Research Questions:

1. What kind of English words have been transliterated in monolingual Urdu dictionaries?
2. Ans. There are 46 words included in this research which all are nouns. These transliterated words are generally used in routine life. Therefore, these words are included in the monolingual Urdu dictionaries. In these dictionaries lexicographers gave the similar sound of transliterated words rather than their exact pronunciation according to their shape and tone of the words. Because in Urdu language there are no proper alternative words for many of these transliterated words.
3. Which orthographic forms of these transliterated words have been given in monolingual Urdu dictionaries?
4. Ans. These transliterated words are written in Urdu Orthography with local pronunciation in the monolingual Urdu dictionaries. Many words have no diacritical marks which creates ambiguous pronunciation. Some have improper diacritical marks which spoil the accurate pronunciation. Polysemous words in these dictionaries are the major source of obscurities. Many sounds are denoted with a single alphabet which creates complications for readers.

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Results, Findings and Discussion

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Findings:

- Some dictionaries like Feroz-ul-Lughaat & Ilmi Urdu Lughat gave English words for the convenience to understand the proper pronunciation.
- Jammay-ul-lughaat didn't give English words which caused problems for the readers.
- Some dictionaries didn't give diacritical marks which confused the pronunciation of words. E.g. zebra(زیرا)
- In Ilmi Urdu Lughat, due to local culture, the cycle is written with "S" rather than "C".

- In Ilmi Urdu Lughat, many words are written with correct pronunciation like موڈرنؔ
- It is difficult to find words in Jammay-ul-Lughat. Because alphabets are not mentioned above the pages.
- In Jammay-ul-Lughat many transliterated words are not mentioned like "theory, job, yard" etc.
- Many Urdu dictionaries gave polysemous words like "Hall (hall: large room & hall: motion), Brush (cleaning instrument & sharp edge, Shark(a kind of fish & a kind of bird) etc.
- In Ilmi Urdu Lughat the meaning of words are expressed in detail.
- In Urdu Dictionaries due to backformation the word cycle is given instead of bicycle.
- Many dictionaries gave the conventional pronunciation of words like بال , باکی
- Many dictionaries put diacritical marks to explicit the pronunciation of words like آڈٹؔ, آکسیجن
- In Ilmi Urdu Lughat & Jammay-ul-Lughat more polysemous words are given than other dictionaries.
- Many dictionaries gave the translation of English words like civilization (ثقافت), consulate (قونصل)
- Feroz-ul-Lughaat didn't mention the editor's name.
- No dictionary mentioned the date of publication except Jammay-ul-Lughat.
- More than one phonemes like "ɒ" & "ɔ" are mentioned with "ا" due to shortage of vowels.
- "W & V" are represented with "و" in Urdu language that's why Urdu reader cannot differentiate the sounds of the two words.
- Most of the words which start with "S" when written in Urdu orthography, dictionary compilers add "ا" before them like اسکول اسٹاپ- That's why these words are included in "ا" rather "س".
- **Discussion:**
  The results of this specific study are to highlight the problems of transliteration of English words in monolingual Urdu dictionaries. These problems are due to a shortage of vowels in Urdu language, absence of diacritical marks and wrong diacritical marks. Many monolingual Urdu dictionaries prefer conventional pronunciation of these words irrespective of the original pronunciation. This present research will be suitable for both teachers and students. It will help teachers to produce accurate pronunciation. If a teacher utters the correct word before students, they automatically learn factual pronunciation. It is beneficial for curriculum planners, scholars and lexicographers to recalibrate the transliterated English words in monolingual Urdu dictionaries.

Conclusion:
An investigative study of transliterated English words in monolingual Urdu dictionaries might disclose intuitiveness and acknowledge awareness of adoption and adaptation of English words within Urdu Speaking commonalities. It could illuminate linguistic borrowing, issues of transliteration and language evolution. The results divulged that there is a significant number of transliterated words present in Urdu language, reflecting the influence of English on Urdu vocabulary. This study also delineates that

the transliteration process follows certain patterns and rules, which can be used to better comprehend the transliteration of English words into Urdu.

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