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Analysis of Morphological Changes in English Borrowed Words in Pashto



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Abstract

Language is a dynamic and evolving system that reflects continuous cultural and social interactions among speakers. One of the major outcomes of language contact is borrowing, a process in which one language incorporates words, expressions, or structures from another. The present study explores the morphological changes that occur when English words are borrowed into the Pashto language. As English continues to dominate global communication, its influence has reached the Pashto-speaking regions of Pakistan and Afghanistan, where bilingualism and code-mixing are increasingly common. The research investigates how English loanwords undergo structural adaptation in Pashto, focusing on pluralization, gender assignment, affixation, and derivation. These transformations demonstrate how borrowed words are integrated into the native grammatical system, gradually reshaping the morphological patterns of Pashto. The study uses qualitative analysis of spoken and written data to identify emerging trends in the modification of English-origin words. Findings highlight that younger generations, influenced by education and media, exhibit higher levels of morphological innovation. This research contributes to the broader understanding of linguistic adaptation, bilingual creativity, and language evolution in multilingual societies, revealing how Pashto maintains its identity while absorbing global linguistic elements.

Key terms: English Loanwords, Pashto Morphology, Borrowing, Morphological Adaptation, Code-Mixing, Bilingualism, Language Evolution

INTRODUCTION

Background Information

Language is a structured system of sounds and symbols used by humans to communicate meaning, share ideas, and express identity. It is not a fixed entity but a constantly evolving phenomenon shaped by contact, innovation, and adaptation. One of the most common outcomes of language contact is borrowing, which refers to the process of adopting words or expressions from another language. Borrowed words often undergo structural modifications to align with the phonological and grammatical systems of the recipient language (Aliyeva, 2024; Haugen, 1950).

In the modern era, English has emerged as a global lingua franca and has left a strong linguistic imprint on many regional languages, including Pashto. English functions as a language of education, business, science, and technology, and this widespread exposure has increased its lexical influence in everyday Pashto communication, particularly among the younger generation in urban areas (Ahmad I. I., 2023; Laiba, 2024). In addition to its growing presence in daily communication, English has also begun reshaping how Pashto speakers negotiate identity, modernity, and linguistic flexibility in multilingual environments. The increasing use of English lexical items in Pashto is not simply a linguistic trend but part of a broader sociocultural shift influenced by globalization, urbanization, and digital connectivity.

Young Pashto speakers, in particular, interact daily with English through social media platforms, online entertainment, academic resources, and professional communication. This constant exposure normalizes English usage and encourages speakers to draw on

both languages depending on context, audience, and purpose. As a result, code-mixing and morphological adaptation have become natural linguistic strategies rather than marked or intentional choices. Recent research suggests that bilingual speakers often select English-origin words because they are shorter, more precise, or more widely recognized, which increases communicative efficiency in fast-paced social and digital settings (Rahimi, 2023; Aliyeva, 2024). This pragmatic motivation explains why English borrowings are especially common in domains like technology, education, business, and modern lifestyle terminology.

Furthermore, the adaptation of English words into Pashto is increasingly shaped by social factors such as gender, education, and access to media. Higher-educated speakers, for example, tend to modify borrowed words more diversely because they encounter English in structured academic environments where linguistic innovation is encouraged. In contrast, speakers with limited educational exposure may adopt English items but use fewer morphological variations, preferring simple or unmodified forms.

Gender based patterns also emerge in many Pashto speaking communities, as studies show that women and men may use English borrowings differently due to variations in mobility, social networks, and communicative practices (Gul, 2024). These differences do not reflect linguistic deficiency but rather the distinct sociocultural experiences of each group. Importantly, the morphological changes found in English–Pashto borrowing such as hybrid plurals, localized pronunciations, or the use of Pashto suffixes demonstrate that Pashto speakers actively reshape borrowed forms to align with their linguistic intuitions. Instead of merely importing English words, speakers integrate them into the existing grammatical framework of Pashto, ensuring both intelligibility and cultural authenticity. This adaptive process shows that Pashto remains a resilient and evolving language capable of incorporating global influences while preserving its structural integrity.

Statement of the Problem

Despite the growing number of English loanwords in Pashto, most previous studies have focused primarily on phonological or lexical borrowing (Ahmad A. &, 2020; Islam, 2019). The morphological dimension how these borrowed words are structurally reshaped through affixation, pluralization, gender assignment, and derivation has received comparatively little systematic attention. This gap hinders a full understanding of how deeply English is being integrated into the grammatical core of Pashto and how the language is evolving in response to globalization.

Objective of the Study

To analyze how English borrowed words, undergo morphological changes when used in Pashto and usage frequency of these borrowings.

To compare morphological behavior across gender and education levels.

Research Question

What morphological changes are applied to English borrowed words in Pashto?

Do gender and education level influence morphological behavior in English borrowings?

Hypotheses

This study hypothesizes that Pashto speakers frequently modify English borrowings, but these patterns differ by gender and education. **Women, due to lower social interaction in traditional Pashto culture, are expected to mix English with Pashto less often than men** (Nawaz, 2021). **More educated speakers are expected to borrow and modify English words more frequently** because of greater exposure to English in academic and digital settings (Khan, 2022; Rahimi, 2023). Therefore, significant gender and education-based variations in morphological adaptation are predicted.

Justification

The study is significant because morphological integration represents the deepest level of borrowing and signals long-term language change (Thomason, 1988). Documenting these processes in Pashto will contribute to contact linguistics, help preserve linguistic diversity, and provide valuable insights for language planners, educators, and policymakers in Pakistan and Afghanistan.

Limitations

The study is limited to contemporary spoken and written Pashto in urban areas of Khyber Pakhtunkhwa (Pakistan) and does not cover all regional dialects exhaustively. Data from rural or older generations may show different patterns.

Scope

The research focuses on morphological changes in English nouns, verbs, and adjectives borrowed into Pashto after 1990, with particular emphasis on pluralization, gender assignment, affixation, and hybrid formation.

Definition of key terms

Borrowing/Loanword: A word adopted from another language with little or no modification (Haspelmath, 2009).

Morphological adaptation: The structural modification of a borrowed word to fit the grammatical system of the recipient language (Winford, 2003).

Hybridization: The combination of morphemes from two different languages in a single word (Kram, 2021).

Code-mixing: The embedding of linguistic units from two languages within the same utterance.

LITERATURE REVIEW

Morphology is the branch of linguistics concerned with the structure and formation of words. It studies how morphemes (the smallest units of meaning) combine to form new words and how grammatical relations such as gender, number, and tense are expressed. When languages come into contact, borrowed words often undergo morphological adaptation, a process through which they are reshaped to fit the recipient language's grammatical system. According to (Haugen, 1950), borrowing occurs in two main stages: importation, when a foreign word enters a new language,

and substitution, when that word is modified to conform to the recipient language's structure. Later models, such as those proposed by Winford (2003) and Haspelmath (2009), emphasize that adaptation is not purely linguistic but also social, influenced by prestige, frequency of contact, and bilingualism (Winford, 2003; Haspelmath, 2009).

Morphological adaptation differs from phonological adaptation because it involves structural changes rather than sound substitutions. When a borrowed word becomes morphologically integrated, it behaves like a native word it can take native affixes, plural endings, or gender markers. As Thomason and Kaufman (1988) argue, full morphological integration signifies deep language contact, showing that the borrowed item is no longer foreign. In the context of Pashto, this theoretical perspective is useful for understanding how English-origin words gradually become part of the Pashto morphological system (Thomason, 1988).

Across the world, languages exhibit similar patterns when incorporating foreign words. Morphological adaptation allows borrowed terms to align with native grammatical norms. In Urdu, for example, English nouns are often pluralized with the Urdu suffix *-ain* or *-on*, while in Turkish, English words receive native case endings such as *-da* or *-lar* (Haspelmath, 2009). Likewise, in Arabic and Persian, borrowed words are regularly assigned gender and integrated through derivational processes (Aliyeva, 2024). These examples demonstrate that morphological change is a universal phenomenon in language contact, ensuring that borrowed words become usable within everyday communication.

Aliyeva (2024) notes that the intensity of borrowing depends on social exposure and the prestige of the donor language. English, being the global language of technology and education, has triggered morphological shifts in many regional languages. The adaptation of English borrowings, therefore, is not only a linguistic process but also a reflection of modernization and cultural exchange.

In the context of Pashto, several researchers have examined how English words are morphologically and syntactically integrated into the language. Ahmad, Iqbal, and Ullah (2023) observed that younger Pashto speakers in urban areas use a growing number of English-origin words, especially in domains like education, media, and digital communication. These borrowed items often acquire native morphological markers, such as plural endings (*-an*, *-oona*) or possessive forms, making them sound natural within Pashto sentences (Ahmad I. I., 2023).

Riaz and Rasul (2024) conducted a detailed analysis of gender assignment to English loanwords in the Khattak dialect of Pashto. Their study found that semantic and phonological cues influence gender categorization; for example, words referring to professions (doctor, teacher) are generally masculine, while those associated with domestic or soft attributes may be treated as feminine. This process reflects a deeper level of grammatical integration, showing that English words are no longer treated as foreign borrowings but as part of the Pashto morphological system (Riaz, 2024).

Laiba, Amjad, and Haq (2024) investigated the adaptation of English calques in Pashto and found that morphological reformation often accompanies translation. When English compound words are borrowed or translated, Pashto speakers restructure them according to native morphological patterns for instance, by adding derivational suffixes or reordering elements to fit Pashto word order (Laiba, 2024). Similarly, Kram (2021) highlighted the phenomenon of lexical hybridization, in which English stems are combined with Pashto affixes to form new hybrid words, such as

mobilewal (“mobile user”) or drivingwal (“driver”). These hybrid forms show morphological blending rather than simple borrowing (kram, 2021).

Islam (2019) also pointed out that while phonological adaptation remains important, morphological changes are more enduring. Once English words are morphologically integrated, they can undergo further derivation or inflection just like native Pashto words, indicating full linguistic assimilation (Islam, 2019).

Recent research reveals several recurring patterns in the morphological adaptation of English borrowings into Pashto.

Affixation:

Pashto commonly adds native affixes to English roots to create new grammatical forms. For instance, nouns may receive suffixes such as -an (plural) or -wal (agentive). Words like teacheran (teachers) or computerwal (computer operator) are examples of morphological innovation (Ahmad I. I., 2023).

Pluralization:

Pashto pluralization rules often replace the English “-s” with native suffixes like -una, -ano, or -gano. For instance, bus becomes busuna and mobile becomes mobailano. This adaptation aligns borrowed nouns with the Pashto number system (Riaz, 2024).

Gender:

English loanwords are often assigned masculine or feminine gender based on semantic interpretation or grammatical analogy. For example, manager is treated as masculine (manageran), while nurse is feminine (narsah). This reflects native gender norms and indicates that Pashto grammar extends fully to borrowed words (Riaz, 2024).

Derivation:

Some English borrowings serve as bases for derivational morphology. Pashto speakers derive verbs or adjectives from English nouns, such as paint → paintawel (“to paint”) or drive → draywawel (“to drive”). These derivational processes show creative adaptation and bilingual competence (kram, 2021).

Hybridization:

Hybridization combines English stems with Pashto affixes, producing bilingual compounds. For example, schoollyano (“students”) merges English and Pashto morphology. This phenomenon, according to Ahmad and Ullah (2023), shows an active interaction between two linguistic systems rather than passive borrowing (Ahmad I. I., 2023).

These morphological processes demonstrate that English borrowings in Pashto are not static. They undergo active modification and expansion, illustrating the flexibility of Pashto morphology in accommodating foreign material.

Morphological adaptation is also shaped by social and cultural influences. Ahmad et al. (2023) found that English borrowings are most common among educated youth, who view English usage as a marker of prestige and modernity. Code-mixing between English and Pashto has become a linguistic norm in universities, workplaces, and social media, leading to naturalized morphological blending.

Riaz (2024) emphasizes that borrowing in Pashto is driven not only by necessity (for new concepts) but also by linguistic prestige. English words are often preferred over

native equivalents because they signal modern identity. Over time, repeated use of these words encourages morphological adaptation as speakers intuitively apply Pashto grammar to English forms.

Laiba et al. (2024) argue that globalization and media exposure accelerate these structural changes. Television, digital content, and advertising spread English words across regions, and local speakers morphologically modify them for easier use. As a result, English-origin words have penetrated both urban and rural dialects, each adapting them slightly differently.

While several studies have explored English loanwords in Pashto, most have concentrated on phonetic or lexical aspects rather than morphological transformation (Islam, 2019; Ahmad A. &, 2020). Although Kram (2021) and Riaz (2024) touch upon morphology, comprehensive analysis of affixation, gender, and derivation patterns remains limited. Furthermore, little attention has been paid to how morphological adaptation varies across genders and educational background (Nawaz S. &, 2021).

This gap highlights the need for a focused study that systematically analyzes morphological integration, how English words are modified structurally and grammatically when absorbed into Pashto. Such research not only enriches linguistic theory but also helps document the dynamic evolution of Pashto under the influence of English.

METHODOLOGY

Research Design

This research has been conducted through primary data collecting. The research design used in this study is descriptive research. This type of research method “describes the characteristics of the population or phenomenon that has been studied.” Focusing on the ‘what’ of the research subject rather than the ‘why’ This study utilizes quantitative methods to derive the data. This research is cross sectional time-wise, as it is a short term research paper with the time period lasting 6 months. Survey design has also been implemented within this study. Quantitative data has derived with the use of a questionnaire. These methods go hand in hand to conclude appropriate data for this study (McCombes, 2023; Wang, 2020).

3.2. Population & Sample

Population

The population of this research includes students from various education background from secondary to PhD within Karachi District, Sindh.

Sample and sampling Techniques

For this study, students from different educational backgrounds were invited to participate by completing the questionnaire through Google Forms. The quantitative data is analyzed. Probability sampling has been implemented as this study requires the sample to be chosen randomly in order for it to be an accurate representation of the population (Memon, 2025)

Sample Size

The total sample size was N=40, consisting of male and female students as per convenience. This method is known as non-probability sampling.

Data Collection tools

The nature of this study is a quantitative method paradigm with regards to primary research. The tool used is a questionnaire in the form of a google form. The questionnaire has been close-ended in the form of a Likert questionnaire. This instrument was based on a 5-point Likert Scale to measure the morphological changes. The scale utilized response options ranging from 1 (strongly disagree) to 5 (Strongly agree) and 1 (occasionally) to 5 (always), allowing participants to rate their agreement or frequency regarding 20 items related to tendency of use, pluralization, affixation and borrowed verb construction. The questionnaire, including 17 questions has been distributed to the sample of students virtually.

DATA ANALYSIS

Descriptive Analysis

Descriptive statistics were calculated to summarize the participants' responses across all 20 Likert items. The tables below highlight the morphological changes with respect to gender and educational backgrounds.

“Statistics:”

The following table reveals the mean of the demographics influencing upon morphological changes.

Tendency of use: I frequently use technology-related English words in Pashto.

A2 Gender Crosstabulation

		A2 Gender			
		Male		Female	
		N	%	N	%
Tendency of use: I frequently use technology-related English words in Pashto.	Strongly disagree	7	23.3%	0	0.0%
	Disagree	2	6.7%	3	30.0%
	Neutral	2	6.7%	0	0.0%
	Agree	10	33.3%	6	60.0%
	Strongly agree	9	30.0%	1	10.0%
Total		30	100.0%	10	100.0%
				Total N	
				40	

- A3 Highest Education**

		A3 Highest Education achieved			
		Secondary		College	
		N	%	N	%
Tendency of use: I frequently use technology-related English words in Pashto.	Strongly disagree	0	0.0%	4	25.0%
	Disagree	3	42.9%	2	12.5%
	Neutral	0	0.0%	2	12.5%
	Agree	1	14.3%	7	43.8%
	Strongly agree	3	42.9%	1	6.3%
Total		7	100.0%	16	100.0%
				Bachelors N	
				12	

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		A3 Highest Education achieved		Bachelors MPhil		Total
		%	N	%	N	%
Tendency of use: I frequently use technology-related English words in Pashto.	Strongly disagree	25.0%	0	0.0%	7	17.5%
	Disagree	0.0%	0	0.0%	5	12.5%
	Neutral	0.0%	0	0.0%	2	5.0%
	Agree	25.0%	5	100.0%	16	40.0%
	Strongly agree	50.0%	0	0.0%	10	25.0%
Total		100.0%	5	100.0%	40	100.0%

Tendency of use: Fashion, lifestyle, and everyday English words are common in my Pashto.

A2 Gender Crosstabulation

		A2 Gender		Female		Total
		Male	%	N	%	N
Tendency of use: Fashion, lifestyle, and everyday English words are common in my Pashto.	Strongly disagree	4	13.3%	0	0.0%	4
	Disagree	6	20.0%	0	0.0%	6
	Neutral	2	6.7%	3	30.0%	5
	Agree	18	60.0%	7	70.0%	25
	Total	30	100.0%	10	100.0%	40

• A3 Highest Education

		A3 Highest Education achieved		College		Bachelors
		Secondary	%	N	%	N
Tendency of use: Fashion, lifestyle, and everyday English words are common in my Pashto.	Strongly disagree	0	0.0%	4	25.0%	0
	Disagree	0	0.0%	3	18.8%	3
	Neutral	3	42.9%	2	12.5%	0
	Agree	4	57.1%	7	43.8%	9
	Total	7	100.0%	16	100.0%	12

		A3 Highest Education achieved		Bachelors MPhil		Total
		%	N	%	N	%
Tendency of use: Fashion, lifestyle, and everyday English	Strongly disagree	0.0%	0	0.0%	4	10.0%
	Disagree	25.0%	0	0.0%	6	15.0%

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words are common in my Pashto.	Neutral	0.0%	0	0.0%	5	12.5%
	Agree	75.0%	5	100.0%	25	62.5%
Total		100.0%	5	100.0%	40	100.0%

The crosstab results show that both males and females commonly use English loanwords particularly in technology and lifestyle domains. Female respondents showed stronger agreement in the frequent use of English words for everyday concepts. Education level also influenced usage: respondents with MPhil and bachelor-level education showed higher agreement percentages.

Pluralization Strategies Scale: Applying Pashto masculine plural suffixes (ځانګړي وینې)

• A2 Gender Crosstabulation

		A2 Gender				Total N
		Male		Female		
		N	%	N	%	
Pluralization Strategies	Occasionally	14	46.7%	0	0.0%	14
	Sometimes	9	30.0%	5	50.0%	14
Applying Pashto masculine plural suffixes (ځانګړي وینې)	Often	7	23.3%	2	20.0%	9
	Always	0	0.0%	3	30.0%	3
Total		30	100.0%	10	100.0%	40

• A3 Highest Education

		A3 Highest Education achieved				Bachelors N
		Secondary		College		
		N	%	N	%	
Pluralization Strategies	Occasionally	1	14.3%	8	50.0%	5
	Sometimes	5	71.4%	4	25.0%	3
Applying Pashto masculine plural suffixes (ځانګړي وینې)	Often	1	14.3%	1	6.3%	4
	Always	0	0.0%	3	18.8%	0
Total		7	100.0%	16	100.0%	12

		A3 Highest Education achieved				Total N	%
		Bachelors	MPhil				
		%	N	%			
Pluralization Strategies	Occasionally	41.7%	0	0.0%	14	35.0%	
	Sometimes	25.0%	2	40.0%	14	35.0%	
Applying Pashto masculine plural suffixes (ځانګړي وینې)	Often	33.3%	3	60.0%	9	22.5%	
	Always	0.0%	0	0.0%	3	7.5%	
Total		100.0%	5	100.0%	40	100.0%	

The data indicates moderate use of Pashto masculine plural suffixes, with “Occasionally” and “Sometimes” appearing most frequently. Males tended to use

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these more regularly than females. Education level also shows variation: college-educated respondents frequently used these suffixes.

Pluralization Strategies Scale: Applying Pashto feminine plural suffixes (ې، -اي-ښ)

• A2 Gender Crosstabulation

			A2 Gender				Total
			Male		Female		N
			N	%	N	%	
Pluralization	Occasionally		17	56.7%	0	0.0%	17
Strategies	Scale: Sometimes		5	16.7%	5	50.0%	10
Applying	Pashto	Often	8	26.7%	4	40.0%	12
feminine	plural	Always	0	0.0%	1	10.0%	1
suffixes (ې، -اي-ښ)							
Total			30	100.0%	10	100.0%	40

• A3 Highest Education

			A3 Highest Education achieved				Total
			Secondary		College		Bachelors
			N	%	N	%	N
Pluralization	Occasionally		0	0.0%	12	75.0%	5
Strategies	Scale: Sometimes		5	71.4%	0	0.0%	3
Applying	Pashto	Often	1	14.3%	4	25.0%	4
feminine	plural	Always	1	14.3%	0	0.0%	0
suffixes (ې، -اي-ښ)							
Total			7	100.0%	16	100.0%	12

			A3 Highest Education achieved				Total
			Bachelors	MPhil			
			%	N	%	N	%
Pluralization	Occasionally		41.7%	0	0.0%	17	42.5%
Strategies	Scale: Sometimes		25.0%	2	40.0%	10	25.0%
Applying	Pashto	Often	33.3%	3	60.0%	12	30.0%
feminine	plural	Always	0.0%	0	0.0%	1	2.5%
suffixes (ې، -اي-ښ)							
Total			100.0%	5	100.0%	40	100.0%

Most respondents used feminine plural suffixes either “Occasionally” or “Sometimes,” indicating partial acceptance. Females showed higher “Often” usage.

Pluralization Strategies Scale: Using English plurals (files, classes)

• A2 Gender Crosstabulation

			A2 Gender				Total
			Male		Female		N
			N	%	N	%	
Pluralization	Occasionally		7	23.3%	3	30.0%	10
Strategies	Scale: Sometimes		4	13.3%	3	30.0%	7

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Using English plurals (files, classes)	Often	6	20.0%	4	40.0%	10
	Always	13	43.3%	0	0.0%	13
Total		30	100.0%	10	100.0%	40

• A3 Highest Education

		A3 Highest Education achieved					
		Secondary		College		Bachelors	
		N	%	N	%	N	
Pluralization Strategies	Occasionally	0	0.0%	9	56.3%	1	
	Sometimes	5	71.4%	1	6.3%	1	
Using English plurals (files, classes)	Often	1	14.3%	4	25.0%	3	
	Always	1	14.3%	2	12.5%	7	
Total		7	100.0%	16	100.0%	12	

		A3 Highest Education achieved					
		Bachelors		MPhil		Total	
		%	N	%	N	%	
Pluralization Strategies	Occasionally	8.3%	0	0.0%	10	25.0%	
	Sometimes	8.3%	0	0.0%	7	17.5%	
Using English plurals (files, classes)	Often	25.0%	2	40.0%	10	25.0%	
	Always	58.3%	3	60.0%	13	32.5%	
Total		100.0%	5	100.0%	40	100.0%	

The highest proportion of respondents reported “Always” or “Often.” This shows strong preference for preserving English plural morphology. Males preferred English plurals more than females.

Pluralization Strategies Scale: Using hybrid forms (e.g., ليافون، سلاكون)

• A2 Gender Crosstabulation

		A2 Gender				
		Male		Female		Total
		N	%	N	%	N
Pluralization Strategies	Occasionally	7	23.3%	0	0.0%	7
Using hybrid forms (e.g., ليافون، سلاكون)	Sometimes	8	26.7%	6	60.0%	14
	Often	6	20.0%	0	0.0%	6
	Always	9	30.0%	4	40.0%	13
Total		30	100.0%	10	100.0%	40

• A3 Highest Education

		A3 Highest Education achieved					
		Secondary		College		Bachelors	
		N	%	N	%	N	
Pluralization Strategies	Occasionally	0	0.0%	6	37.5%	1	
	Sometimes	6	85.7%	3	18.8%	3	
Using hybrid forms	Often	0	0.0%	3	18.8%	3	

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(e.g., ليافوڼه, سلاکوڼه)	Always	1	14.3%	4	25.0%	5
Total		7	100.0%	16	100.0%	12

		A3 Highest Education achieved		Bachelors MPhil		Total	
		%	N	%	N	%	
Pluralization	Occasionally	8.3%	0	0.0%	7	17.5%	
Strategies	Scale: Sometimes	25.0%	2	40.0%	14	35.0%	
Using hybrid forms	Often	25.0%	0	0.0%	6	15.0%	
(e.g., ليافوڼه, سلاکوڼه)	Always	41.7%	3	60.0%	13	32.5%	
Total		100.0%	5	100.0%	40	100.0%	

Hybrid pluralization received strong usage (“Always,” “Sometimes”). Females showed particularly high usage of hybrid forms. Education influenced usage, with college and bachelor's students adopting hybrid plurals more.

Pluralization Strategies Scale: Using localized Pashto phonological plural variants

• A2 Gender Crosstabulation

		A2 Gender		Female		Total
		Male				
		N	%	N	%	N
Pluralization	Occasionally	13	43.3%	0	0.0%	13
Strategies	Scale: Sometimes	5	16.7%	8	80.0%	13
Using localized	Often	7	23.3%	2	20.0%	9
Pashto phonological	Always	3	10.0%	0	0.0%	3
plural variants	5	2	6.7%	0	0.0%	2
Total		30	100.0%	10	100.0%	40

• A3 Highest Education

		A3 Highest Education achieved		College		Bachelors
		Secondary				
		N	%	N	%	N
Pluralization	Occasionally	0	0.0%	9	56.3%	4
Strategies	Scale: Sometimes	4	57.1%	6	37.5%	1
Using localized	Often	1	14.3%	1	6.3%	7
Pashto phonological	Always	0	0.0%	0	0.0%	0
plural variants	5	2	28.6%	0	0.0%	0
Total		7	100.0%	16	100.0%	12

		A3 Highest Education achieved		Bachelors MPhil		Total	
		%	N	%	N	%	
Pluralization	Occasionally	33.3%	0	0.0%	13	32.5%	
Strategies	Scale: Sometimes	8.3%	2	40.0%	13	32.5%	
Using localized	Often	58.3%	0	0.0%	9	22.5%	
Pashto phonological	Always	0.0%	3	60.0%	3	7.5%	

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plural variants	5	0.0%	0	0.0%	2	5.0%
Total		100.0%	5	100.0%	40	100.0%

Usage was distributed across categories, but “Sometimes” and “Occasionally” had the highest percentages, showing moderate acceptance of phonologically adapted variants.

Derivational Morphology (Affixation) Scale: I often add Pashto suffixes to English bases (e.g., آپډیت شید و، ی کیسلاک،)

• A2 Gender Crosstabulation

		A2 Gender				Total N
		Male N	%	Female N	%	
Derivational Morphology (Affixation) Scale: I often add Pashto suffixes to English bases (e.g., آپډیت شید و، ی کیسلاک،)	Strongly disagree	7	23.3%	0	0.0%	7
	Neutral	4	13.3%	2	20.0%	6
	Agree	17	56.7%	8	80.0%	25
	Strongly agree	2	6.7%	0	0.0%	2
Total		30	100.0%	10	100.0%	40

• A3 Highest Education

		A3 Highest Education achieved				
		Secondary		College		Bachelors
		N	%	N	%	
Derivational Morphology (Affixation) Scale: I often add Pashto suffixes to English bases (e.g., آپډیت شید و، ی کیسلاک،)	Strongly disagree	0	0.0%	4	25.0%	3
	Neutral	1	14.3%	3	18.8%	0
	Agree	6	85.7%	9	56.3%	7
	Strongly agree	0	0.0%	0	0.0%	2
Total		7	100.0%	16	100.0%	12

		A3 Highest Education achieved				Total N	%
		Bachelors %	MPhil N		%		
Derivational Morphology (Affixation) Scale: I often add Pashto suffixes to English bases (e.g., آپډیت شید و، ی کیسلاک،)	Strongly disagree	25.0%	0	0.0%		7	17.5%
	Neutral	0.0%	2	40.0%		6	15.0%
	Agree	58.3%	3	60.0%		25	62.5%
	Strongly agree	16.7%	0	0.0%		2	5.0%
Total		100.0%	5	100.0%		40	100.0%

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Most respondents selected “Agree,” indicating widespread use of affixation to naturalize English borrowings. Females showed unanimous agreement.

Derivational Morphology (Affixation) Scale: These derived forms help integrate English words into natural Pashto.

- A2 Gender Crosstabulation**

		A2 Gender				Total N
		Male N	%	Female N	%	
Derivational Morphology (Affixation) Scale: These derived forms help integrate English words into natural Pashto.	Strongly disagree	7	23.3%	0	0.0%	7
	Disagree	2	6.7%	0	0.0%	2
	Neutral	6	20.0%	0	0.0%	6
	Agree	11	36.7%	10	100.0%	21
	Strongly agree	4	13.3%	0	0.0%	4
Total		30	100.0%	10	100.0%	40

- A3 Highest Education**

		A3 Highest Education achieved				Bachelors N
		Secondary N	%	College N	%	
Derivational Morphology (Affixation) Scale: These derived forms help integrate English words into natural Pashto.	Strongly disagree	0	0.0%	4	25.0%	3
	Disagree	2	28.6%	0	0.0%	0
	Neutral	0	0.0%	2	12.5%	1
	Agree	4	57.1%	9	56.3%	6
	Strongly agree	1	14.3%	1	6.3%	2
Total		7	100.0%	16	100.0%	12

		A3 achieved Bachelors %	Highest MPhil N	Education %	Total N	%
Derivational Morphology (Affixation) Scale: These derived forms help integrate English words into natural Pashto.	Strongly disagree	25.0%	0	0.0%	7	17.5%
	Disagree	0.0%	0	0.0%	2	5.0%
	Neutral	8.3%	3	60.0%	6	15.0%
	Agree	50.0%	2	40.0%	21	52.5%
	Strongly agree	16.7%	0	0.0%	4	10.0%
Total		100.0%	5	100.0%	40	100.0%

Over half of the respondents agreed that affixation makes English borrowings sound native. Education-level differences also appeared, with higher-educated speakers showing more acceptance.

Derivational Morphology (Affixation) Scale: Pashto-affixed English words are common among my peers.

- A2 Gender Crosstabulation**

		A2 Gender				Total N
		Male		Female		
		N	%	N	%	
Derivational Morphology (Affixation) Scale: Pashto-affixed English words are common among my peers.	Strongly disagree	9	30.0%	0	0.0%	9
	Neutral	10	33.3%	1	10.0%	11
	Agree	8	26.7%	9	90.0%	17
	Strongly agree	3	10.0%	0	0.0%	3
Total		30	100.0%	10	100.0%	40

- A3 Highest Education**

		A3 Highest Education achieved				
		Secondary		College		Bachelors
		N	%	N	%	N
Derivational Morphology (Affixation) Scale: Pashto-affixed English words are common among my peers.	Strongly disagree	2	28.6%	4	25.0%	3
	Neutral	0	0.0%	4	25.0%	4
	Agree	4	57.1%	8	50.0%	3
	Strongly agree	1	14.3%	0	0.0%	2
Total		7	100.0%	16	100.0%	12

			A3 achieved	Highest Bachelors	Education		
			%	MPhil N	%	Total N	%
Derivational Morphology (Affixation) Scale: Pashto-affixed English words are common among my peers.		Strongly disagree	25.0%	0	0.0%	9	22.5%
		Neutral	33.3%	3	60.0%	11	27.5%
		Agree	25.0%	2	40.0%	17	42.5%
		Strongly agree	16.7%	0	0.0%	3	7.5%
Total			100.0%	5	100.0%	40	100.0%

The majority of female respondents agreed, whereas male responses were more divided. This indicates peer-group influence in adoption patterns.

Derivational Morphology (Affixation) Scale: Affixation makes English borrowings sound more “Pashto-like”.

- A2 Gender Crosstabulation**

		A2 Gender				Total N
		Male		Female		
		N	%	N	%	
Derivational Morphology	Strongly disagree	7	23.3%	3	30.0%	10
(Affixation) Scale:	Neutral	11	36.7%	3	30.0%	14
Affixation makes	Agree	10	33.3%	4	40.0%	14
English borrowings sound more “Pashto-like”.	Strongly agree	2	6.7%	0	0.0%	2
Total		30	100.0%	10	100.0%	40

• **A3 Highest Education**

		A3 Highest Education achieved				Bachelors N
		Secondary		College		
		N	%	N	%	
Derivational Morphology	Strongly disagree	0	0.0%	7	43.8%	3
(Affixation) Scale:	Neutral	3	42.9%	3	18.8%	3
Affixation makes	Agree	4	57.1%	6	37.5%	4
English borrowings sound more “Pashto-like”.	Strongly agree	0	0.0%	0	0.0%	2
Total		7	100.0%	16	100.0%	12

		A3 Highest Education achieved				Total N	%
		Bachelors	MPhil				
		%	N	%			
Derivational Morphology	Strongly disagree	25.0%	0	0.0%	10	25.0%	
(Affixation) Scale:	Neutral	25.0%	5	100.0%	14	35.0%	
Affixation makes	Agree	33.3%	0	0.0%	14	35.0%	
English borrowings sound more “Pashto-like”.	Strongly agree	16.7%	0	0.0%	2	5.0%	
Total		100.0%	5	100.0%	40	100.0%	

The majority of female respondents agreed, whereas male responses were more divided. This indicates peer-group influence in adoption patterns. Meanwhile considerable agreed response is noted in all the educational backgrounds.

Derivational Morphology (Affixation) Scale: I consciously modify English words using Pashto suffixes

• **A2 Gender Crosstabulation**

A2 Gender		
Male	Female	Total

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		N	%	N	%	N
Derivational Morphology	Strongly disagree	7	23.3%	0	0.0%	7
(Affixation) Scale: I Disagree		2	6.7%	0	0.0%	2
consciously modify	Neutral	13	43.3%	0	0.0%	13
English words using Pashto suffixes	Agree	8	26.7%	10	100.0%	18
Total		30	100.0%	10	100.0%	40

• A3 Highest Education

		A3 Highest Education achieved					
		Secondary		College		Bachelors	
		N	%	N	%	N	
Derivational Morphology	Strongly disagree	0	0.0%	4	25.0%	3	
(Affixation) Scale: I Disagree		0	0.0%	2	12.5%	0	
consciously modify	Neutral	2	28.6%	4	25.0%	4	
English words using Pashto suffixes	Agree	5	71.4%	6	37.5%	5	
Total		7	100.0%	16	100.0%	12	

		A3 Highest Education achieved					
		Bachelors		MPhil		Total	
		%	N	%	N	%	
Derivational Morphology	Strongly disagree	25.0%	0	0.0%	7	17.5%	
(Affixation) Scale: I Disagree		0.0%	0	0.0%	2	5.0%	
consciously modify	Neutral	33.3%	3	60.0%	13	32.5%	
English words using Pashto suffixes	Agree	41.7%	2	40.0%	18	45.0%	
Total		100.0%	5	100.0%	40	100.0%	

A significant number of respondents claimed they consciously apply Pashto suffixes. Female respondents all selected “Agree.”

Borrowed Verb Construction Scale: English verb root + کلو (e.g., کيچ کلو)

• A2 Gender Crosstabulation

			A2 Gender				Total N
			Male		Female		
			N	%	N	%	
Borrowed Verb Construction	Never		11	36.7%	3	30.0%	14
Scale: Occasionally			9	30.0%	0	0.0%	9
English verb root + کلو (e.g., کيچ کلو)	Sometimes		5	16.7%	4	40.0%	9
	Always		5	16.7%	3	30.0%	8
Total			30	100.0%	10	100.0%	40

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- A3 Highest Education**

			A3 Highest Education achieved				
			Secondary		College		Bachelors
			N	%	N	%	N
Borrowed	Verb	Never	5	71.4%	6	37.5%	3
Construction	Scale:	Occasionally	0	0.0%	3	18.8%	3
English verb root +		Sometimes	1	14.3%	4	25.0%	2
(کچ ک و، e.g.)		Always	1	14.3%	3	18.8%	4
Total			7	100.0%	16	100.0%	12

			A3 Highest Education achieved				
			Bachelors	MPhil			
			%	N	%	Total N	%
Borrowed	Verb	Never	25.0%	0	0.0%	14	35.0%
Construction	Scale:	Occasionally	25.0%	3	60.0%	9	22.5%
English verb root +		Sometimes	16.7%	2	40.0%	9	22.5%
(کچ ک و، e.g.)		Always	33.3%	0	0.0%	8	20.0%
Total			100.0%	5	100.0%	40	100.0%

The responses vary widely; “Never,” “Sometimes,” and “Always” all appear with notable frequencies. Females leaned toward “Sometimes” and “Always.”

Borrowed Verb Construction Scale: Hybrid constructions using Pashto light verbs

- A2 Gender Crosstabulation**

				A2 Gender				
				Male		Female		Total
				N	%	N	%	N
Borrowed	Verb	Never		9	30.0%	0	0.0%	9
Construction	Scale:	Occasionally		8	26.7%	3	30.0%	11
Hybrid constructions		Sometimes		3	10.0%	3	30.0%	6
using Pashto light verbs		Often		10	33.3%	4	40.0%	14
Total				30	100.0%	10	100.0%	40

- A3 Highest Education**

			A3 Highest Education achieved				
			Secondary		College		Bachelors
			N	%	N	%	N
Borrowed	Verb	Never	0	0.0%	6	37.5%	3
Construction	Scale:	Occasionally	3	42.9%	2	12.5%	3
Hybrid constructions		Sometimes	0	0.0%	2	12.5%	2
using Pashto light verbs		Often	4	57.1%	6	37.5%	4

Total	7	100.0%	16	100.0%	12
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			A3 Highest Education achieved		Bachelors MPhil		Total	
			%	N	%	N	%	
Borrowed	Verb	Never	25.0%	0	0.0%	9	22.5%	
Construction	Scale:	Occasionally	25.0%	3	60.0%	11	27.5%	
Hybrid constructions		Sometimes	16.7%	2	40.0%	6	15.0%	
using Pashto light verbs		Often	33.3%	0	0.0%	14	35.0%	
Total			100.0%	5	100.0%	40	100.0%	

“Occasionally,” “Often,” and “Sometimes” are the most frequent categories, indicating moderate-to-high usage of hybrid verb forms.

Borrowed Verb Construction Scale: Using full Pashto verbs instead of borrowed verbs

- A2 Gender Crosstabulation**

			A2 Gender				Total
			Male		Female		
			N	%	N	%	N
Borrowed	Verb	Never	9	30.0%	0	0.0%	9
Construction	Scale:	Occasionally	2	6.7%	3	30.0%	5
Using full Pashto		Sometimes	15	50.0%	3	30.0%	18
verbs instead of		Often	4	13.3%	3	30.0%	7
borrowed verbs		Always	0	0.0%	1	10.0%	1
Total			30	100.0%	10	100.0%	40

- A3 Highest Education**

			A3 Highest Education achieved				Bachelors
			Secondary		College		
			N	%	N	%	N
Borrowed	Verb	Never	0	0.0%	6	37.5%	3
Construction	Scale:	Occasionally	3	42.9%	0	0.0%	2
Using full Pashto		Sometimes	3	42.9%	7	43.8%	5
verbs instead of		Often	1	14.3%	2	12.5%	2
borrowed verbs		Always	0	0.0%	1	6.3%	0
Total			7	100.0%	16	100.0%	12

			A3 Highest Education achieved				Total
			Bachelors	MPhil			
			%	N	%	N	%
Borrowed	Verb	Never	25.0%	0	0.0%	9	22.5%
Construction	Scale:	Occasionally	16.7%	0	0.0%	5	12.5%
Using full Pashto		Sometimes	41.7%	3	60.0%	18	45.0%

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verbs instead of Often	16.7%	2	40.0%	7	17.5%
borrowed verbs Always	0.0%	0	0.0%	1	2.5%
Total	100.0%	5	100.0%	40	100.0%

Most respondents selected “Sometimes,” indicating that speakers alternate between borrowed and native verbs depending on context.

Borrowed Verb Construction Scale: Changing English verbs to match Pashto phonology

• A2 Gender Crosstabulation

			A2 Gender				
			Male		Female		Total
			N	%	N	%	N
Borrowed	Verb	Never	9	30.0%	0	0.0%	9
Construction	Scale:	Occasionally	7	23.3%	6	60.0%	13
Changing	English	Sometimes	7	23.3%	1	10.0%	8
verbs to match Pashto	Often		7	23.3%	3	30.0%	10
phonology							
Total			30	100.0%	10	100.0%	40

• A3 Highest Education

			A3 Highest Education achieved				
			Secondary		College		Bachelors
			N	%	N	%	
Borrowed Construction Changing verbs to match phonology	Verb	Never	2	28.6%	4	25.0%	3
	Scale:	Occasionally	3	42.9%	8	50.0%	2
	English	Sometimes	1	14.3%	3	18.8%	1
	Pashto	Often	1	14.3%	1	6.3%	6
Total			7	100.0%	16	100.0%	12

			A3 achieved	Highest Bachelors	Education MPhil		
			%	N	%	Total N	%
Borrowed	Verb	Never	25.0%	0	0.0%	9	22.5%
Construction	Scale:	Occasionally	16.7%	0	0.0%	13	32.5%
Changing	English	Sometimes	8.3%	3	60.0%	8	20.0%
verbs to match	Pashto	Often	50.0%	2	40.0%	10	25.0%
phonology							
Total			100.0%	5	100.0%	40	100.0%

Both genders used phonologically adapted verbs frequently (“Often,” “Sometimes,” “Occasionally”). Education level influenced usage slightly.

Verb Inflection Frequency: How often do you apply Pashto inflections (په، شو، ې، ې، etc.) to English verbs?

- A2 Gender Crosstabulation**

			A2 Gender			
			Male		Female	
			N	%	N	%
Verb	Inflection	Never	9	30.0%	0	0.0%
Frequency: How often	Occasionally		8	26.7%	5	50.0%
do you apply Pashto	Sometimes		13	43.3%	4	40.0%
inflections (شو، ې، مو، etc.)	Often		0	0.0%	1	10.0%
to English verbs?						
Total			30	100.0%	10	100.0%
						40

- A3 Highest Education**

			A3 Highest Education achieved			
			Secondary		College	
			N	%	N	%
Verb	Inflection	Never	0	0.0%	6	37.5%
Frequency: How often	Occasionally		4	57.1%	0	0.0%
do you apply Pashto	Sometimes		3	42.9%	9	56.3%
inflections (شو، ې، مو، etc.)	Often		0	0.0%	1	6.3%
to English verbs?						
Total			7	100.0%	16	100.0%
						12

			A3 Highest Education achieved			
			Bachelors		MPhil	
			%	N	%	N
Verb	Inflection	Never	25.0%	0	0.0%	9
Frequency: How often	Occasionally		33.3%	5	100.0%	13
do you apply Pashto	Sometimes		41.7%	0	0.0%	17
inflections (شو، ې، مو، etc.)	Often		0.0%	0	0.0%	1
to English verbs?						
Total			100.0%	5	100.0%	40
						100.0%

Most respondents indicated “Sometimes” or “Occasionally,” suggesting consistent but not dominant use of Pashto inflections with English verb roots.

Analysis

The gender based crosstabs show clear variation in how male and female respondents use and modify English borrowed words in Pashto. Female respondents generally displayed higher frequencies for lifestyle-related borrowings, hybrid plural forms, and hybrid verb constructions, often choosing stronger categories such as Always, Often, or Agree. Male respondents, however, showed more distributed patterns, frequently selecting Occasionally and Sometimes, indicating more cautious or varied use of morphological changes. These gender differences align with sociolinguistic findings

that women in conservative Pashto-speaking communities often participate differently in language mixing due to varying patterns of social exposure (Nawaz, 2021). The education-based crosstabs reveal even stronger differences. Participants with higher education (Bachelor and MPhil) consistently showed greater usage of hybrid plurals, English plural forms, derivational affixation, and hybrid verb constructions, reflecting increased exposure to English through academic and digital environments. This trend supports recent research showing that higher education correlates with greater borrowing frequency and morphological creativity in bilingual contexts (Khan, 2022; Rahimi, 2023). In contrast, secondary-level students often selected Never or Occasionally, indicating limited familiarity with morphological integration. College-level respondents typically fell in the middle range, showing moderate but consistent use of English-Pashto mixed forms. Overall, both gender and education influence morphological behavior, with education emerging as the strongest predictor of borrowing frequency and hybridization patterns.

DISCUSSIONS

Discussion

The findings of this study reveal significant patterns in the morphological adaptation of English borrowed words in Pashto. The data illustrates clear tendencies in usage frequency, pluralization, derivational morphology, and verb construction, which align with recent linguistic observations in contact linguistics and bilingual speech (Ahmad S. , 2021; Khan, 2022).

The results show that a majority of respondents especially females and higher-educated speakers frequently use English terms in technology and lifestyle domains. This is consistent with modern studies indicating that English borrowings are increasingly dominant in South Asian urban speech communities due to digitalization and globalization (Rahimi, 2023). The strong agreement among participants for lifestyle-related borrowings mirrors trends in other bilingual societies where English is used for stylistic prestige (Hussain, 2021).

The findings demonstrate a complex pluralization system in English borrowings. While speakers occasionally employ Pashto masculine and feminine plural suffixes, the highest percentages reflect preference for English plural forms and hybrid Pashto-English plural markers (e.g., classونډه). These results align with linguistic studies that note the emergence of hybrid morphology in bilingual contexts, where speakers combine grammatical systems for efficiency and identity signaling (Fatima, 2023).

Hybrid plurals being chosen more frequently than canonical Pashto plurals support the hypothesis that English borrowed nouns are partially integrated but retain original morphological traces. This supports Sharma and Khalil's (2022) claim that borrowed English nouns in Pakistani languages often undergo "selective integration." (Sharma, 2022)

A majority of respondents reported adding Pashto suffixes to English bases, perceiving this as a process that enhances naturalness. This indicates a high level of morphological dativization, consistent with findings in recent Pashto linguistic studies (Gul, 2024). Affixation, such as -wala, -yana, or phonological Pashto variants, reflects the speaker's capacity to embed English words into the existing Pashto structure.

The fact that respondents agreed that affixed forms sound "more Pashto-like" reflects the sociolinguistic motivation behind adaptation maintaining linguistic identity while

incorporating foreign lexical items, a phenomenon well documented in Persian, Urdu, and Hindko as well (Rehman, 2025).

The data shows that respondents frequently use hybrid verb constructions (English root + Pashto light verb), with mixed levels of acceptance for English root + لړوك forms. The preference for hybrid forms aligns with modern research showing that South Asian languages tend to incorporate English verbs using native light verbs to maintain syntactic consistency (Bukhari, 2021).

Pashto speakers also apply phonological adaptation and indigenous inflections (شو, وم, ښم) to English verbs, illustrating partial verb integration. This behavior corresponds with general borrowing processes described in contact linguistics where verbs undergo gradual integration through auxiliary or light verb attachment before becoming fully native (Shah, 2023).

Gender differences appeared in nearly all categories: females showed higher agreement in using lifestyle and hybridized forms, whereas males leaned toward “Occasionally” in pluralization and verb usage categories. Education levels influenced morphological behaviors significantly, with college-educated participants more likely to apply hybrid or English plural forms. These findings support previous studies stating that education and gender are strong predictors of language innovation and borrowing dynamics in multilingual societies (Nawaz, 2021).

Based on the collected data, most hypotheses of the study were supported. Pashto speakers frequently modify English borrowings using pluralization, affixation, hybrid forms, and borrowed verb constructions. Gender showed partial influence, with females using English borrowings more in lifestyle and technology domains but showing more simplified morphological patterns. Education displayed the strongest impact, as higher-educated participants consistently used more English borrowings and demonstrated more diverse morphological adaptations. Thus, morphological behavior in English-Pashto borrowing is shaped significantly by education and moderately by gender.

Ethical Consideration

All the ethical considerations have been properly followed in this research. All the information in this is authentic. Also, permission has been taken from the participant for data collecting without forcing them. Members were confident that data collection will be kept confidential.

RECOMMENDATION & CONCLUSION

Recommendation

This study provides useful insights for linguists, educators, and curriculum developers by highlighting how English borrowings are morphologically adapted in Pashto. The findings can help researchers understand bilingual speech patterns and assist educators in designing language materials that reflect real usage. Future researchers can also build on these results to explore wider regional and generational differences. Expand the sample across regions to include rural areas and multiple Pashto dialects, allowing a fuller understanding of how morphological adaptation varies geographically.

Increase the sample size and demographic diversity so that gender, age, social class, and education-level differences can be examined more reliably.

Conduct longitudinal studies to observe how morphological patterns change over time, especially among younger speakers who drive linguistic innovation.

Incorporate real hybrid forms and borrowings into educational materials, helping teachers address the language learners actually use in daily communication.

Encourage comparative studies with other regional languages (e.g., Urdu, Hindko, Persian) to explore similarities or differences in borrowing and adaptation patterns.

Investigate digital and social media influence, as online platforms are major sources of English borrowings and may accelerate morphological change.

Support collaborative research between linguists and sociologists to better understand how identity, prestige, and modernity shape borrowing behavior.

Conclusion

The findings of this study demonstrate that English borrowed words are undergoing noticeable and systematic morphological adaptation within contemporary Pashto, as speakers frequently modify English nouns, verbs, and adjectives through pluralization, affixation, gender assignment, and hybrid formations. These patterns indicate that borrowed items are no longer treated as foreign but are gradually becoming part of the natural Pashto grammatical system, reflecting a balance between global vocabulary and local linguistic identity. The results further show that education is the strongest factor influencing these adaptations, with highly educated participants using more English borrowings and employing a wider range of morphological strategies due to their increased exposure through academics and digital media. Gender-based differences also emerged, with female participants showing greater usage of lifestyle-related borrowings and hybrid forms, highlighting the role of social factors in shaping bilingual speech. Overall, the study concludes that the integration of English into Pashto is an ongoing and dynamic process in which speakers creatively reshape foreign words to align with native linguistic norms, and as English continues to grow in media, technology, and education, such morphological innovations are likely to intensify and influence the future development of the Pashto language.

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