

Vocabulary Learning through Urdu–English Cognates in ESL Classrooms

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Abstract

The current study aims to find the role of cognates between English and Urdu. Native speakers of both languages often find it difficult to learn the other. The present study will identify the role and impact of cognates in learning a new language. Cognates are words that have the same linguistic derivation, pronunciation, and meaning as each other. Considering the dialect differences in English and Urdu, the study involved participants from different educational institutions. Data was collected from participants familiar with both languages. Forty participants were included for quantitative data collection, and analysis was conducted using SPSS version 26.0. The findings list the identified words, followed by the study's limitations, recommendations, and conclusions. The results reveal that people have basic information about the role of cognates and recognize how cognates facilitate learning English as a second language. It is recommended that further research should explore more cognate words. These words could be added to the secondary level curriculum to help the second language learning.

Keywords: Cognates, Urdu Language, English, National Language, Global world

1. Introduction

English, as an international language, has a wider acceptability and adaptability across the globe. It is the most understood and spoken language in almost all regions of the world. The countries where English is not taken as a first language, most of them adopt it as an official mode of communication. Not only this, it is also widely used in educational institutions as a means of communication and teaching thereby, making students familiar with its importance and global acceptance. Since English is an international language, there has been a lot of research work done in this area and a lot is still under progress. Rose (2019) has highlighted how the global acceptance of English makes it an interesting area for research where different perspectives and technicalities associated with the languages are more often explored and studied.

Moreover, the research has revealed that almost 20 % of the world's population speak English as either first or second language. The ones who adopt any language as first language are called as native speakers of that language whereas the ones who adopt any language as second language are known as non-native speakers. Statistics reveal that native speakers are 430 million in number whereas, the non-native speakers are 950 million in number. This reveals that the non-native speakers are double in number than the native speakers. This wide adaptability of English among the native and non-native speakers are making English as one of the most spoken languages worldwide. This presents another dilemma. The people who can speak English well are generally considered as being more educated even though when they do not have any formal education and degree whereas on the other hand, people who are formally educated and have a degree but do not have good skills for English listening, reading, writing or speaking are not considered as educated and efficient enough to move successfully in this global world. This creates a conflict when it comes to applying for employment and seeking opportunities in academic and professional arena. The world has yet to explore about the significance of English language whether it is just a means of communication or a means of identifying and labelling the academic or social status of people. There is also a need to identify and address issues related to the problem that either people with good linguistic skills should be given preference over education or academic competency comes above the linguistic expertise. Many people argue that individuals need good communication and linguistic skills to showcase their education in an effective manner. Therefore, both the attributes go hand in hand and one without the other is an incomplete source of gaining and achieving success.

Literature also reveals that since English has become an international language, a lot of research and work is being done to improve the pedagogy of English teaching. For non-native speakers to easily learn and teach the English language, efforts are being done and are still under process so that both the learners and teachers can get facilitations from that. However, there is a very little contribution of non-native speakers in such research and development. The existing literature reveals that non-native speakers should be made part of the research to identify their needs and requirements in learning and teaching English. Getting contribution from natives might not help non-native speakers because for former, the language is not new, and they are already familiar with the fundamentals of the language

therefore they may not clearly understand the learning and teaching requirements of non-native speakers. However, the later may be able to highlight the needs without any bias. Such kind of research work should be encouraged and conducted to make the learning and teaching process of English language easy across the globe in all countries and for all age groups regardless of their primary and native language. When these areas are given special consideration, the world will see more rapid adaption of English in areas where it is not spoken much in current days. Therefore, the study will not only highlight the present scenario about the language but will also make recommendations for future work that can be done in identifying more cognates to make the spread of language across the globe easier and quicker.

In contrast, if Urdu language is taken into consideration, it is spoken in Pakistan since it has this dignity of being the national language of the country. Urdu is commonly spoken in Pakistan and India, but communities in UAE, USA and UK also speak Urdu based on the number of Pakistani community members they have (Britanica, 2008). Unlike English, it did not develop in isolation; rather, it is a blend of several regional languages, which adds to the beauty of the Urdu language. Recently, a lot of research work has been done to understand the similarities and differences between English and Urdu. As a matter of general observation, the differences are apparent but finding similarities can be a challenge considering one as a mixture of regional and local languages whereas other as an international means of communication. In one such effort by Lal et al. (2020), a relationship between English and Urdu and the existing commonalities was studied which further highlighted the reason as to how both languages have an intermediate common route in terms of using roman language.

Since decades, the debate about the official language of Pakistan has been a topic of discussion. It has been a discussion at various platforms that whether Urdu or English should be made official language. On the other hand, India got independence at the same time from the British Raj, English became an official language. Therefore, a point to discuss whether English is a language of office or Urdu has been a topic of research and inquiry for several years. There was a time when Urdu was declared as the official language but because of lack of positive response and lack of willingness from the people, it never got implemented correctly. Also, English could never become a complete mode of communication in offices

and that is how a bilingual means of communication was adopted which is still currently under practice. Moreover, the recent technological era and the current times of scientific advancement supplements the need of English as an official language which can be of two reasons. First, it is a widely understood language of the world and second, this language is taught in all parts of the world right from the schools.

Thus, countries which do not have English as a native language, still have the command over the language because of their youth and children being taught the language in their educational institution. Under such circumstances, it becomes a question that whether making Urdu as official language will enable the youth of the country to compete well with other the youth from different countries on international and competitive platforms. To be competent enough, the youth should also have the basic exposure of the international language and this can only be done when mode of instruction in educational institutions and the means of communication at work places is shifted to English language because people mostly use the native and local languages to communicate at their homes and in their friends and social circles. Therefore, the only possible way to enhance their understanding of the English language is to make it official language. This generated the need for the local people of Pakistan to learn English as their second language because first, they would need to communicate at their work places and second, they would need to communicate at a multicultural environment.

1.1 Urdu as National Language of Pakistan

In contrast, if Urdu language is taken into consideration, it is spoken in Pakistan since it has this dignity of being the national language of the country. Urdu is commonly spoken in Pakistan and India, but part of UAE, USA and UK are also found to be speaking Urdu based on the number of Pakistani community they have (Britanica, 2008). Unlike English, it is not self-made or completely original in its existence. Rather, it is a mixture of several other regional languages, which adds to the beauty of the Urdu language. Recently, a lot of research work has been done to understand the similarities and differences between English and Urdu. As a matter of general observation, the differences are apparent but finding similarities can be a challenge considering one as a mixture of regional and local languages whereas other as an international means of communication. In one such effort by Lal et al. (2020), a

relationship between English and Urdu and the existing commonalities was studied which further highlighted the reason as to how both languages have an intermediate common route in terms of using roman language.

1.1.1 Cognates in English and Urdu

Considering that English and Urdu are completely opposite in their literal context, it would be an interesting area to study cognates of both the languages. Cognates are defined as the words that are the same in two languages, having the same pronunciation and the same meanings. There can be two reasons for this rare phenomenon. First, it may happen because of common etymological origin of both the languages and second, it may be because of the borrowing of words from other dialects. However, one should not forget the existence of the false cognates which refer to the words having the same pronunciation but different meanings (Colorado, 2007). As English is a widely spoken language, it has many cognates with Spanish and French but exploring cognates with Urdu language will be an interesting area and the present study aims to explore it.

Earlier Garcia (2013) focused on the cognates of four languages such as English, Urdu, Spanish and Portuguese. The findings suggested that all these four languages share a common origin by being Indo-European in their nature of inception and existence (Garcia, 2013). Moreover, all the four languages received inspirations from Arabic and Persian, thus supplementing the fact that their etymological origin is the same. Therefore, finding cognates among these languages was an interesting task. A thorough reflection and revisiting of some basic words in both the languages that is Urdu and English revealed that presence of cognates is not uncommon. Words such as police, hospital, taxi, computer and film are pronounced in the same way in both the languages, and they do share the same meanings as well. Another study identified that the use of cognates and similar words make it easier for the students to understand and learn a new language (Akhter et al., 2017). Moreover, it creates a sense of uniformity among different languages being spoken in different regions of the world. Another study yet worked on identifying the semantic gaps between English and Urdu (Ali, 2021). They concluded that there are certain target words in both the languages which are cognates but certain words which are intentionally ignored and not put into meaning so as to not count them in cognate category (Ali, 2021). Mostly, these words belong to theology,

religion or philosophy. This means, the privacy of the language is kept intact while simultaneously making it accessible for the people as well. Hayat et al., (2021) also highlighted certain similar and dissimilar words in both English and Urdu. The study concluded that presence of such words helps in achieving command and proficiency over other language. The study also highlighted that the presence of similar or cognate words does not require acquiring native accent or the ownership but it somehow contributes in understanding the unfamiliar and new language in a comparatively easier manner.

The psycholinguistic experiments done on vocabulary learning methods demonstrated that cognates are easily retrieved from the memory and there is a resistance to forgetting these words thereby, making these words easy to learn, remember and comprehend (Ellis & Beaton, 1993). The study also suggested that cognates are more easily translated into meanings than non-cognate words and they are more easily processed by the people of all the ages, thus increasing their adaptability and acceptance (Ellis & Beaton, 1993).

1.2 Statement of the Problem

The understanding about the cognates is less common in people especially when it comes to comparing English and Urdu. English is considered as a very difficult language which majority of the people in Pakistan are not able to understand and comprehend. This creates a sense of dissociation among people for the language. Moreover, most of the time Urdu is considered as the local and regional language and is not given the respect and worth it deserves by the local Pakistani people. Hence, both the languages are considered as completely contradictory or opposite to each other where natives of one language are not receptive for other and where people using one dialect have no understanding of the other. Thus, the current study will find similarities in both the languages in terms of cognates to establish the importance of both the dialects while establishing some mutual connection between the two where people will be able to relate and analyze the ease they may create for themselves to learn the basics of new language.

The current study is based on the Dialectical Theory which was first introduced in the Chinese philosophy of Yin and Yang (Jiang, 2013). From Chinese philosophy this theory spread to the whole world and became the part of academic discourse and literature. The dialectical theory in communication particularly deals with the cultural and the dialectical

differences in the expression and communication of words and emotions. The dialectical theorists believe that all the languages across the world have different expressions and the way these languages are used form the different dialectical expressions. The dialectical theory considers the interplay of perceived opposite forces and how communication negotiates with the changing processes of different cultures. Moreover, the theory deals with the unity, similarities and the differences within the languages.

Research Objectives

- 1) Indicate and locate the cognates found both in English and Urdu languages.
- 2) Describe the cognate words and establishing the importance of cognate words in Urdu and English language

Research Questions

- 1) Whether or not there are cognates found both in English and Urdu Languages?
- 2) What role do Urdu cognate words play in learning the English language?

2. Literature Review

Languages have always been the principal tool of communication between people. In addition to the arts, poetry, and other forms of expression, languages are the common means used by people worldwide to convey their messages to others. Not all people use the same languages, and not all people live in the same region or locality. However, despite the differences in their dialects, the mode of communication remains the same: language, whether common or uncommon to others. Considering that English is an international and official language, most people prefer to learn it in addition to their native language. However, according to Wold (2006), learning English is not an easy task, especially for those people whose native language is non-alphabetical. In such circumstances, cognates play a very important role in making this learning process easy.

2.1 Status of the English Language

Considering that English is an international and official language, most people prefer to learn it in addition to their native language. However, according to Wold (2006), learning English is not an easy task, especially for those people whose native language is non-alphabetical. In

such circumstances, cognates play a very important role in making this learning process easy. The study by Kasztelanic (2011) highlights that people have different perceptions regarding cognates, especially people who belong to bilingual or multilingual groups. Their understanding differs when it comes to cross-linguistic similarities and differences, and that is why their opinions may also differ about learning a new language. Regardless of difference of opinion they have, cognates are generally considered as the basic tool that may help people in learning a new language by finding similarities.

Cognate is a word derived from the Latin word “Cognatus,” i.e., co- stands for together and gnatus stands for to be born. Hence, the complete word cognates literally mean words or something that is to be born together. Hence, Cognates are literally defined as words with a similar nature. In linguistics, they are defined as words between two different languages that have similar meanings, similar sounds, and similar pronunciations in almost all contexts. Their similarity is attributed to their same and common etymological origin. The following are some other kinds of cognate words. Words such as actor, doctor, error, terror, general, hotel, angel, chocolate, and kilo are words of daily life conversation. These words are mostly similar in all languages where they create a sense of similarity. Hence, such words that are similar to all languages are termed as exact cognates. Mostly, these words are either the measurement tools or units, for example, kilo, liter, centimeter, and a lot more, or the names of professions like doctor and actor, etc. These are defined as the words that have similar form and pronunciation, but they share the same meaning only in some contexts (Labat & Lefever, 2019). Some example words are *perfecto* from *perfect*, *basico* from *basic*, *limitar* from *limit*, and *eliminar* from *eliminate*. These cognates are derived from the English and the Spanish language and hence, share similar forms, pronunciation, and meanings.

True cognates are the words that have the same etymological origin in both languages. Their semantic ranges completely or most of the time almost completely overlap with each other, which means the way in which these words are spelled, and their meanings are exactly the same in both languages. Examples of true cognates include *animal* and *universal*. According to Carroll (1992), Cognates are lexical terms that are deemed as similar or the same things in different languages. Cognates have four basic properties. First, they will always be in a structural unit. Second, they will be complete words in their formation. Third, words that are

paired with cognate words may be semantically identical, but they are not necessarily required to be so, and fourth, there will always be formal resemblance between the cognate words (Carroll, 1992).

The current study is designed to study the cognates of both English and Urdu language with the aim of establishing the fact that cognates make the learning of any secondary language easy by bringing in similarities among two different languages. Moreover, it highlights the importance of cognates in the development of skills such as reading, speaking, and increasing the pool of vocabulary. Hence, the study is based on both qualitative and quantitative types, and because the survey tool and interview questions are used to gather data from the participants and for analysis purposes, the study is of a cross-sectional type.

The population of the study is selected from the province Sindh, where adults aged range from 35 to 45 years are targeted who are making an effort to learn English as their second language. Those teachers were also selected for the study who had been involved in teaching the English language to these adults. This will bridge the gap that prevailed in the previous research regarding English and Urdu language cognates and the relationship both these languages had with each other. For this study, people from Sindh province are selected as research participants. Again, Sindh is one of the major provinces with a lot of diversity and different racial and cultural backgrounds. The sampling technique used in the current study is a random probability sampling technique. All the English teaching centers, their teachers, and students were subjected to random sampling, and then the desired group size and members were selected and recruited. The current study is based on the primary data collection, where a questionnaire was distributed to the study participants, and they filled it out themselves.

One of the studies was conducted on the Canadian children who were English-speaking Urdu-speaking, and were learning Arabic as well. Thus, it was identified that Urdu was the L1 language, English was the L2 language, and Arabic became the L3 language. Both the language general and the specific language things were considered, especially between the English and Urdu language. Both the reading and vocabulary were analyzed, and it was concluded that the presence of cognates came with the similarities in the two languages. These similarities thus added ease in both the reading and memorizing vocabulary tasks and

facilitated the process at every step (Mirza et al., 2016). The study further concluded that language specific expertise and skills related to reading and vocabulary can only be perfected if the person has language general characteristics from the start. If the person lacks in language general characteristics, then there are high chances that they may face the same amount of difficulty in learning language specificities, even in the presence of the cognates. Moreover, if a person has complete command over their native language, then only they may be able to learn the new language by developing the sense of relatedness, a factor which may otherwise go missing in the absence of complete understanding of the primary language (Mirza et al., 2016).

The Study by Khan and Khan (2016) highlights the significance of the English Language in the communicative process in Pakistan. They assert that English is getting this privilege of becoming the medium of instruction in Pakistan, as well as the compulsory subject to be taught in the educational institutions. This progress comes with more challenges, where students face a lot of issues in learning the language, hence bringing negative outcomes on their academic and professional lives. Some of these issues include unclear policies, bias of people and teachers towards English, teachers and parental behaviors, shortage of English teachers, especially in the rural areas of the country, and the lack of teachers' expertise on the language. The data was collected from both the Urban and Rural areas, and the results were more likely to be the same in both extremes of the country. Thus, it was supported that cognates play a crucial role in learning the English language. They make its comprehension and understanding easy using similar words.

The study by Ellis and Beaton (1993) selected 47 students to understand the mechanism of learning and teaching a foreign language with the help of cognate words. They studied the relationship in two ways. First, with respect to native to foreign and second, with respect to foreign to native. Learning approach that targets Native to Foreign was comparatively easy because of the presence of cognate words and their relation to the phonological and orthographic origin of the words. When this relationship was reciprocally studied in foreign to native approach, this easy relationship could not be established. Hence, it was concluded that there are several factors that come into play when learning a new language, i.e., parts of speech and image ability are two main factors. These factors critically determine the learner's

ability to learn any language. Both these factors greatly contribute to the formation of keyword effectiveness, which is again dependent on the acoustic similarity; as such, cognate words are thus considered as an effective form of reminders in learning a new language productively.

Another study by Beaton et al. (1995) studied the effectiveness of cognates on learning the language and subsequent retention. They assessed the level of recall for vocabulary that was learnt 10 years back in a foreign language. 35 % of the participants were able to answer test words completely correctly without any revision at all whereas 50 % of the participants were able to give correct answers with only minor spelling errors. When these participants were subjected to the revision of the test words list for 10 minutes, their responses improved to 65 % and 75 % respectively. When these participants were allowed to recall and revise for one and a half hours, the response rates were observed to be getting better to 100%. Thus, the results indicated that cognates and key words play a crucial role in learning any language and subsequent retention of the same.

One of the articles on cognates talked about how the cognate words share similar spellings in addition to the same pronunciations and meanings in most cases, with only minute differences. For example, words such as dinosaur in English have a kind of similar spelling in Spanish, where it is written as *dinosario*. Similarly, human in English is written as *humano* in Spanish, evidence in English is written as *evidencia* in Spanish, bicycle in English is written as *Bicicleta* in Spanish, and family in English is written as *familia* in Spanish. Hence, with these examples, it can be concluded that cognate words are not only alike in their meaning and pronunciation, but they are also alike in the way in which they are spelled and written.

Hence, there is a long list of English words which are originated from the Urdu and Hindi words. Some of these words include Bandana, Bangle, Bungalow, Cheetah, Cot, Khaki, Pyjamas, and Karma. Apparently, English seems to be the language of the West, and Urdu seems to be the language of the East, and it is assumed generally that there would be no comparison or cognates between those languages. However, the rich literature review has proven evidence that English and Urdu have several words in common. These words, because of their same etymology, same origin, same pronunciation, and same meaning, add ease to

the life of people when they plan to learn the other language other than their native one. Thus, the importance of Cognates in both languages is undeniable, and their significance should be appreciated since they make the dialect and languages a rich tool to communicate.

3. Research Methodology

The current study is designed to study the cognates of both English and Urdu language with an aim to establish the fact that cognates make the learning of any secondary language easy by bringing in similarities among two different languages. Moreover, it highlights the importance of cognates in the development of skills such as reading, speaking, and increasing the pool of vocabulary.

The study is based on both qualitative and quantitative type i.e. mixed method and the study is of cross-sectional method is adopted for the collection of data. The population of the study was selected from the province Sindh where adults having age range from 35 to 45 years were targeted who were making an effort to learn English as their second or secondary language. Further, there was no gender discrimination in the selection of participants and SPSS-22 was used for quantitative analysis of collected data. Each participant is a teacher, student, or administrator from an educational institution in the Sindh province. A small portion of the group seems to have substantial academic experience, while others may be totally new to the subject. Moreover, random probability sampling technique was adopted and lastly, the teachers were also selected for the study who had been involved in teaching English language to these adults.

This selection will bridge the gap that prevailed in the previous studies regarding English and Urdu language cognates and the relationship both these languages had with each other. All the English teaching centers, their teachers and students were subjected to random sampling and then the desired group size and members were selected and recruited. The current study has both continuous and discrete variables in addition to the dependent and independent variables. There is a mixed type of questionnaire used in the current study. The questionnaire consists of both the closed ended and the open-ended questions. The researcher used Google forms for the current research to collect the data from the participants. This software was given priority because it is user friendly, easier and is used by the people on daily basis.

Another benefit of developing the questionnaire through google forms that it saves the time which is a requirement if the data is to be collected in hard copy.

4. Data Analysis

The present study on cognates is designed to understand the perception of learners of English language and understand what they think of cognates words. As the methodology section has highlighted, the data is collected from the people of 35 to 45 years of age who have been trying to learn English language from a public institute. The gender selection is mixed and there is no preference to gender while recruiting the participants.

Table I: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Age	40	35	45	40.63	3.439
Teaching experience	40	2	11	5.17	1.920
Learning experience	40	1	3	1.43	.675
Valid N (list wise)	40				

Table 1 is indicative of the age of the participants in terms of minimum and the maximum age in which they are recruited. Moreover, the table also shows the number of teaching years for which the participants have been involved in the teaching processes and the number of learning years for which participants have been involved in English Learning as the second language. The table indicates that the minimum age of the participants selected for the study is 35 years with 45 years being the maximum age. The minimum number of years the participants have been involved in the teaching processes are 2 years whereas, the maximum number of years the participants have been involved in the teaching processes are 11 years. This made the average number of teaching years 5.17. Similarly, the minimum number of years the participants have been involved in the learning process is 1 year whereas the maximum number of years the participants have been involved in English learning is 3 years making the average years up to 1.43. These are the general characteristics of the population being selected for the study.

Table II: English Words and their Frequency

English Word	Frequency	(1)	(2)	
Three Cognates	Khushi, Pukka, Jungle	3	1.000	.000
	Jungle, Guru, Khaki	7	.000	1.000
	Loot, Pyjamas, garam masala.	8	.000	.000
	thug, verandah, chutney	11	.000	.000
	cuummerbund, guru, jungle	7	.000	.000
	thug, guru, jungle	4	.000	.000
Identify	Learning	14	1.000	.000
	Reading	17	.000	1.000
	Listening	9	.000	.000
Role	learning new language	22	1.000	
	command over native language	18	.000	
Remembering	Yes	21	1.000	
	No	19	.000	
Easy	Yes	20	1.000	
	No	20	.000	

This table exhibits multiple analyses. First, it highlights the common cognates used in the English and Urdu language. Second, the table identifies the responses from the people regarding learning and identifying cognates. 42.5% participants are of the view that cognates are easy to remember if they have been reading in the text instead of just listening or speaking. Thus, the lasting impact of reading is established. Moreover, more than half of the people have commented that the most important role cognates words play in learning a new language. Some have also believed that using cognates allow command over the native language, but the apparent impact is on the second language learning.

Several questions were added to assess the participants' comprehension of cognates, and the findings provide information on how speakers of Urdu perceive cognates. Participants had a thorough understanding of cognates, which may be divided into three separate sorts dependent on whether we're discussing words with comparable meanings, words with similar pronunciations, or words with the same origins. These similarities between the two languages facilitate the learning of the new language by assisting in the retention of new vocabulary, the replication of familiar sounds, and the creation of a sense of familiarity in the new

environment. Participants commonly employ English and Urdu cognates in conversation, and they have rated the frequency with which specific cognates appear in both languages. There are limitations since not all participants understand the notion of cognates, even though they make significant use of them in daily speech and consider them to be an intrinsic part of their original language.

The great majority of respondents who are native Urdu speakers feel cognates have a good role in the process of acquiring English as a second language, according to the findings. This is likely because exposure to cognates may establish a sense of familiarity in the minds of second language learners, so reducing feelings of isolation and increasing classroom involvement. They aid in memory, understanding, and usage of the target language since participants feel more comfortable when using the target language because they are already accustomed with some components of the new language. Numerous individuals say that cognates are of little use while learning a second language since understanding the syntax, sentence structure, morphology, and phonetics of a language is as difficult for non-native speakers as it is for native speakers who are unfamiliar with cognates.

Varied individuals have different perspectives on how significant cognates are for preserving a second language. While the majority of respondents believe that cognates are advantageous, others have pointed out that variables beyond the control of the learners, including as age, stress, and worry, may hinder their capacity to remember the material. This conclusion highlights the relevance of a range of factors that, collectively, may enhance or slow down the acquisition of a second language, and that familiarity with cognates is not enough to speed up the process on its own. In addition, a number of participants demonstrate that cognates have had a positive influence on the development of English-language writing skills, which is unexpected considering the disparities in writing styles, sentence structures, and morpheme structures between the two languages.

It is shown that cognates are more crucial than previously believed in the process of learning English. Members of the teaching profession have acknowledged using cognates in their own study and instruction of the language in the classroom. Numerous participants have either studied or worked with the English language. Analyzing cognates across all the three dimensions reveal that they have a similar origin, help in the memory of new vocabulary and

phrases, and play no role in the learning of a second language. According to the research, both Urdu and English people employ a number of cognates often and routinely. Examples of terms with the similar sound include Khushi, Pukka, Jungle, Guru, Khaki, Loot, Pyjamas, Garam Masala, Thug, Verandah, Chutney, and Cummerbund. The great majority of responders use two of these phrases. "in the jungle" and "with a thug" occur often. Less frequently used terms include verandah and cummerbund. It is also evident from this finding that the participants have a firm grasp on how these words are employed in the Urdu language and that they agree that these words are among the most commonly used in daily Urdu, but have a limited understanding of how to consider these words as cognates in English. Therefore, it may be claimed that while many words are cognates, they are often not recognised as such owing to people's poor comprehension and expertise. Examples of cognates include "police," "ambulance," "computer," "phone," and "tube light." In contrast, when participants were asked to offer instances of cognate terms, they did not produce any. This finding suggests that, despite the presence of cognates, individuals are unaware of the real meaning and origin of these terms owing to their frequent and extensive usage. Due to their ubiquitous usage in daily contexts, many individuals no longer recognise or recall that they share certain terms with other languages, instead considering them to be inherent to their own. People see these apparent cognates as native-language terms, minimizing and decreasing the degree to which languages are shared.

In addition, students were asked whether they found cognates beneficial in their English language acquisition. Each person displayed a distinct viewpoint about this. They claim that they can read the same words in English without any trouble since they already have a developed grasp of phonics, thus it is not difficult for them to read the same word from a different language that is also present in their own tongue. Because cognates have the same pronunciation in both languages, this is the case. According to some, the similarity in pronunciation and sound between cognates and the target word enhances understanding. It is common knowledge that non-native English speakers have difficulty acquiring the language. Likewise, native Urdu speakers often believe English to be one of the most difficult languages in all four domains (reading, speaking, listening, and writing). Additionally, it is difficult for an Urdu speaker to comprehend an English accent. Therefore, participants have discovered that cognates assist individuals comprehend the accent and the uttered words.

Therefore, not only do kids gain from English as a reading aid, but also as a tool for learning and comprehending a second language via listening and talking.

Some of the participants feel that the usage of cognates aided them in their English writing. Since these terms are spelt and written identically in Urdu, it is simpler for native speakers to learn how to write them. Cognates in English and Urdu have different spellings than they do in Spanish, so this finding is especially noteworthy. Given the similarity between English and Spanish, cognates between the two languages tend to have comparable meanings. This rule is an exception for the Urdu language. While English is commonly written from left to right, the converse is true for the Urdu writing system. Both languages also employ a distinct presentation of the letters. Thus, an unexpected conclusion of this research is that individuals who reported cognate terms to be useful in writing. Finally, the usage of Cognate terms has been warmly appreciated by some of the participants as a help to English language learning. They attribute the predominance of cognates for the ease with which they have picked up English and are now able to recall new vocabulary, properly pronounce new words, and converse with one another. They all believe that the cognates assist them acquire the rudiments of the language even if they don't become proficient.

In order to get a deeper understanding of the participants' viewpoints on the ultimate function of cognates, the questions have been structured along two axes. Whether or if cognates assist in learning the new language or mastery of the original language, they are advantageous. More than half of those polled believe that cognates are beneficial while learning a new language. The experience was streamlined and enlivened by their involvement. The logic for such claims may be found in the fact that native speakers of a language are regarded to be experts in that language. Therefore, applying such skills and knowledge to increase one's second language ability and absorb new information improves the process for everybody concerned. The cognates enhance the process of learning a new language as a result. However, 45% of participants have claimed that cognates benefit them in mastering their original language before supporting them in learning a new language. They're working like cognates, but in a new manner. They cannot utilize the same words to learn the new language unless they first master the home language via cognate terms. Therefore, the participants in this research have received a knowledge of the value of cognates in learning one's home

language in preparation for mastery of a second language. In addition, the fact that some of the cognates were unfamiliar to the participants likely contributed to the positive reaction, since the new terms were believed to have been added to the participants' acquired vocabulary via the exercise and learning process. Consequently, over half of the respondents in the research thought that cognates play a substantial role in mastering one's home language, and nearly half felt that they serve a vital role in learning a new language.

As far as the perceptions of native Urdu speakers are concerned regarding the cognate words, the obtained data reveals that most of the participants have ascribed positive role of the cognates in learning English as second language which can be attributed to the reason that it can produce sense of familiarity among the second language learners which in turn can diminish the sense of alienation in English language classrooms and can enhance their interest and motivation. As the participants, being already familiar to some features of new language owing to cognates, feel confident in their performance and these cognates assist them in memorizing, understanding and comprehending the second language. Some proportion of the participants denies the role of cognates in second language learning owing to their perception that language learning is much more than existing knowledge of cognates rather efficient language learning requires a strong grip over the grammar, sentence structure, morphology and phonetics of the language which is difficult to be commanded by the non-native speakers even if they are familiar to the cognates, this process still makes language learning challenging for them.

The present study touches several aspects of the literature which are currently not explored in the previous studies. There exists a vast literature on cognates of English and Spanish and Cognates of English with any other language but there is very limited or no literature available on the cognates of English and Urdu language. Thus, the current study highlights those understated areas of English and Urdu language cognates.

5. Conclusion

The study serves an important purpose in academia by highlighting the cognates in English and Urdu. It does not only take into account some common cognate words but it also highlights the perception of people regarding the role and importance of the cognates. Thus, it will serve as one of the founding studies in learning and understanding cognates of English

and Urdu, an area which is less touched and understated so far. The current study reveals that cognates have served the purpose of adding ease to the process of learning another or second language by establishing similarities in pronunciation and meaning between two culturally different languages. It also reveals that participants have basic understanding regarding the cognate words and thus they can highlight the importance of those words in the memorizing and remembering phenomenon. Some participants use cognates in their daily routine but do not know that those words are the cognates rather they think of those words as belonging to their native language while most of the participants are able to establish the relationship of English and Urdu using the cognate words. Conclusively, future work should be done to extend the existing work so that more advanced research can add value to the existing literature and to the knowledge of people.

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