Ilkogretim Online - Elementary Education Online, Year; Vol 20 (Issue 5): pp. 1319-1341
http://ilkogretim-online.org
doi: 10.17051/ilkonline.2021.05.147

Syntactic dominance in Pashto-English bilinguals: An application of Mayer-Scotten's matrix language frame model

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Abstract- Mayer-Scotten'sMatrix Language Frame model assumes that the grammar of the matrix language provides the grammatical frame of the sentence as a whole, while the grammar of the embedded language is used only in complex insertions to determine the structure of the inserted constituent. The current study endeavors to determine the syntactic dominance in the bilingual speech of the Pakhtoon community in a natural setting. Pakhtoon community speaks Pashto as L1 and English as L2. For this purpose, Mayer-Scotten'sMatrix Language Frame (MLF) model is applied to intra-sentential code-switched utterances. A qualitative approach was employed to analyze the selected intra-sentential code-switched utterances. The findings reveal that matrix language is Pashto, whereas embedded language is English. Pashto speakers tend to borrow L2 content words most often and illustrate L1 dominance at the morpho-syntactic level. The major difference between two generations indicated that younger generation preferred only Pashto and the English language. In contrast, older generation favored the use of Urdu and English both as recipient languages. Their utterances carried more words from Urdu instead of English.The results of this study may contribute to language education, language planning and material development.

Keywords: code-switching, education and language teaching, language dominance, MLF Model, Pashto-English, syntactic dominance.

I. INTRODUCTION

Pashto is widely spoken in southern Pakistan and some adjacent areas of Afghanistan. It is one of the ancient languages spoken in the Asian region. The culturally rich language possesses a variety of dialects, spoken by different tribes of the Pashtun community. The current study is conducted on the standard dialect that is being spoken in Peshawar, the capital of Khyber Pakhtunkhwa (KPK). There is already a debate whether Pashto is one of the national or ethnic languages of Pakistan asit is a multilingual state with different nationalities, i.e., Punjabi, Pathan, Sindi, Balochi, etc. (Gankovsky, 1973). Pashto is the first language (L1) of 70-80% of the population in KPK (Rahman, 1995). Pakistan's Pashto language movement activists have been struggling since pre-partition days to increase the use of language in these spheres i.e., status planning or language allocation to support Pashto. Several secret movements to flourish the use of the Pashto language were carried out in subcontinent India. The native writers and journalists of this language played a vital role to make the Pashto speaking community realize the importance of their language. Some stakeholders believed that even code-switching or the use of different languages in Pashto was a symbol of psychic submissiveness and that Pashtun identity could be preserved only by speaking completely accurate Pashto (Naseem, 1945).

Code-switching is characterized as two languages alternating with a single discourse, sentence, or constituent (Grosjean, 1982; Poplack, 2000; Clyne, 2000). It is used as a bilingual/multilingual activity that is not only seen as a conversational method but also as a way of creating, preserving, and delineating ethnic divisions and identities. Bilinguals tend to embed content words in matrix language when they use L1as matrix language (ML), and also function words are used from the ML.

Pashto speakers like other communities in Pakistan do not refrain to be bilingual or multilingual as the national language of Pakistan is Urdu and English plays an equal role as well. All of the elite school systems have English as their medium of instruction. Moreover, other public and private schools have

Urdu as their medium of instruction. Another reason for Pashto speakers to become bilingual and use other languages mainly Urdu and English in their daily conversations is that Pashto does not have the status of official or state language in Pakistan. It is an L1 spoken by Pashto natives. To get jobs and for other official purposes, they have to learn Urdu and English. That is how they become bilinguals or multi-linguals. The code-switching trend has received a lot of interest over the last twenty-five years, and there is a large body of literature focusing on switching in a broad range of cultures around the world, including several specific language pairs.

The current research is an attempt to uncover the linguistic differences between two generations of the Pashto community and to determine either it is Pashto or the English sentence structure that is dominant. To achieve this objective, the researchers have selected two different groups of participants. Their voice recordings are taken and then transcribed to analyze the data. During analysis, both of the groups show different tendencies towards English as their L2. Their linguistic choices are quite different from each other as the group of elderly participants used Urdu lexemes along with English, however, Pashto lexemes servedto be dominant in conversations. Whereas the young participants avoided Urdu completely while code-switching in natural settings, though their L2 is Urdu. Their speech is completely bilingual compromised ofPashto and English. Anyhow, it is quite obvious that both of the groups used Pashto as their dominant language. It can be seen that their major vocabulary items comprised the Pashto lexicon. Nevertheless, our aim was not to see language dominance, but syntactic dominance.

Syntactic dominance differs from language dominance in the sense that the researcher observes the dominant language in terms of vocabulary and word choices. The qualitative measures describe the dominancy of a particular language from one of the two codes-switched languages. Whereas in syntactic dominance the dominant syntactic structure is examined; the pattern of words in a bilingual sentence instructs the dominant grammatical structure. As for this study, the selected languages are Pashto and English with SOV and SVO sentence structures respectively. Myers-Scotten's (2006) Matrix Language Framework model is applied. The MLF is a production-based theory used to explain the morphological, grammatical, and the syntactic coordination of various language units in code-switching speech. The premise of this theoretical frame state that the matrix language (base language) exists as a dominant language frame into which the code switches are inserted as the embedded language (guest language) items. Understanding of the MLF proposed by Myers-Scotton(2006) is impossible without identifying the constraints of the code-switching behaviors, and the 4M model. Although recent work on code-switching has concentrated primarily on syntactic restrictions. This paper, however, suggests that the effect of social and psychological variables on switching behavior should be given further attention. Myers-Scotten (2006) differentiates between the Inter-sentential and Intra-sentential code-switching. The former describes that code-switching can occur in different phrases or clauses of the same sentence, whereas the latter suggests code-switching within the same clause. The current study examines the later kind of code-switching by extracting the relevant utterances from speech recordings. Moreover, the current research focuses on the structural features of code-switching and the syntactic constraints that control its operation. The structural approach attempts to identify the structural features of morpho-syntactic patterns that accentuate the Code-Switching grammar in a multilingual society.

Even when only one variety of languages is processed, bilinguals have both of the varieties in their minds activated (Grosjean, 1989; Green, 1998; Costa, Rodriguez-Fornells, et al., 2005). Therefore, bilinguals must actively monitor the impact of knowledge of their two functioning and opposing language systems to choose the language involved and prevent the other language which is not currently in use (Rodriguez-Fornells et al., 2006; Abutalebi& Green, 2007; Costa et al., 2005; Festman&Münte, 2012). Eventually, the current study addresses the following research questions:

1. Which syntactic structure is dominant when Pashto Speakers switch to English?

2. How frequently do Pashto natives switch to their L2?

3. Are there any differences or similarities between elderly and young people's code-switching and syntactic dominance trends with time?

4. What is the dominant syntactic structure in elderly and young Pashto-English speakers?

II. LITERATURE REVIEW

Code-switching is a popular phenomenon that regularly involves bilingual speakers. Terms from two languages are used within a single discourse as bilinguals' exchange words. Code-switching is differentiated from code-mixing in several studies. Code mixing is characterized as a practice of mixing languages in one sentence, whereas code-switching may occur within or across sentence boundaries within a single discourse or constituent (e.g., Brice & Anderson, 1999; Khan & Khalid, 2018; Khan et al., 2018; Meisel, 1989; Muysken, 2000; Nicoladis& Genesee, 1997).

In other studies, as well as in this study, code-switching and code-mixing are considered synonymously as alternating two languages within the same speech act (Bokamba, 1989; Clyne, 1987; Genesee, 1989; Genesee, Paradis&Crago, 2004; Poplack, 2001). Code-switching was well studied in bilingual adults, especially concerning grammatical and communicative functions of the behavior (e.g., Cantone, 2007; Gumperz, 1971; MacSwan, 2014; MacSwan& McAlister, 2010; McClure, 1977; Poplack, 1980).

The complexity of code-switching for bilingual adults usually reveals sophisticated grammar knowledge for both languages and reflects the ability of adults to use them appropriately. There is a lot of discussion on what code-switching activity of children implies regarding their linguistic ability. Earlier studies (Cantone, 2007; Myers-Scotton, 2006) on the behaviors of alternating languages for children postulated that bilingual children combine or transfer languages either because they are puzzled or they are linguistically ineffective.

According to the practitioners, bilingual children mix languages because they are confused and cannot distinguish between the two languages (e.g. The Unitary Language System Hypothesis in young children aged 3 years and below). Grosjean (1995) defines code-switching as totally shifting (emphasis added) to the other language for a word, a sentence, and a phrase, etc. The analysis of code-switching was performed from a linguistic (structural), theoretical, psycholinguistic, sociolinguistic, and applied linguistic perspective. Code-switching or the use of two languages in one discourse unit is one measure of the degree of separation in use (MacSwan, 2016). For instance, a bilingual Spanish- English could say "I'm going to the mall" *me voy al mall*, with most terms in Spanish and the English word mall. In some studies, the level of code-switching between bilingual kids was found to be linked to their skills (Nicoladis& Genesee, 1996; Ribot& Hoff, 2014).

Nevertheless, language alternation is recognized as a significant feature of human language and has been studied since the mid-twentieth century. For some obvious reasons, Vogt (1954) proposed that bilingualism should be "of great interest to the linguist since contact with languages has likely affected all languages (p. 21). Even, language communication is most frequently represented in these early studies as an assault into the plentiful language's monolingual interior. Admittedly, the centuries-old classification of foreign-derived vocabulary as loan words or borrowings reinforces the notion that languages are separate entities and lexemes are like artifacts that another language may import to meet linguistic needs, even though they never are part of the family entirely. The mid-twentieth century. For some obvious reasons, Vogt (1954) proposed that bilingualism should be "of great interest to the linguist since contact with languages has likely had an effect on all languages (p. 21). Even, language communication is most frequently represented in these early studies as an assault into the plentiful language's monolingual interior. Admittedly, the centuries-old classification of foreign-derived vocabulary as loan words or borrowings reinforces the notion that languages are separate entities and lexemes are like artifacts that another language may import to meet linguistic needs, even though they never are part of the family entirely.

The model of Myers-Scotton (1993) is based on the assumption that indexical links between specific languages and social meaning are shared locally. Members of a multilingual speech culture will have an awareness of the role of each language; if not, interlocutors will be unable to make sense of different code-switching instances. More practically speaking, speakers intend to use other vocabulary variants in a given encounter but not others. More practically speaking, speakers intend to use other vocabulary variants in a given encounter, but not others and in respect of other exchange participants. Myers-Scotton's (1993) study draws from numerous fieldwork sites in Kenya and other sections of eastern Africa to construct a strongly agentive image of speakers as "intentional meaning creators" (56). The markedness model suggests that speakers are rational actors who use the language form that indexes

their social role in a particular interaction. Code collection is quantified by maxims assimilated under the theory of negotiation: speakers compromise identification by modifying what they term “rights and responsibilities” that arise within participants and are indexed by language varieties.

In American multiculturalism’s activist tenor, Zentella (1997) is calling for "anthropological linguistics" to overcome popular US perceptions of bilingual communities as having underprivileged linguistic skills. Her research thus aims to represent code-switching as a dynamic organization process that can be used as a tool for communicating many and changing identities. She outlines the unprecedented linguistic and cultural know-how needed to master robust multilingualism that includes Puerto Rican Spanish, Puerto Rican English, African American Vernacular English, Hispanic English, and New York City English.

In the literature, it is usually believed that bilingual children mix their two languages in substantial degrees and that children with a weak language do so more frequently than children who are balanced (see Bernardini&Schlyter, 2004; Cantone & Müller, 2005). Language dominance explains the idea of whether one of a bilingual child's languages is more learned than the other or acquired faster (for the two concepts of language dominance cf. Patuto et al., 2014).

Nevertheless, the Matrix Language principle assumes that in bilingual clauses, the morphosyntactic frame of the clause is provided by one of the participating languages known as the Matrix Language. There are two principles which are used to identify the language. The first one is known as the morpheme order principle, according to this principle, in a mixed constituent (Matrix Language + Embedded Language constituents) where we have at least one Embedded Language word and any number of Matrix Language morphemes, the surface structure of the constituent is that of the Matrix Language (Myers-Scotton, 2002; Zahara et al., 2020). The second one is known as the system morpheme principle, according to this principle, in a mixed constituent, all system morphemes “which have grammatical relations external to their head constituents (i.e. which participate in the sentence’s thematic role grid) will come from the Matrix Language” (Myers-Scotton, 2002). According to Myers-Scotton (2006), these principles, basically, “identify this language as the language meeting their requirements.” So, in this paper we are going to use these two principles to test the Matrix Language principle on our data.

III. METHODOLOGY

This research is conducted with bilingual Pashto speakers to explore the sentence structure dominance in the light of the MLF model proposed by Myers-Scotten (2006). For this purpose, data were collected by recording the natural communication of Pashto speakers to obtain raw data to examine how they speak in their natural settings in day-to-day routine. To attain this objective, the researchers recorded their speech in natural settings to avoid any external factors that can influence their natural communication. If the participants know that they are under observation, they may behave differently or could not speak the way they tend to speak in their daily routine. For the comparative analysis, two different groups, one consisting the young people and second comprising elderly participants; selected from the same community, who could speak both English and Pashto. The recordings were transcribed in English for further analysis. The researchers selected only those sentences in which intra-sentential bilingualism or code-switching was carried out by the speakers to observe the syntactic dominance of grammatical features from both of the L1 and L2. In the data analysis section, each sentence is provided with glosses and the most relevant English idiomatic translation.

From each group, selected number of sentences were analysis. The corpora of recordings were lengthy and contained various monolingual and bilingual sentences and phrases, but the researchers selected only those sentences that contained intra-sentential code-switching, whereas inter-sentential code-switched sentences were excluded. According to MyersScotten (2006), they do not provide us with information about the grammar or syntactic dominance of a language. Each sentence is analyzed separately applying the MLF model. For every sentence word for word, glosses are given underneath the Pashto words in italics. English words, not glossed to avoid repetition of words. The sentence structure of each word is compared with the English sentence structure to observe the dominant sentence structure.

The thoroughanalysis of intra-sentential code-switching in selected utterances reveals the matrix language in the case of Pashto-English code-switched speech; that would be described in later sections in detail. English words and phrases are borrowed and embedded in Pashto. Few utterances illustrate L2 sentence structure, but the free word-order nature of Pashto makes it clear that it is not because of the syntactic dominance of L2. L1 (Pashto) unlike L2 (English) can provide meaningful sentences if the word order is changed.

IV. Results

The data for this study is collected by recording the communications of bilingual Pashtuns. For this purpose, two groups are selected. Each group consists of five participants. The age group of each group varies as one group possesses young participants from age range 20-25-years old and the other possesses participants of older age from 45-50 years old. In both of the groups, a comparative analysis is conducted. This study has two main aims. One is to find out the dominant syntactic structure in bilingual Pashtuns. The second is to check for the change in dominance concerning the generation gap. For this reason, a group of elderly participants and young participants is decided to take to obtain data. By analyzing their conversations, the researchers will be able to assess what syntactic structure is dominant, i.e., SOV (Pashto) or SVO (English). Chunks of bilingual speech are extracted from each group's recording.

One of the major properties of the language is its ability to change. It changes and develops over the years. Different generations of the same community do not necessarily use the same vocabulary, language or a variety of languages. While analyzing this data, the researchers found several differentiating features of language among different generations of the same community.

Group 1.

Simple sentences

1. Sub. Obj. Verb.

Haryokas da khpl. **views share**ki.

Everyone. should Their

Everyone should share their views.

Sub. Verb. Obj.

This sentence possesses a default Pashto sentence structure. It is the best example of the morpheme-order hypothesis. The embedded word view is not used the way it would be used in the English language. In English objects, views would follow verb share.

2. Sub. Object. Verb. Object.

Ta. asefazul. **time waste**kawedy mum. o. khplam.

You. Useless. Doing. Ours and. Yours

You're wasting ours and his time.

Sub. Verb. Object

3. Sub. Obj. Verb.

agha**past era**ye **represent**kary da pa dy**drama**ky.

They. Done. In. The in

They have represented the past times in the drama.

Sub. Verb. Object

The above sentences carry the default Pashto sentence structure SOV. These sentences also follow the morpheme order hypothesis. Here like sentence 1. verb follows the object.

Transitive sentences

4. I.Object. Subj. D. Obj. V

Sadarsaibsaram ma khabarashare kra.

Head also I matter. Did

I also shared the matter with the head of the group.

Sub. Verb. D. Object. I. Obj

Sentence 4demonstrates an unusual sentence structure that does not follow either English (SVO) or Pashto (SOV) sentence structure. This bilingual utterance creates an unusual syntactic structure; OI SOD V. The reason behind this structure could be the presence of an indirect object. We will look into other such sentences; containing both direct and indirect objects in a bilingual context to check if it is the indirect object that results from this unusual sentence structure. One aspect is notable here, that an indirect object is placed at the beginning of the sentence. If it is removed, then the sentence would have the usual SOV dominance. In English, both of the objects follow the verb, but one can look at the above sentence and observe that the indirect object in Pashto takes the initial position and the rest of the structure remains the same.

5. I-OBJ SUB D-OBJ Verb

Asalky lockdown da kana nu pa dywajynady du chekommainrestaurant da aga ye band kary da. ????

Actually. Because of Reason have closed

They have closed the restaurant, for sitting and eating, because of the lockdown.

Sub. V. D-Obj I-Object

6.

I.Obj. D.Obj Verb

Agha facilities mu la nashirokaway.

those we. To not can provide

They cannot provide us those facilities.

Sub Verb. D. Obj I. Obj

The above sentence contains both direct and indirect objects and a bilingual utterance like this represents the usual Pashto sentence structure i.e., SOV. As Pashto is a free word order language, it can provide us with a meaningful utterance without a pronoun. That is the reason the equivalent word for "they" is not present at the beginning of the sentence.

7. Obj. Obj. Verb

Asalkydimo pa dy los ky lag fracturerogalyva.

Infact, my on this hand some came had

I had a little fracture in my hand that day.

Sub.V. ObjObj

8.

Sub. Obj. Obj. V.

Mo kor la telephonewakral

I home.to did.

I called home

Compound sentences

9.

Sub. Verb. Obj. Sub. V. (SVO in Pashto)

Ta busy we, tala ma calls okro.

You. Were.you I. Did

I called you, but you were busy.

Sub v. Obj. Sub. V.

Sentence 9 is a compound sentence. It is quite surprising that in this sentence,the English sentence structure is dominant. The reason could be the compound sentence. In the English translation of this sentence, subordinate clause follows the independent clause, but the Pashto sentence starts with a subordinate clause and the independent clause follows it. At this point, we can assume that in the case of Pashto-English bilingual compound sentences, English sentence structure is dominant.

10. Subj Verb verb. Obj. (SVO in Pashto)

Nan raizspecial da at least chedyrezykhukolawve da resturant.

This day is .at day were.open. supposed to

This day is special, so they were supposed to at least open the restaurant.

subj. V. Sub. Verb. Obj.

Sentence 10 also represents SVO sentence structure. The important point to note here is that this is also a compound sentence.

11. Obj. Verb. Obj. Verb.

edy pa zy. yo bal. restaurant da Daawat. agy La baloRshu????

there another is Daawat there. To will. go

There is another restaurant named Dawaat, we should go there.

V. Obj. Sub. V. Obj

The above sentence is a compound sentence too but it carries the usual SOV structure. As Pashto is a free word order language, compound sentences can be uttered without a pronoun. Even without a pronoun, the utterance would be meaningful. Whereas in anEnglish utterance a pronoun is necessary.

12. Agha la me call wakRalkhupick ye nakral.

Him to I did but he did not.

I called him, but he didn't answer.

Sub. V. Obj. Sub. Verb. Obj

13. Obj. V. obj. V V. Obj.

Bas wetavabayayuchebsplan change shwasorrybawetawako.

Just him will tell, that just is. Will him do

Man, we will tell him that due to sudden change in plan we couldn't pick you and we are sorry about that.

Man, we will tell him that, due to a sudden change in plans, we couldn't pick him up, and we are sorry about that.

14. Obj. V. Sub. Obj. V. Sub. (Unsual)

Time mu specifykaryna dy.mu pa last weekendbondy amMcdonaldsla loRwo.

we. Did. Not we case. Case. as well to.went.we

We haven't specified the time yet, but last weekend we went to McDonalds.

Sub. V. Obj. Sub. V. Obj

The above sentence is uttered with an OVS structure. Compound sentences show a variety of sentence structures. The reason behind this diversity of utterance patterns is the free word order nature of the Pashto language.

15. Ibrarlamocallwakrache mu dtabahar wait kawo

We did that we are outside doing

I called ibrar that we are waiting for you ouside.

I called Ibrar to tell him we are waiting for him outside.

Sub. V -Obj. V Obj. Sub V D-Obj I-Obj

16.

V. Sub. I-Obj D-Obj V

Chebowling me wakral los ky me zalimdardshoroo shawl.

While I did hand in My very bad.pain start. Did

As I started bowling, there was severe pain in my hand.

Sub V V D-Obj I-Obj

17.Zadirectroglamball me rawakhstal

I came my. pick

I directly came and took the ball in my hand.

Sub. V V. D-Obj. I-Obj

18. Sub. Obj. V. Sub. V. Obj.

Baharalmo cricket kawalzadyteamkywam.

Anyways. I doing I this of part.

Anyways so I was playing cricket and I was part of the team.

I was part of the team, so I played cricket anyway.

Sub. V. Obj. Sub. Verb. Obj.

19. Nu during game agha bdaseiradavachedy la. zabowlingnawerkam , Zapy poi shwam.

So he had this kind intention was that him.to I no will give, I on understood

So during game I got the vibe from him that he is not gonna give me the bowling

During the game, I got the vibe from him that he is not going to give me the ball.

Sub. V. Obj. I-Obj Sub. V. D-Obj I-Obj

20. Sub Obj. V. Obj.

Emowesarasatimeky clashes rogaly vu cricketky.

I with him. once come had in

Once I clashed with him while playing cricket.

Sub. V. Obj. V. Obj

21.v. Sub. V.

Yaragrany di but quality ye kha da

Friend. Expensive. Is. These Good. Is

They are expensive, but the quality is good.

Sub. V. Sub V.

22. Obj. Obj. Verb.

Godymodypaky. neshtamostlyhorse riding da paky.

Cars. And like. There No. Is. There

There are no cars, and they mostly ride horses.

V. Obj. Sub. Verb.

23. Sub Obj. V.

moballing properly nashwakawaly

I cannot do

I couldn't do bowling properly that day.

I couldn't bowl properly that day.

Sub V. Obj.

24. Sub. Obj. V. Sub.

da pregadachicken rate zyatshawe da rojydywajypora240 kg wa bazar ky

Obj V.

shortage rogaly da.

Apart from this High is. Ramzan.because Of total. Was market in come

Apart from this these days the buying rate of chicken is high 240rupees per kg because of Ramadan, there is shortage in the market.

Apart from this, the buying rate of chicken is high: 240 rupees per kg, and because of Ramadan,

Sub. V. Obj.

there is a shortage in the market.

Sub. V. Obj.

25. Obj. Verb. Sub.

o approximately da dyhundrednaabove episodes di per seasonky.

And. It has Than. Are. Of.

Every season has above hundred episodes approximately.

Sub. V. Obj

26. Drama different da. Dy. nan sabodramo. na.

Is. These days Dramas From

This drama is quite different then these days dramas.

This drama is quite different than other dramas these days.

27. Verb. Obj. Verb. (SVO in Pashto)

Alaka da stop. ka kana ase time waste kawe.

Boy, this stop do its time do

Man, stop wasting this time.

V. Obj

This sentence is not a compound sentence yet it follows English sentence structure pattern.

28. Nan. Ma. Ma. Sha Allah kha. enjoyment mu wakral.

Today. We. Masha Allah. Great. We did

Ma sha Allah, we had great enjoyment today.

29. Sub. V.

Aw qualitykhubestquality da.

Yes. but is

Yes, the quality is the best.

Sub. V.

30. Obj. Sub. V.

Pa university road bondy deer best quality frames melawegi.

Case on Very. Available

On university road some best quality frames are avalible.

The highest quality frames are available on University Road.

Sub. V. Obj.

31. Obj. V.

Mukhtalifqualities glasses frames veagazyky.

Numerous available.thereplace are

There are numerous quality glasses are available.

There are many high quality glasses available.

V. Obj.

32. Sub. V. Obj.

da mo pa Naeembondy stitch kawotolykapRy.

This my on. do all cloths

I stictch all my cloths on Naeem.

Naeem stitches all of my clothes.

Sub. V. Obj.

33. Sub. Obj. V.

Mohibkhu deer heavykhwarokkawe

very food. eat

Mohib eat food very heavily.

Mohib eats a lot of food.

OR

Mohib has a large appetite.

Sub. V. Obj

34.**Sub. Obj. v.**

dy agha saracapacityshta kana

is he has present is

yeah because he is having capacity for that in his stomach.

He has a large capacity for food in his stomach.

35.dawetaawalkawawaskiaghynammakhky exercise waki.

first green.tea drink even before exercise does.

First he takes green tea and even before that he does exercise.

First he exercises, and then he takes green tea.

Interrogative

36. Sub obj. v.

Kashifa da glassesdy so kyjorykary di.

Noun (Mas) These. Are how much make did

Kashif on how much did you buy the glasses?

Kashif, how much did you pay for the glasses?

37.**Sub obj v.**

Mujiba da dykapRostitchingdychetakaRa da?

This do cloths do.where?

Mujib where do you do stictching of your clothes?

Mujib, where do you have your clothes stitched? Did they stitch nicely?

38.Deer khastitchkaRi di?

Do very good did

They did stitch it nicely

39.O mokhurawan.shu agha baossafeelkawe.

And we. But. goinghe.Will now what. Do

Now we are going without him, what he will feel?

How will he feel that we are going without him?

40. Obj. Sub. V.

Chickendyorderkral?

You did

Have you ordered chicken?

Sub. V. Obj.

41. da per chicken kaper kg hesabsrakhrsawe?

Do or account with sell

Do they sell chicken per kg or per chicken?

Sub. Verb. Obj

42. Per kg hesabsara, Alakausman la call wakakna

Obj. sub Verb. Verb. Sub.

The interrogative sentences illustrate the Pashto sentence structure dominance. The speakers not just used more words from Pashto but they followed its syntax as well.

Group 2.

Simple sentences

1.*Sub Obj V.*

ma pa facebook me sapostonakawalo

I on some posts doing

I was posting on facebook.

This sentence is a typical example of how borrowed words are embedded in a matrix language. If we look at the sentence structure, it is SOV (l1). The second important aspect to note in this utterance is the word "postona". This word is a pluralized form of a post. The Native Pashto speaker has applied Pashto grammar on this borrowed English word to pluralize it.

2.

Sub. Obj. V.

Agho deer broadminded khalak di

They very broadminded people are.

They are very broadminded people.

3.

Sub. Obj. V.

Khakhabara da dachyinsanmigrationwakiCanada la.

Better talk this is that human migration do Canada to.

The better option is migration to Canada.

4.

Sub Obj, V.

Badaberykypressurena vi.

Badabery in pressure not available

There is low pressure of CNG in Badabeer.

5

V. Obj.

matlabdwaro side naek so challis rupy

means both sides one forty rupee

Which means, both ways, it is 140 rupees.

V. Obj.

Sentence 5 follows L2 sentence structure. There is only one word borrowed from L2 (English) but dominant sentence structure is of L2. In this case, matrix language is English.

6.

Sub. V.

Khalakzehnimarezanshwo.

People mentally ill/ patient are

People have gone into deep depression.

7.

Sub. Obj. V.

Ewapakkydimokapro company dywalyashwaa.

One from my cloths company bankrupted.

My textile company is bankrupt.

8.

Sub. V.

Curfewkhatra da

Curfew danger is of

There is a chance of curfew.

9.

Obj. V.

Bswazir e azzmla appealkawalghoRi

In short, prime minister to appeal carried out to be.

An appeal to the Prime Minister needs to be carried out.

Transitive sentences

10.

Sub. D- Obj. V. I-Obj.

Aghosystemchalawalo lam domrakhalakpakor di.

Their system running for how much people needed.

They need people to run the country.

11.

I-Obj. Sub.

chebs gas connection roki o khpl

D-Obj. V.

pumpskolawku

just gas connection provide and us. Open do

The better option is that he should give us gas connection so that we can open our own pumps here.

Pashto-English code-switched sentences having transitive verbs provide with varying sentence structures.

Compound sentences

12.

Obj. V. Obj. Sub.

Sanitizerlagau pa sabonbondylasona

V.

wenzu.

Sanitizer used on .soap. on hands wash

We use sanitizers, and sometimes we wash our hands with soap.

13.

Zaaghyrezyby chance dyhujrynarowatalamjohardokan la byaaghyzykykenastaalam.

I that day from hujra coming out Johar shop to then that place sit.

That day, by chance, I came outside of hujra and sat near Johar's shop

14.

e dwatkor pa islamidunyakydomranashykawalychesona ye pa damagribimulkonuky paazadysarakawy shy.

Preching work in Islamic world of that much not this much in is. Western countries of on freedom with do

You can't do preaching in Islamic countries with full freedom the way you it in western countries.

You can't preach in Islamic countries with full freedom the way you can do it in western countries.

15.

Deer puramanmulkda deer khamulkda , O balnasli o mazhabitasobneshtapaky.

Very peaceful country is it. Very good people have. And religious racism not there

It is a very peaceful country; furthermore, there is no religious hatred and racism.

16.

CanadadyPakistannabarateraghonaghata da.ye Pakistan bawescRorabodeda o dy Canada teen crorabadi da teen am nada dae da.

Canada from Pakistan is twele thirteen times big. This Pakistan twenty two cror population and Canada three cror and three crorEven less then that.

Canada is 12 to 13 times bigger than Pakistan. Pakistan has 22 crore population, while Canada has three cror population. Even if it's not three cror, it is two and a half.

17.

Pa tolydunyakyharyomulk 10 percent cha 8 % syhat la budget la werkawi. O Pakistan 3 %

In all world of every country ten percent some eight percent budget they give. And Pakistan three percent

Throughout the world, every country gives ten percent of their budget to health, but in Pakistan, it is three percent.

18.

Matlab da dakadyperysehat la budgetmelawnashwal nu dymatlabba da vi che Pakistan kyinsanannazanawar, darendypakyosigi.

The point is.if this time health for budget give not . Then it mean will that in Pakistan of people not animals and vikings In it live

The point is, that if the government does not give a significant amount of the budget to the health sector, then it will simply mean, that in Pakistan, animals and savages live and not humans.

19.

Sub V. V. Obj V

Khamid u:swailucheappealkawamchetax rata mofki.

Now.said that do bthat us remit will

Khamid just said that he wants to appeal for the remission of tax.

Sub. V. Sub V. Obj.

20.

o ye zadilagoramchedydifabudget o dysehat pa budget kybasorafarkvi

And this I looking that this time budget and this health on in will how much difference will

I have a friend in Canada who is an economics teacher, and he is waiting to see how much of the budget Pakistan will give to the health sector.

21.

Nan dimoyodyfacebookmalgary da pa Canadakyeconomicspa Rawayi agha vychedipera budgetbondyemonazir da.

Today I one have facebook friend is on Canada in economics teaches he telling. That this time budget on my eyes

I have a Facebook friend from Canada he was telling that this time my eyes are on budget.

22.

, dy cha vas kgidydymulkna da migrationwaki,

whose have wealthy country from do better leave this country.migration do.

If you are a little wealthy, migration to another country is a better option.

23.
da airlines company 80fesadtabahshwe da babyarawechatinashi.

And airlines.companies eighty percent destroyed these will stand again never.

Eighty percent of the private airline companies are bankrupt, and they will never stand on their feet again.

24.

Deer kafikhalaktabashudeeryghatyghatycompanydywalyashwe.

A lot of people. Suffered are very big big companies crises faced.

People in large proportion have suffered badly because companies are facing a crisis.

25.

Mazdori am neshtabuisnessharsa. band di.

Working/wages no everything shutdown is.

Sufferings and there is no work all businesses have been shutdown

People are suffering due to no work, because the businesses are shut down.

26.

Dare kykhumojud da deer khalak yemotasarakaRi di.

Dara. In exist it is lot of people are effected have done

Yes, it is in Dara. There are people affected by the virus.

27.

Bsdumrakawocheghwandadera vi agha zykymaskachawo

The best we do. That gathering large Is that place in put on

What are we doing is, we put on mask whenever we are in some large gathering

What we are doing is wearing masks when we are in a large gathering.

28.

Obj. Obj. Obj. V.

Da tax chydinaakhali pa Tunnel bondy nu edynakhanadache Peshawar la so Badaberyky

This.tax that from take on you on isn't it better that to go and Badabeer in

V.

achawo?

fill.

The tax you pay on tunnel, isn't it better to go to Peshawar and fill from Badabeer?

Sub. V. Obj. V. Obj. V. Obj

For the tax you pay on Kohat tunnel, isn't it better to go to Peshawar and fill the car tank with CNG from Badabeer?

29.

Eta yayebawazir e azamcheCNG predopetrolachawo.

To You Tell will the prime minister that CNG leave petrol fill

The Prime Minister will tell you not to use CNG, but to use petrol as fuel.

30.

O kataxnashymofkawly nu dygas connection rokachedymokhplgas vi cheCNG pumps dyly vii.

If not remit can. So then. provide that our is so that there

And let's say, if he can't remit the tax, then he better give gas connection to our area so that we can have our gas and CNG pumps.

Interrogative sentences

31.

Sub. V

Taxsora. da?

Tax how much. Is

How much is the tax?

32.

Nu ta oschalaappealkawe?

So you now to whom appeal will do

To whom do you want to appeal?

33.

Da corona virus borykytasosaizhar e khayalda?

This corona virus about your view points on

What are your viewpoints and thoughts about the coronavirus?

34.

Da virus shta DARA kykna?

This virus exists? Dara in or not?

Do you think this virus is here in Dara?

These interrogative utterances illustrate l1 dominance just like group 1. The only difference is elder participants utilized more Urdu words. After analyzing these sentences having intra-sentential code-

switching, the researchers find that matrix language is Pashto in the case of Pashto-English code-switched speech. English words and phrases are borrowed and embedded in Pashto. Few utterances illustrate L2 sentence structure, but the free word-order nature of Pashto makes it clear that it is not because of the syntactic dominance of L2. L1 (Pashto) unlike L2 (English) can provide meaningful sentences if the word order is changed.

V. Discussion and Conclusion

This analysis was conducted by extracting different types of sentences from some natural conversations of bilingual speakers from the Pakhtoon community. These sentences range from simple sentences to compound and sentences with more than one object of interrogative sentences. All of these categories demonstrated varying results regarding syntactic dominance in Pashto-English code-switched utterances. Utterances having more than one object, (i.e., D-Object and I-Object), illustrate that the indirect object in Pashto takes the initial position in the sentence, and the rest of the sentence follows the default Pashto sentence structure (SOV).

In response to our research questions, we observed that Pashto's syntactic structure or grammatical features are dominant in a context where Pashto speakers are borrowing words from English. Their switching patterns illustrate the L1 dominance and suggest that they have acquired it more effectively than L2. They tend to switch to English very often and most of the utterances fall under the category of intra-sentential code-switching. They tend to use content words such as nouns, adjectives mad verbs whereas function words are not used in intra-sentential code-switched utterances at all. The major difference between group 1 and group 2 found in this analysis is that group 1 was comprised of young participants (20-25 years old) who are completely bilingual as they used only Pashto and the English language. Although group 2 (45-50 years old) tend to use Urdu and English both as recipient languages. Their utterances carry more words from Urdu instead of English. This demonstrates language development and how English is taking more prestige as time progressed. The possible reasons behind this change in linguistics trend are the globalization of English and its use as a lingua Franca all over the world. The younger generation prefers speaking English instead of Urdu as it is the basic requirement for education and official purposes to possess a great command of English. After all of the similarities and differences between the two generations belonging to the same community, we found that both groups follow the grammatical features of Pashto while having a bilingual conversation. These results can be generalized to the whole population.

In short, Pashto is a free word order language unlike English that is the reason it allows a meaningful and acceptable change in the position of subject and object. Though it has a default sentence structure natural use of language allows a shift in the syntactic features of a sentence. The researchers, therefore, opted for recording participants' natural communication to obtain real use of language. As only in real communications one can obtain the effective use of code-switching. The utterances are spoken in real contexts, thus avoid mechanic utterances and are hard to analyze at certain points, as every individual utilizes language in a unique pattern.

While analyzing data the researchers found that participants from the elder group tend to speak more than one language. The participants in group 2 use the Urdu language along with English and Pashto. The matrix language is, of course, Pashto whereas embedded languages are English and Urdu. Whereas in Group 1 speakers do not use or do at all and only use 2 languages Pashto and English. One possible reason behind this difference can be the global influence of English that is increasing day by day. English is considered a prestigious language all over Pakistan and thus people prefer borrowing words from English rather than Urdu. Further researches can be conducted on analyzing and exploring the factors involved in this difference that occurs between these two generations, that what factors are involved that elderly people tend to use more than one language or we can call them Multilingual whereas young generation though they can speak Urdu more fluently than English still, they tend to use English as embedded or guest language. In both groups, the dominant and matrix language is Pashto whereas English is embedded. There are some sentences in which more words from Pashto are used, but the dominant sentence structure is of English.

VI. Limitations and Further Research

It is a subjective analysis as researchers chose utterances using the purposive sampling technique. They tried to limit the biased results by randomly selecting sentences. As it is a qualitative study the collected data is in lengthy speech recordings and it is hard to process too. Further quantitative studies can be conducted on the same data to increase the validity and reliability of this study. The results of this analysis provide the basic knowledge for ELT professionals to develop effective strategies and techniques to teach English to Pashto natives. The data collected for this analysis is taken from native Pashto speakers while communicating with each other in a common setting. They were speaking Pashto and borrowing English words. That is the reason the dominant sentence structure is SOV. The result could be different if the data were collected from official or formal settings, where English was spoken as the dominant language and Pashto words were embedded by the speakers. In the future for more reliable results, a study can be conducted, in which Pashto words and sentences are used while speaking English.

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