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## English in Contact with Pashto and other Pakistani Languages: A Review of Studies on the Language Interplay

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### Abstract

Languages in contact impact each other in multiple ways. Various studies have been conducted to report how the official and the regional languages in Pakistan affect each other. However, they are too scarce to cover the multitude of the languages and the multiplicity of ways in which they influence each other. In this paper, we present a critical review of the available literature to see what languages and type of contact issues have been studied. This gives an indication of the languages and topics that require further study. However, our explicit goal is to indicate gap in the available literature on how English impacts the use and intergenerational transmission of the regional language Pashto in the family domain in some well-educated and well-off Pashto-speaking families living in the regional center Peshawar where the language is the dominant vernacular.

**Keywords:** Language Contact in Pakistan, Language Policy, Official and Regional Languages, Pashto Speaking, Well-educated.



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## Introduction

The total count of Pakistani languages exceeds 60 (Akram & Mahmood, 2007; Manan et al., 2016) and, via disagreement about the categorization of certain varieties as either distinct languages or dialects, the number varies between 60 as minimum and 74 as maximum. According to Rehman (2019), Punjabi, Pashto, Sindhi, Saraiki, Urdu, and Balochi are the major languages. Punjabi is spoken by 44.15, Pashto by 15.42, Sindhi by 14.10, Saraiki by 10.53, Urdu by 7.57, Balochi by 3.57 and others by 4.66 percent people of the total population of the country (Census 2001: 107 as cited in Rehman 2019). It should be noted that Urdu is additionally spoken as second (national) language and lingua franca by the vast majority of the citizens of the country, especially the educated lot.

Though several studies have observed various contact phenomena in Pakistan, the literature is often insufficient to address the diverse contact phenomena and the large number of the country's languages. Some of the available studies observe the interplay between the official language English and the national-cum-official language Urdu; others, though small in number, observe their impact on one or more of the regional languages. There are works that inform about educational language policies and practices whereas some studies focus on linguistic landscapes and report the visibility of the languages in different regions of the country. Most of these studies relate the observed phenomena to national language policy. Studies on the interaction between languages, especially English and Pashto, generally focus on the code-switching practices and the grammar of code-switching. However, studies that examine family language policy (hereafter FLP) for understanding the impact of the official languages on the use of the regional languages in the family domain are scarce, and there is almost no study that concentrates on the impact of the dominant official languages on the use and acquisition of Pashto in the mentioned domain. By reviewing the available literature, we try to identify gaps in the current literature regarding the impact of the official languages on the use and intergenerational transmission of the regional languages, especially Pashto, in some well-educated middle-class families of the country.

## Critical Review

Abbas and Bidin (2022) carry out a critical examination of Pakistan's language policy and planning (hereafter LPP) and analyse how it has affected the country's indigenous languages. The data demonstrates that the country's language policies (hereafter LP), which have been developed at various points in time, have not been successful since the multilingualism of the nation has not been given due respect. The scholars inform that, in the view of critics, English and Urdu are preferred above indigenous languages in government policy and practice. The LPP exhibits ambivalence because some provinces treat it as a sensitive issue while others completely disregard it. Overall, colonial influences can be seen in the LPP. The promotion of English has led to the rise of the language as a symbol of power and status, whereas the promotion of Urdu has brought about ethnolinguistic resistance. Therefore, it is imperative, according to the scholars, to foster a sense of unity among all the languages, recognize them and give them equal opportunities for development through successful LPP. They suggest restructuring of LPP as there could be disastrous repercussions if the condition of uneven growth continues and the current profound sense of deprivation as experienced by local ethnolinguistic groups is not addressed.

Seifi (2015) presents the following suggestions to Pakistani LP makers in order to facilitate communication among Pakistanis and encourage them to respect one another's languages and cultures. All small indigenous languages should have orthographies, and endangered languages ought to be revitalized. Education must be provided in the students' home tongue. Intercultural

communication can be strengthened with the aid of the media as well as by encouraging and pushing people to learn various languages. Overall, it is important to promote and develop mutual understanding when introducing people to other cultures. By creating films in a variety of languages and offering national music channels, television and radio play a vital role in fostering friendships between individuals from various cultural backgrounds. People should be aware that they can speak in their native tongues in addition to Urdu and English because the majority of the languages in Pakistan are members of the same language family.

Umrani and Bughio (2015) discuss the social value and prestige of English in Pakistan and argue that English serves as a gatekeeper to keep the common man out of the exclusive club of prosperity and power. The essay analyses the major role that English plays in Pakistan's language politics as well as how it compares to the national language Urdu and the regional languages. It also briefly examines Pakistan's parallel educational system. It suggests that Pakistani citizens may have better economic chances owing to high-quality English education. Nasir (2020) examines the socio-psychological impact of multilingualism in the country, focusing on the judicial and educational sectors. He highlights the differential use of diverse languages and concludes that those who don't know certain languages, such as English are disempowered by the social framework, depriving them of the government services like education and justice. The linguistic preferences of Pakistani undergraduate students on social media have been studied by Hafeez et al. (2018). The results imply that while there are some differences between male and female students' preferred languages, the causes are generally the same. Some students favour Urdu over English for ideological reasons, while others do so because they think it will make it simpler for them to talk to their friends. Those who favour English over Urdu claim that they do so because they wish to practice writing in English as it is an international language and with its aid they may communicate with an increasing number of people worldwide.

Rashid et al. (2021) examine Pakistani citizens' response to the changing status of English from foreign language in the country to a global one. They argue that the advent of new global terms and patterns has raised numerous concerns over the adoption of global ideals and trends. According to the survey results, between 70% and 75% of respondents acknowledge the role of English as a universal language and are open to embracing international trends in cultural diversity. The remaining 25% to 30% have not been persuaded of the global tendencies very well, thus they are forced to embrace English as a universal language. Mushtaq et al. (2021) argue that, though, learning English as a foreign language in the non-native environment of Pakistan has proved difficult hitherto, seeing it as the language of international communication and development, in its new status as a global language, can lower the barriers to its learning and acceptance (Afzal & Rafiq, 2022).

In the context of social changes and hybridization brought by globalization, postmodernity, and New Capitalism, and in the light of their impact on current discourses, especially commercial advertising, Sultana (2014) analyses the use of multiliteracies and language blending in print and digital commercial advertising in Pakistan. She finds hybridity in the genre and concludes that mixed English and Urdu dialects are becoming symbols of modernity and middle-class status, particularly among the nation's youth. Sarfaraz et al. (2016) analyse the grammatical interference of Urdu as first language in the written texts of the speakers of English as second language and its social acceptance in Pakistan. They also investigate how grammatical interference leads to the matters of borrowing, coinage, and contact-bred changes. Finally, they examine the interference of Urdu as mother tongue as mediated through internet or SMS technology. The study finds out that the interference of the first language effects the written utterances of English as a second and

non-native language and leads to new coinage. The contact-caused process is facilitated by the omnipresence of technology and the overwhelming use of internet. The scholars opine that the study not only demonstrates that grammatical interference leads to creation of new words but also shows that social acceptance can result in new language over a stretch of time.

Siddiqui and Keerio (2019) present Pakistani English (Penglish) as a recognized indigenized English variety that is influenced by Urdu and other socio-cultural variables. They carry out its linguistic analysis on phonetic, syntactic, morphological, lexical and phonological levels to show its local peculiarities and Urdu influence. Anwar et al. (2020) intend to illustrate the process of indigenization in written discourse in Pakistani English by studying newspapers, short stories, and novels written in English in Pakistan. It has been discovered that due to the influence of Urdu and non-native Pakistani context, several aspects of Pakistani English have been indigenized and modified. Indigenization is the result of these variations and alterations. The sociocultural facets of the multilingual culture have an impact on English in Pakistan. Due to their frequent occurrence in various genres within Pakistan's multilingual society, these inventive alterations have been acknowledged as indigenous elements of Pakistani English. The study's findings indicate that certain characteristics of Pakistani English might be codified and documented.

Taking the novel *Twilight in Delhi* as a sample, Sarfaraz (2021) examines how code-switching between L1 (Urdu) and L2 (English) affects the latter. It demonstrates how cultural and religious differences create a separate variety. The findings suggest that Pakistani English is a distinct variant since it frequently incorporates Urdu words at the lexical level. Amin et al. (2016) conduct a corpus-based study of lexical borrowing from regional languages in Pakistani legal English. They conceptualize Pakistani legal English as a particular domain of Pakistani English, which is distinct as a variety from traditional British English. In their essay, Butt et al. (2021) aim to shed light on the phenomenon of creative prepositional verbs (PrVs), like “discuss about”, “discuss on”, “comprise of” and “demand for”, becoming so ingrained in written Pakistani English. The study evaluates how these PrVs and the single-word verbs (SWVs) ‘comprise’, ‘require’, and ‘discuss’ are employed in Pakistani English newspapers. It is suggested that the PrVs and their associated SWVs exhibit systematic structural differences that highlight specific features of structural notarization in Pakistani English.

Like the many studies that observe the influence of Urdu on English, there are studies that look for the influence of the latter on the former. For example, Dilshad (2006) observes language hybridization and code mixing in talk shows in Pakistan and reports the use of English words, phrases, and sentences. She holds that with South Asia as its background, which itself is a very productive place for language studies, particularly in language evolution and variation, Pakistan offers a complicated linguistic portrait where English has a unique position. The colonial past, the prestige associated with English, the educational policies over the past fifty years, and advancements in media and communication, etc., have all had a significant impact on how English is used in this linguistic context. Pakistan's official language, Urdu, has been steadily displaced by English in several fields. She concludes that use of code switching and code mixing as language strategies has become a common and well-known practice that is sociocultural in nature rather than merely linguistic. In his paper titled as *Urdu and English Contact in an E-Discourse: Changes and Implications*, Rafi (2013) explores the impact of English on Urdu in the context of computer-based communication. According to the study that collected data from facebook, a good number of English words is finding its place in the Urdu system owing to the surge of virtual communication.

The corpus-based study of Asghar et al. (2013) sheds light on written Urdu in anglicized world. Their paper seeks to determine how language contact has altered Urdu. It examines how English terminology is used in written Urdu. The study attempts to identify the social variables causing this increase by looking at the grammatical and domain-wise categories of English words used in Urdu. To investigate the diachronic changes in the language, it counts the frequency and percentages of English terms in it. The findings show that more English words are currently being incorporated into Urdu than a decade ago. The findings also reveal the intriguing fact that Urdu language promotion periodicals are aware of the need to limit the use of English. However, frequently used English words in Urdu are visible. Anjum (2016) also undertakes corpus-based research to document the Anglicization of Urdu newspapers in Pakistan. The findings show that Anglicization of Pakistani Urdu media was occurring and the major bulk of the loanwords was nouns. There are Urdu equivalents for these loanwords. According to the analysis, this tendency can be found in all publications and is not limited to any one news area. The results are undoubtedly positive and open the door for more study (Rafiq, Kamran & Afzal, 2024). The work is intended to add to the expanding body of corpus-based Urdu studies. Akhter et al. (2018) observe the phenomenon, processes, and frequency of language mixing in Pakistani newspapers of Urdu language. According to the findings, language mixing commonly occurs in Urdu newspapers and involves a variety of techniques, including insertion, hybridization, and synthesis.

Jamil and Kausar (2021) examine code preference in Lahore and Islamabad, focusing on the national language (LP) outlined in the Pakistani constitution of 1973. The study reveals a competition between English and Urdu for supremacy, with Urdu being the most picked code though often enriched with English vocabulary. The scholars argue that the English names of public offices indicate the government's inability to enforce Urdu as an official language in a true spirit. The analysis of Peshawar's linguistic landscape by Hussain et al. (2022), reveals that English is an indicator of socioeconomic status that is influenced by signage, public opinion, and policy documents. The study also highlights the subtle correlation between transliterations into Urdu and the social class of locals, highlighting the importance of understanding language in this context. Rafiq et al. (2017) examine the attitudes of graduate students and instructors regarding English code mixing in Makran, Balochistan. They find all types and sub types of code mixing in their data. They also find positive attitude of the people towards code mixing practice.

Ahmed et al. (2020) examine the historical evolution of beliefs, practices, and attitudes of Pashto and Urdu speakers towards English and identifies the causes and consequences of such changes. They inform that in the pre-partition times, the Pashto and Urdu speakers had similar opposing attitude towards English. However, in the current times the speakers have more acceptance for English. Despite the constitutional mandate, Urdu could not replace English as official language. Currently, Urdu and Pashto are in contestation with each other for dominance on regional level in Khyber Pakhtunkhwa. The two levels of change i.e. micro and macro, are examined in the study. The "usage" interface is seen from a macro level perspective, whereas "code" is seen from a micro level. The study is based on domain conquest, language shift, and other concepts from the theory of contact linguistics. Following this research, the academics reexamine the usefulness of "Graded Intergenerational Disruption Scales" (GIDS) in determining the likelihood that a language would survive. The study concludes that contact with the English language has caused significant modifications in both Pashto and Urdu. The report also suggests revising the definitions of some commonly used phrases like beliefs and attitudes. Ali et al. (2020) investigate difficulties related to Pashto and English language interactions and the attitude of the undergraduate students towards the latter. They discover that the majority of speakers have a favorable attitude towards English language. They believe that because the majority of resources are available in English and since

mastering it allows one to express oneself, they are able to understand more about the world through its use.

Abbas and Iqbal (2018) compare Pakistani youths' attitudes about English, Urdu, and Punjabi to investigate the integrative and instrumental motivation for learning these languages as well as to examine the social standing and significance of these languages from a global viewpoint. The study finds that the respondents associate integrative motivation with Urdu and Punjabi while instrumental motivation is associated with the other language. The report calls for modifications in educational language planning in order to foster a climate that promotes the balanced development of and positive attitude towards the languages. Shamim and Rashid (2019) inform that the division between Urdu medium and English medium instruction represents two different education systems in the country. English medium are private, fee-paying institutions for the more affluent segments of society while Urdu-medium are often public institutions offering free education to the underprivileged communities. Due to this educational discrepancy, the names "English medium" and "Urdu medium" have come to signify different aspects of linguistic capital, particularly in terms of English language ability as well as how one perceives oneself and others. To better understand how students at a Pakistani higher education public-sector institute experience and shape self and others' identities in relation to their prior and present educational and social experiences of language learning and use, the scholars report the findings of a small scale qualitative study. The knowledge collected from this study contributes to our growing understanding of how the state's LP and the associated behaviors might legitimize linguistic inequality.

Ashraf et al. (2021) try to understand the function of language-in-education policy and its practice in educational settings through discourse-ethnographic analysis of the individual and collaborative acts of policymakers and instructors. According to the interview data, there are problems with how language, identity, nation, area, religion, power, and personal achievement interact in local, national, and international contexts. Furthermore, the regional discourses that policymakers disregard impede the ability of national education policy to deliver appropriate results. The study's conclusion makes the case that carefully considered planning is necessary for language-in-education policy practices in multilingual societies, and that planning should be guided by local conditions and requirements for better implementation. Anjum et al. (2019) investigate how multilingual education and mobility relate to language use in Pahari and Pothwari households. Groups of Pothwari and Pahari language speakers in Islamabad, Pakistan, with different literacy levels and geographical locations were studied. They discover that factors including gender, educational attainment, and residence among native speakers all affect how these families utilize language. The findings reveal an inverse association between bilingual education level and local language use in the home environment, as well as notable variations in language use patterns across all factors.

Ashraf (2022) examines letters to the editor of a prominent English-language daily in Pakistan. The analysis shows a relationship between LP discourse and public desires by exposing the linguistic dispositions described in the letters and their rearrangement by market forces. The results also show that there is ambivalence regarding English and Urdu in terms of modernity, identity, and nationalistic ideology. Rahman (2009) links Pakistan's language beliefs generally and that of its call centers particularly with the latter's LPP. The particular policy that he brings under consideration is the commercialization of English with an accent that is close to native (either American or British) as linguistic capital. These accents are linked to the ideal foreign identities that call center employees adopt when speaking on the phone with customers as part of their sales

strategy. It is not always successful to crossover to the linguistic identities of native speakers. However, some call center employees are successful in passing for native speakers in specific situations and for specific goals. Such policies and practices upon which they are dependent are the result of language beliefs that necessitate language discrimination against the employees of the call centers by the English-speaking elite or vice versa.

Some studies focus on whether the prior knowledge of the languages may help in learning the target language. Khanam and Hussain (2021) conduct a study to ascertain the contribution that language similarity makes to the acquisition of the form of imperative request by bilingual children in Lahore who speak Punjabi and Urdu simultaneously. The findings indicate that the children acquire the form of request in the two languages at the age of 3.5 to 4.0, proving that the relationship between the languages facilitates learning. However, Saddiqa (2018) reaches a different conclusion in her study on Pashto, Urdu and English. She inquires three things: (a) What are the shared grammatical elements -- sentence structure, mood, article, preposition, and article, -- among Pashto, Urdu, and English; (b) What are the benefits and/or drawbacks of studying English for Pashto speakers; (c) What possible place does Urdu have in the learning of English? 19 Pashto-speaking students enrolled in various BS programmes in three Lahore universities provided the information for the study. In order to identify how Pashto and Urdu interfere with learning English, the participants translated sentences from Urdu and Pashto to English. Data was analysed using the Linguistic Proximity Model as a theoretical framework. Contrary to many research works, this one dismisses the role of background knowledge of languages as a facilitator in learning the target language. Though Urdu apparently works as a foundation for learning English, the study suggests a separate examination to investigate its role in English learning.

Shah (2017) examines interactions between English, Urdu, and two regional tongues, Hindko and Balochi. The articles, cards, and news used in the study demonstrate the presence of contact between regional languages and Urdu as well as between regional languages and English. The data analysis reveals the use of many languages in two provinces (i.e. Khyber Pakhtunkhwa and Balochistan). Such usage shows how the localization process has expanded through Hindko and Balochi. The impact of English and Urdu on the regional language Shina is examined by Shams et al. (2020) in order to determine that the languages significantly influence the younger Shina generation. The form of Shina spoken by middle-aged Shina speakers is directly influenced by Urdu. However, the study found that none of the popular languages have any effect on the older generation since they can only communicate in Shina. Yasir and Ghani (2020) conduct a study on Saraiki language in D.G. Khan to ascertain how socioeconomic variables and the phenomenon of language shift interact. The findings suggest a significant interaction between socioeconomic variables and the linguistic transition. Baloch (2014) examines the extensive process of Balochi language contact with other Iranian, Indo-Aryan, and Semitic (Pakistani and non-Pakistani) languages across time to determine how changes in the language morphology, phonology, and syntactic organization had happened.

According to Abbasi et al. (2021), the dominant languages Urdu and English, which they have learnt as second and third languages, respectively, have influenced the young Sindhi Muslims in Karachi to abandon their mother tongue Sindhi but preserve their ethnic culture despite the internal diaspora. The researchers discover that the young people maintain the use of identity markers such as social values, cultural way of life, and networking, and they have a strong sense of group identity with the people in their community. The scholars quote Fishman (1996) about the close link between language and culture but state that, notwithstanding a change in habitual Sindhi language use, the subjects in the study have preserved their cultural values and standards.

Scholars working in areal linguistics have conducted studies on the languages of Hindu Kush – Karakoram (HKK). These languages stretch across areas of Afghanistan, north of Pakistan, and India. According to Liljegren (2021), there are more than 50 linguistic communities in the high-altitude HKK region, which are divided into six phylogenetic groups. Comparable first-hand data from as many as 59 HKK language varieties was gathered and examined for the study. According to the study, domain-specific distributions represent layers of a reality that are each related to a particular historical era and that, when combined, paint a picture of the region's development from high phylogenetic diversity through significant Indo-Aryan penetration and language shift to today's dramatically reduced diversity and structural streamlining driven by the dominance of a few *lingua francas*. Lange (2016) studies Demonstrative contrasts in Hidukush Indo-Aryan (HKIA) languages. Three-way demonstrative systems or three deictic terms used by speakers to draw one another's attention to referents in their surroundings at various distances are a notable aspect of some of these languages. The findings show that one demonstrative in HKIA languages is invisibility-contrastive relative to the other two, and that two demonstratives in HKIA languages are distance-contrastive. Further evidence that such a three-term system exists in local languages from three different genealogical groups implies that the trait may be locally, i.e. areally, influenced.

There are works that focus on Pashto, Pashtuns and their abode. Bashir (2012) reviews Weinrich's (2009) book titled as *We Are Here to Stay: Pashtun Migrants in the Northern Areas of Pakistan*. Bashir informs that while Part 1 is an introduction to the geographical and socio-linguistic context and to the Pashto speakers in the region and whereas Part 2 links Pashtun migration with the socio-economic evolution of the area, Part 3 discusses the sociolinguistic side of Pashtun settlement in the primarily Shina and Burushaski-speaking area. Issues surrounding the reasons for language maintenance and/or shift to local languages — predominantly to Burushaski, Tibeto-Burman Balti, Dardic Shina and Khowar — are addressed in this part. The relationship between the Pashtu dialect spoken in the Northern Areas and the dialect(s) spoken back home, particularly in Peshawar and Bajaur, are discussed in this part. Finally, the functions of Urdu are also detailed. Weinreich, according to the scholar, does not think that Pashto will replace other languages as *lingua franca* in the Northern Areas as is the case in Lower Swat, Kohistan, and Dir.

Shah et al. (2019) observe teachers' multilingual practices, i.e. translanguaging, in the institutional setting of Khyber Pakhtunkhwa. The results show that the teachers freely give expression to their linguistic repertoires. The study also demonstrates the individuals' capacity for both unconscious and conscious translanguaging. Additionally, the socialization of the speakers in a multilingual setting may be responsible for the establishment of translanguaging in the current situation. The scholars claim that the study is significant because it aids in understanding how bi-/multilingual practices can be used to enhance and contribute to the speakers' communicative capacity in the pedagogical environment in particular and in general communication.

Khan et al. (2016) examine the similarities and differences between the inflectional morphemes used in Pashto and English. They state that though each language has a unique morphological system, it is believed that languages that share a common ancestor have morphological forms and functions in common. Pashto and English are both members of the Indo-European language family. According to the scholars, the roles of inflectional morphemes in these two languages show a clear similarity. English has a sparse inflectional morphology whereas Pashto has a more complex one. Comparative linguists contend that Greek, the parent or proto-language of the two languages, has played a role in shaping their similarity. Ahmed et al. (2019) study the role of suffixation in the word-level hybridization of Pashto and English, focusing on electronic media



like Khyber News programs. The study finds that nouns often undergo hybridization in both formal and informal settings, primarily due to Pashto inflectional suffixes. The hybridization of Pashto and English, resulting in hybrid forms that predict language changes and new Pashto variations, is significantly influenced by suffixation. Ahmed et al. (2020) studied the sociolinguistic significance of English-Pashto hybridization in various linguistic areas. The data analysis used Kachru's (1978) approach. Results showed variable frequencies of hybridized words in government, administration, education, economy, sports, streets, army, and legal system (Rafiq, Iqbal & Afzal, 2024). Domains with sociolinguistic significance influence the degree of linguistic hybridization, indicating that domains have a significant impact on linguistic hybridization.

Ali et al. (2016) use contrastive analysis approach to compare the adjectives in English and Pashto. According to the study, there are some parallels and discrepancies between English and Pashto adjective usage that could make it difficult for L1 Pashto speakers to learn how to use English adjectives as ESL students. Alam and Gill (2016) analyse the roles and efficacy of learners' pragmatic transfer from L1 to L2, which helps learning English as the target language. It is based on the interlanguage study of Pashto and Siraiki English language learners. Findings from the entire analysis process show that Pashto speakers are more indirect and pragmatic in the achievement of speech actions on requests and more direct in their apologies, whereas Siraiki speakers are more indirect and courteous. Syed (2011) examines how Pashtun English learners and speakers perceive and produce L2 consonants. The difficulties adult Pashtun learners have learning new and similar English consonants are thought to be caused by phonetic, phonological, perceptual, and social variables. The results are analysed in the context of three widely used theories of second language acquisition (SLA), specifically the Feature Model (Brown 1998, 2000), the Perceptual Assimilation Model (Best 1995), and the Speech Learning Model (Flege 1995), to determine which of these theories best explains how learners of Pashto as first language acquire English consonants as their second language. The results demonstrate that the L1 features and vowel context are key factors in the acquisition of L2 sounds. Although the study results show a correlation between how consonants are perceived and how they are produced, different circumstances have varying effects on both. The study comes to the conclusion that while these SLA models generally address learners' issues, none of them fully accounts for all the variables involved in L2 acquisition. Consequently, it is advised to take an integrated strategy based on the predictions of all SLA models in order to fully comprehend the issues L2 learners confront.

In the background of the previous research on the syntactical structure of Pashto language, which focuses on preposition classification, Kainat and Sardaraz (2020) use Svenonius' syntactical model to analyse the syntactic structure of the Pashto prepositional system and contrast it with English to identify discrepancies between English and Pashto prepositions. The scholars gathered the structured data on the prepositions IN and ON in English and PUH-KE and PUH-BANDE in Pashto from various sources and applied using Svenonius' model and used an analytical sample with a structured design. The investigation shows that there are syntactic and semantic differences between the prepositional systems of the two languages, which frequently have an impact on translation and second-language acquisition. The investigation also shows that the Svenonius' model has to be modified to take advantage of the Pashto syntactical structure. Further research into spatial schemas is recommended in this paper in order to fully examine Pashto prepositions because Pashto speakers employ the contact schema to convey spatial interactions more frequently than English speakers do.

Khan (2015) examines the structural design of Pashto-English bilingual compound verbs in the practice of code-switching. He investigates how the English lexical components interact with the

Pashto light verbs in conjugation. The goal of his work is to clarify how the Pashto light verbs *kaw*, which means "do," and *keg*, which means "become" work with the non-finite verbs of English. The specific focus of the study is the verbs taken from one language and used in the grammar of the other while being inflected with its inflectional morphology when required. The findings are very different from those examined by psycholinguists who are becoming more and more interested in bilingualism. The research addresses the following issues: function of the Pashto light verbs in the bilingual VP of Pashto and English and the innovativeness of the light verb construction.

The integration of English embedded language islands in Pashto-English bilingual data is discussed in the paper of Khan et al. (2020). It looks into the role the embedded language islands play in the Pashto morphosyntax. The Matrix Language Frame model is used in the study to examine how the two languages contribute to codeswitching. According to the study findings, English (islands) multiword insertion adheres to the embedded language rules of structural dependency in order to maintain the overall grammatical structure of Pashto. The majority of embedded language islands are fixed expressions, and the multiple words are collocated. The embedded language islands are frequently employed in place of its Pashto counterpart which lacks the same pragmatic power. The most common patterns of Pashto-English code-switching are investigated by Khan et al. (2020). They employ Matrix Language Frame to analyse the data collected through semi-structured interview. They find out that insertion is the most prominent pattern and that noun is the most common element picked from the embedded language and inserted in the morpho-syntax frame of the Matrix Language. The second most common embedded insertion in the matrix language is the English nonfinite verbs. The embedded language island is the third ruling pattern.

Aslam et al. (2021) also identify syntactic dominance in multilingual Pakhtoon (variant form of Pashtun) speech in a natural environment. The L1 of the Pakhtoon community is Pashto, and L2 is English. The Matrix Language Frame (MLF) model by Mayer-Scotten has been used to analyse intra-sentential code-switched utterances. The results show that Pashto speakers most frequently insert L2 content words and demonstrate L1 dominance on morpho-syntactic level. The main generational distinction occurs in that the younger generation only values Pashto and English whereas older generations prefer the use of both Urdu and English as recipient languages. Their speech contains more Urdu words than English terms. The scholars consider the findings of the study to be helpful with LP, language instruction, and resource development. Khan et al. (2018) study code-mixing patterns in Pashto-English data. The diagnostic features for CM put forth by Muysken (2000) serve as the foundation for the framework of the study. The single constituent, the nested a b a, and the chosen placement of the bilingual parts serve as diagnostic indicators that insertion is the predominant pattern of code mixing. In colonial situations where there is asymmetry in the bilingual's competency and where one of the languages plays a dominating role, the study's empirical findings confirm the prediction that insertion is expected to occur. According to the study, the subject-verb agreement, morpheme order, and the late system morpheme (bridge, outsider) are all important for maintaining the morph syntactic structure of Pashto. The swapped parts in the bilingual VP and the bare DP are content words that adhere to the Pashto language MO and SM tenets.

Using Spolsky's Language Policy Framework, Khalid and Khan (2020) study how Pashto-speaking immigrants create multilingual identities in Lahore. They discovered that while Pashto speakers utilize Urdu and English outside of their homes, they preserve their language, identity, and culture by speaking their original tongue at home. Mehmood and Umar (2020) compared

Pashto and Urdu to determine if speaking a second language differs based on the grammatical gender of the first language. The data analysis showed that gender is determined by morphological and phonological tendencies, taking precedence over suffixes or word endings. This supports Sapir Whorf's theory that bilingual speakers' cognition is influenced by the grammatical gender of their first language, especially when these languages have opposite grammatical gender.

**Identifying Gap Regarding the Impact of the Official Languages on the Use and Intergenerational Transmission of the Regional Languages in The Family Domain.** This critical survey of the available literature on contact phenomena in Pakistan shows that the various contact studies cover the relation between the two official languages as well as their relation with the regional languages. However, studies on the bi-/multilingual interplay in the family domain, more especially on the impact of the official languages on the use, acquisition, proficiency, retention and transmission of regional languages are rare. There is no study covering the impact of English on the use and intergenerational transfer of Pashto in some middle-class educated families living in the urban area of Peshawar, having a history of internal migrations. The works do not report what power structures, socio-cultural and global realities and life experiences shape the language ideologies of the parents that lead to specific type of language practices and management in those families of the city. They do not report the further impact of FLP on the children's language choice and proficiency in the mother tongue. Thus, it is not known if the language contact between the official languages and the regional language Pashto leads to additive, subtractive, and active, or passive bi-/multilingualism or, otherwise, to language shift i.e., the elimination of the mother tongue by the dominant official language/s. Hence, there is a gap for a study that may shed light on the academic puzzle. We intend to fill that gap very soon with our coming papers about one such family where the official languages seem to dominate the use of the mother tongue in the family domain in addition to other.

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