The Influence of Mother Tongue on Second Language Learning: A Study of Pashto-Speaking English Language Learners

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ABSTRACT

This research investigates the influence of Pashto as a mother tongue on the acquisition of English as a second language among Pashto-speaking learners. A wide-scale investigation of several dimensions across phonology grammar and lexicon demonstrates both inhibiting and facilitating elements in Pashto native speakers acquiring English. Phonological investigations at the initial level focus on listening patterns in Pashto that affect speakers' pronunciation of English. Grammatical transfer in English language learning focuses on tracing Pashto language structures that influence learners' construction of English statements. This research investigates how Pashto vocabulary functions as an educational resource to support English learning while also investigating its potential as linguistic obstacles which block effective English mastery. This research combines mixed methods for investigation through the use of qualitative and quantitative data collection practices to analyze linguistic phenomena thoroughly. Research outcomes will enable educational practitioners to create specific teaching strategies for Pashto speakers learning English by identifying specific linguistic intersections and patterns. A main purpose of this examination tries to advance comprehension of system learning procedures which generate cross-linguistic influence effects. The research outcomes create a valuable starting point for delivering practical support to educators and linguists and curriculum developers who work in multilingual learner language instruction.

1. Introduction

The learning processes receive significant influence from first language status since mother tongue functions as a distinctive factor. The distinctive linguistic attributes of Pashto syntax phonology morphology and semantics define how Pashto-speaking English learners both acquire English and utilize it in their speech. Pashto represents the Indo-Iranian section of the Indo-European languages yet contains qualities which affect learning English positively or negatively. The ongoing relationship between two languages creates a complicated learning experience which educators along with linguists and learners need to understand to get better second-language outcome results.

Applied linguistics research shows broad recognition that the first language of speakers contributes significantly to their acquisition of second languages. English occupation earns Pashto speakers such students a distinctive approach influenced by their native Pashto language's linguistic and cultural foundations. Students' knowledge of Pashto tends to transfer linguistic

principles along with pronunciation characteristics and syntactic elements when they learn English hence language transfer occurs. Language transfer between two systems produces both beneficial outcomes that facilitate understanding and adverse outcomes that trigger mistakes in a direct correlation with linguistic alignment. Teaching methodologies for Pashto-speaking learners can be improved when instructors understand their specific challenges by performing detailed studies of this phenomena.

Pashto speakers encounter considerable obstacle in English pronunciation because their two languages possess distinct vowel patterns. Many of the 23 vowels in English exceed Pashto's vowel set which can lead to pronunciation mistakes. The different word ordering patterns between SOV Pashto and SVO English result in major difficulties when students move between these languages. The difficulties in learning between these languages become visible through differences in both grammar and vocabulary. The sociocultural setting and linguistic factors combine to produce essential roles in learners' acquisition of second languages. Pashto speakers usually develop in communities where English remains rarely used for conversation hence blocking more opportunities to learn the language. Learning conditions that lack sufficient exposure delay the development of basic skills including fluency and communicative competence. The learning results of Pashto speakers toward English depend substantially on their social language factors such as their English attitude, motivation to learn and community perceiving English status. Supportive environments alongside cultural sensitivity remain vital features needed to develop students' English language motivation and meaningful learning engagement.

Research into the mother tongue effect in second-language acquisition has expanded substantially over recent years due to mounting recognition of its decisive role in language education. Research about Pashto-speaking learners of English represents a significant missing component in current academic literature. The specific effects of Pashto language elements on English learning have received limited scholarly investigation thus making this area poorly studied. Research needs to aim specifically at the Pashto dialect to identify both its experiences and specific difficulties within language acquisition. This research analyzes how Pashto sound systems and grammar rules along with vocabulary affect native Pashto speakers during their English learning process to enhance our understanding of theoretical and practical elements of second-language education.

Literature transfer theory provides the theoretical backbone for this study demonstrating how first language (L1) systems determine second language (L2) learning processes. Students who use language transfer theory study L2 by depending on L1 knowledge but experience positive transfer from shared elements between languages and negative transfer from diverging aspects. This linguistic situation reveals competing elements of support and complications which demand additional analysis for Pashto language users. Studies of Pashto's influence on English through both positive and negative transfer mechanisms enable a complete theoretical grasp of SLA while generating practical guidance for Pashto-English instructive scenarios.

The psychological elements of language acquisition have equal importance compared to linguistic aspects. Learning English presents different kinds of emotional obstacles together with motivation issues for Pashto language speakers. People learning English at times develop anxiety and low self-confidence together with decreased motivation because they consider the language difficult or excessively foreign. Psychological barriers cause substantial detrimental effects on students' English learning processes. Learning success demands faculty to identify and resolve these obstacles in order to develop supportive education settings. Strategies built to boost learners' confidence and lower their anxiety together with motivational approaches functions as a powerful developmental element improving achievement outcomes for Pashto-speaking English learners while establishing an integrated approach to language education. Second-language acquisition attracts complex multiple layers of influence from the home language. English learning for Pashto speakers produces influence through linguistic elements as well as social cultural dimensions and psychological aspects. The research examines diverse aspects through which this study aims to detect second-language acquisition patterns and establish practical lessons for enhancing Pashto speakers' English capabilities.

1.1. Statement of the Research Problem

The challenges that are faced by Pashto-speaking learners of English highlights a critical issue in the field of second-language acquisition: the influence of the mother tongue on L2 learning. Labels suggests that the context-aware language teaching rarely acknowledges specific requirements necessary for Pushto speakers. Pashto and English keep significant linguistic differences which together with educational and sociocultural elements form special obstacles to embracing English instruction. Pashto's language structure and cultural background creates research issues which needs further investigation to discover successful methods for helping students master English.

1.2. Significance of the Study

Analysis of this research holds significant value with multiple important implications. Research examining the influence of native language on acquiring a second language receives further expansion through this study. The study uses Pashto-speaking

students while filling gaps in literary research to gain insight about a language group with little examination. The research results will help develop theoretical explanations about language transfer processes along with cross-linguistic influence and second language acquisition. The research findings generate useful applications for curriculum development along with language instruction methods. The identification of Pashto-speaking learner challenges enables education professionals to create training methods that confront these barriers. Teachers can create more effective instruction when they identify specific parts where learners experience negative transfer so they can target the necessary remediation efforts for those student challenges. Teaching materials development as well as resources need to be developed according to Pashto speakers' language and cultural background through information derived from this research.

1.3. Purpose of the Study

This investigation intends to understand the effect that Pashto language has on English acquisition among second language learners. The research investigates the elements influencing English language acquisition by Pashto speakers through the examination of linguistic as well as sociocultural and psychological influences. This comprehensive research evaluates the learning environment through linguistic as well as behavioral and social aspects of the Pashto language to develop recommendations for enhancing English language education among Pashto students.

1.4. Research Objectives

- To examine the phonological interference of Pashto on the pronunciation of English language learners.
- To analyze the extent of grammatical transfer from Pashto to English language use.
- To identify the role of Pashto vocabulary in facilitating or hindering English language learning.

1.5. Research Questions

1. What is the phonological interference of Pashto on the pronunciation of English language learners?
2. What is the extent of grammatical transfer from Pashto to English language use?
3. What is the role of Pashto vocabulary in facilitating or hindering English language learning?

1.6. Delimitation of the Study

This study investigating linguistic patterns exclusively studies English learners from Pashto communities who attend formal educational settings and seek language coursework. This research evaluates how English foreign language learners in secondary and tertiary institutions manage their language studies. Speakers of Pashto excluded from this study did not learn English when it served as their principal communication language in their daily lives. The analysis explores linguistic and sociocultural elements but sets aside other key variables including economic background and technology access.

2. Literature Review

Second-language acquisition research heavily depends on language transfer theory to comprehend the effects of mother tongue. According to Odlin (1989) students utilize their native language knowledge to build positive or negative L2 skills during second language acquisition. The structural differences between Pashto and English create multiple learning transfer scenarios that all Pashto-speaking learners experience. Passes who speak native Pashto without definite or indefinite articles usually leave them out completely when writing in their English target language while doing so incorrectly indicates negative language transfer. Learners receive beneficial language transfer when essential elements of words have similar structural arrangements between their L1 and L2. Research findings by Odlin demonstrate the necessity of understanding these transfer patterns to develop teaching strategies which help students make fewer errors while taking advantage of their existing strengths.

The Contrastive Analysis Hypothesis (CAH) created by Lado (1957) describes learning difficulties through structural analysis of L1 and L2 features. A structural analysis of Pashto with English reveals key challenges in syntax along with morphology that Pashto-speaking language learner's encounter. Twelve language learners experience challenges when forming proper sentences across the Pashto SOV framework and English SVO verb pattern. Because Pashto has restricted tense structures and basic auxiliary verb systems young learners encounter learning difficulties when attempting English verb conjugations. The insight Lado's hypothesis provides about language contrasts helps teachers form better classroom practices through better understanding student barriers.

Ellis (1994) introduced interlanguage when he explained that language learners create temporary linguistic systems which they use to develop their second language abilities. Among language users learning a second language occurs through creative combinations of their original language elements with their direct language exposure and active mental systems. Pashto-

speaking learners develop interlanguage systems characterized by their native language rules merging through English language development rules. English speakers initially learn Pashto direct object markers while maintaining Pashto-derived phonological patterns which render their pronunciation unclear. Based on Ellis's theory students who learn Pashto show improved interlanguage competence when they get language feedback during increased English language interaction time.

Calculating how students acquire language comes from observing cultural social patterns according to Vygotsky's (1978) sociocultural theory. Students who begin with Pashto find that their dialect barriers often create challenges during language education. Student interaction with English is insufficient throughout most Pashto-speaking areas because English communication remains restricted outside lessons. The way students view themselves and their motivation to learn changes based on cultural perceptions surrounding English because this language traditionally represents technological development and internationalization. Teachers following Vygotsky's theory should create learning spaces that combine sociocultural understanding with student-involved teaching to help Pashto learners join in English conversations.

Subjects who learned Pashto encounter speech obstacles because the sound patterns of the language stand vanished from those found in English. According to researcher Flege (1995) L2 phoneme perception depends on L1 phonemes matching their L2 counterparts. The deficiency of vowels in Pashto compared to English causes speakers of the language to endure challenges learning correct English pronunciation of vowels. Features identifying long and short vowels ("bit" vs. "beat") in English pronunciation create large pronunciation barriers that learners must overcome. Engagement with English learning stops Pashto language speakers from mastering the English consonants /p/ and /b/ because these phonemes differ from aspiration rules found within their native tongue.

Pashto language syntax contributes favorably to students learning English grammar rules from foreign languages. The tongue of Pashto depends chiefly on inflectional suffixes for tense marking as well as gender the language system while English operates using sequence-based word composition and dependent verbalization. Transforming L1 morphological rules into L2 through learner negative transfer language interaction produces tense and word order errors according to Selinker (1972). In Pashto where native speakers order sentences in a SOV structure they tend to say "She book read" to communicate "She reads a book." The teaching power of direct grammar education strengthens when teachers build their instruction around their students' original linguistic base.

Dörnyei (1994) highlights the critical role of motivation in second-language acquisition. Pashto-speaking students base their motivation toward learning English on three key elements: Students judge English utility based on their personal judgments about English usefulness and simultaneously maintain regional cultural traditions in combination with their independent life ambitions. Through Pashto-speaking communities' access to better education while receiving monetary gain from learning English students seek to acquire proficiency in English language. Socio-cultural factors alongside inadequate educational materials challenge students in ways that cut down on their positive motivation toward learning. Research by Dörnyei indicates that Pashto speakers require motivation of intrinsic and extrinsic factors for productive language acquisition.

Researchers started analyzing persistent L2 acquisition errors after adopting Corder's (1967) conceptual framework of error analysis. English learners who speak Pashto produce regular errors because their native Pashto affects their English article usage while causing them problems with verb tenses and word placement. The examination of errors reveals essential facts about critical language acquisition processes and helps identify problematic transfer effects. Through its error management framework Corder helps second language students advance their learning abilities.

Vocabulary development in second language acquisition shows both powerful elements and significant issues that shape speaker development according to studies of interlanguage learning. Research indicates academic learners randomly use their first language for vocabulary interpretation and memorization by Schmitt (2000). Trade barriers emerge in Pashto vocabulary acquisition because the language lacks parallel vocabulary to English terms. Each student faces memorization as their only method since vocabularies from English do not align with words in Pashto. Independent vocabulary definitions need to be taught to students without building connections to their native language ideas. The use of direct memory approaches to learn vocabulary results in students who remember fewer new words and demonstrate limited active word usage in the language. Schmitt's study demonstrates Pashto speakers need visualization tools as part of their vocabulary development path to advance beyond their challenges in language acquisition.

The learning process for second languages significantly depends on sociolinguistic variables inside native speakers' communities as well as non-native language environments. Identity and social context drive learners' level of commitment toward mastering a second language following Norton (2000). Students who speak Pashto face confusing behavior regarding English usage from their community because of conflicting cultural traditions. Some communities question why learning English leads to modern success because they believe the language disconnects them from original cultural values. Rural communities with an identity-strong language relationship create psychological obstacles that block some students from fully

adopting English as their linguistic practice. The Norton findings indicate that successful English education demands an awareness of historic socio-linguistic elements so students can fuse their culture with their English language skills.

The outcome of English language learning by students from Pashto-speaking areas largely depends on which teaching methods their institutions use. Kumaravadivelu (2003) illustrates that current teaching frameworks support teacher rule memory whereas they restrict students' ability to develop communication abilities. Both declining student attention and theoretical along with operational language skill issues reinforce the use of these educational approaches in Pashto-speaking classrooms. Post-method pedagogy requires learning approaches that focus on student-centered instruction with attention to their native linguistic traditions according to Kumaravadivelu. Teachers employing these educational approaches create more efficient language-learning programs for speakers of Pashto.

Research by Jenkins (2000) demonstrates that vocalestrical proficiency needs top priority in educational pronunciation because students must achieve clarity in verbal conversations. Pashto native speakers experience significant pronunciation obstacles in English because Pushto's phonetic structure stands in contrasts to English phonetic patterns. Theventario of vowel sounds in çift tarīf language Pashto combines with the absence of two English phonemes /θ/ in "think" and /ð/ in "this" which causes mispronunciations in learners. Students deal with difficulties in understanding their words because they substitute English sounds with Pashto sounds, they already use in their language. According to Jenkins students need planned phonetic instruction within lesson plans to enhance their pronunciation skills together with their overall communication abilities.

According to Lightbown and Spada (1999) success in learning a second language requires proper feedback. Receiving detailed feedback from native language speakers at the right time assists Pashto speakers to detect patterns of their first language that appear during speech. Feedback in Pashto-speaking educational contexts focuses solely on notice recent errors while skipping the chance to provide explanation together with learning strategies. Students fail to enhance their language learning because wrong or insufficient feedback creates permanent language errors known as fossilization. In order to set up productive learning environments teachers should integrate feedback methods that examine both language precision and speaking speed according to research by Lightbown and Spada.

Second-language reading and writing development remains challenging for learners whose native language contains distinctive orthographic rules and rhetorical structures per Grabe and Kaplan (1996). For Pashto writing there are two systems in operation as Perso-Arabic script conflicts with the language's distinct grammatical structure which uses Roman script. The differences between Pashto's Shinakhtī writing system and English produce slower reading performance along with limited spelling understanding among fluent Pashto speakers. Fluent English writers create obstacles for Pashto-speaking learners during writing because English follows distinct paragraph arrangements and connection strategies than Pashto rhetorical frameworks. Based on Grabe and Kaplan's approach writers must provide explicit instructions for the fundamental skills of reading and writing because these challenges need quick solutions.

Passionate language study leads to intellectual flexibility and enhances metalinguistic understanding for students who master bilingualism according to Cummins (2000). The development of flexible bilingual skills through diligent Pashto maintenance alongside English instruction results in superior scientific knowledge acquisition. Passively-friendly language input alongside immediate helpful feedback supports Pashto learners in detecting L1-induced errors to make improvements. In classrooms where Pashto is the main language feedback provides only error detection without showing what learners need to improve or how they should change their approach. The absence of specific feedback prevents students from advancing properly which results in permanent language mistakes. Lightbown and Spada discover that teachers must give their students feedback about both accuracy and fluent speech within supportive learning spaces.

Research by Byram (1997) indicates that second-language students need cultural competence development because language and culture remain unified concepts. Students of Pashto who master English cultural standards combined with value principles become more capable when speaking the language in real-life contexts. Standard education approaches for language learning focus on grammar development while they completely exclude cultural concepts from classroom instruction. Other researchers show that we must modify language learning methods to include cultural development because new approaches drive effective intercultural speech for students.

Second language acquisition benefits from technology that delivers authentic materials and creates interactive education systems according to Chapelle (2001). Pashto-speaking students develop their English skills through technology by accessing learning applications in addition to digital educational materials and digital intercommunication tools despite their constrained classroom experience. Access to technology varies unevenly across Pashto speaker territories mainly because residents from rural areas encounter persistent difficulties in obtaining technological devices. Language education shows enhanced results when technology integration reaches every education level as students achieve better language skills together with improved student involvement levels according to Chapelle.

Second-language acquisition research helps establish both cognitive and linguistic and social factors which the authors evaluated theoretically. A study of acquisition factor connections through scholarly research provides beneficial knowledge to Pashto-speaking learners. Second-language learners face diverse memory types together with distinctive pattern recognition methods as a result of Pashto-English language comparison while learning English vocabulary and grammar. Research must actively pursue whole second-language acquisition models that account for particular learner scenarios across different learner populations according to Mitchell and Myles.

3. Research Methodology

The research used quantitative methods together with qualitative approaches to study Pashto language effects on student English acquisition. Multiple research methods study language learner experiences with Pashto language interference patterns through subjective analysis and help establish objective findings by testing on larger test samples. The research uses two analytical methods to uncover complete insights about how Pashto speakers learn their second language through phonological systems along with grammatical and vocabulary development. The research investigation uses a descriptive approach for identifying linguistic changes produced through mutual language interdependence between the two languages.

This study focuses exclusively on Pashto-English language learners across varied proficiency grades with participants selected based on diverse demographics for age and education background and exposure time to English. Pashto speakers with native Pashto language proficiency represent the initial selection group for this research through purposive sampling. Research assessments comprise standardized pronunciation evaluation among other language structure testing and vocabulary testing to verify research goals. The developed tools provide researchers with capabilities to detect language patterns that influence second language acquisition procedures. The evaluation of qualitative study data will occur through thematic analysis while statistical examination of quantitative data will expose related patterns in results.

Research procedures in a pilot phase can confirm the reliability and validity of measuring tools according to established criteria. Ethical procedures that protect participant confidentiality and require informed consent approval will completely control the research conduct at each stage. When research investigators use a mixed-methods methodology they combine different data types for confirming outcomes through verification which enables more reliable research findings that limit potential distortions. Methodological rigor represents an essential standard for understanding complex changes in language learners who acquire knowledge through Pashto.

3.1. Data Collection Method

The research team will combine established qualitative research methods with quantitative methods to perform their data collection. Researchers will conduct investigatory semi-structured dialogues to recognize encounters and viewpoints along with framework problems that students experience with English pronunciation as they learn grammar through vocabulary derivation from Pashto. Primary data from English pronunciation assessments will be transformed to an audibility format before researchers analyze phonological patterns using computer methods. The analysis of student texts and speech recordings shows where learners transfer grammar rules while experimental word linkage tests measure Pashto influences. Likert-scale questionnaires distributed to learners drive data collection for recording their linguistic behavior and opinions. A wide range of chosen data collection methods establishes an extensive framework to effectively evaluate central research components.

4. Analysis and Discussion

4.1. Negative Transfer in Question Formation

The absence of auxiliary verbs in Pashto question formation causes students to develop errors in their questions. During Pashto oral conversations speakers often say "You are coming?" in place of normal English semantics "Are you coming?" The learners process questions through their native word order design since direct language questions depend strictly on how sentences are formed. English grammar learning difficulties exhibited by students arise from the grammatical features of Pashto language.

4.2. Over-Reliance on L1 Vocabulary Patterns

Pashto-speaking English learners who translate Pashto word groups into English produce incorrect word synthesis formats that contain both syntax and semantics problems. Language learners tend to say "I make homework" instead of "I do homework" because they translate word-for-word from their native language ''Pashto.'' Learners need adequate explicit English collocation teaching since they excessively depend on first language patterns.

4.3. Vocabulary Learning Strategies

Bi-lingual Pashto speakers learning English tend to adopt traditional educational memorization methods which originate from their homeland countries. Learners face difficulty in the approach because they struggle to match verbal expressions appropriately across different language contexts leading to restricted understanding. The use of strategy approaches which combine contextual learning methods with spaced repetition systems will help Pashto linguistic attendees build better commands in English vocabulary.

4.4. Compound Words and Word Formation

Native Pashto speakers have difficulties applying their compound word systems from their first language to their English vocabulary learning processes. English speakers attempting Pashto-inspired compound words have created innovative word forms such as "water-thrower" instead of selecting "sprinkler." Language learners create grammatical errors when they use creative L1 vocabulary in their attempts.

4.5. Synonym Overgeneralization

Non-native speakers of Pashto adopt poor English synonym usage by using random words because they lack proper Spanish rules for usage. Students should choose between the synonyms "big" or "large" according to context but they often pick incorrectly on this distinction. Because they fail to understand the complex distinctions between English vocabulary their L1 simplifies with straightforward words students display this behavior of overconfident generalization.

4.6. Reduction of Final Consonants

The native language of Pashto requires speakers to drop English consonants at the words' endings or simply add sounds silently. When speaking Pashto speakers modify or eliminate their final consonant sounds and therefore pronounce words like "walk" as "wak" and "cold" as "col." The omission of final sounds during English pronunciation by speakers results in reduced speech recognition and obscure English grammatical structures – especially in past tenses such as "worked" and "played."

4.7. Gender and Agreement Issues

Gender-specified noun and verb grammatical elements within Pashto cause learning interference when native speakers attempt to use English language without gender identity. Questions formed in the English language present problems for Pashto speakers who tend to assign gender incorrectly to nouns or pronouns as they may say "he" for "table" rather than "she" mistakes in their questions. When speaking in Pashto a speaker might ask "You are coming?" instead of "Are you coming?" The learners apply their first language word ordering rules because questions in Pashto and their language depend only on sentence structure. The grammatical structure of Pashto shapes several mistakes within students' learning of English grammar.

4.8. Insertion of Vowel Sounds

When adapting English speech to Pashto phonological patterns students commonly add vowels to English words for phonological ease. Learners may pronounce "school" as "iskool" and "class" as "kalaas." Speakers of Pashto frequently add vowels when speaking English because they need assistance adapting to syllable structures which contain intricate consonant clusters. This causes distortion to smooth English speech patterns.

Learners commonly abuse direct translation when forming their written sentences. Since students heavily rely on literal language translation when they shift from Pashto content to English there is an awkwardness in the way sentences shape themselves. maker might ask "You are coming?" instead of "Are you coming?" The learners apply their first language word ordering rules because questions in Pashto and their language depend only on sentence structure. The grammatical structure of Pashto shapes several mistakes within students' learning of English grammar.

4.9. Limited Vocabulary Overlap

The minimal overlap of common words between Pashto and English results in major difficulties for Pashto speakers who study English vocabulary. Pashto distinguishes itself from Spanish and French because it lacks many shared basic vocabulary with English language. New word memorization in this context requires learners to abandon the use of familiar equivalents from their native language therefore presenting vocabulary acquisition as a slow and difficult task.

4.10. Cultural Vocabulary Gaps

Student communication suffers when sharing culturally unique ideas because multiple Pashto concepts lack precise English language equivalents. The cultural terms throughout Pashto which detail traditional customs alongside social organization and family relations lack equivalent terms in English language vocabulary. The lack of matching vocabulary between these two languages makes learners provide alternative definitions and transliterations that leads to disrupted smooth speech. Mathematical and social science curricula need to incorporate terminology neutral to cultural backgrounds to enable students to maintain productive interactions within diverse environments.

4.11. False Cognates and Misinterpretation

Pashto speakers face language confusion because the words of English resemble Pashto words yet their meanings diverge. Because the Pashto business term "daftar"-sharing similarities with the English "draft"-some Pashto-English students mistakenly equate the two language elements. Students learning English need to develop their contextual comprehension abilities because they frequently fail to grasp proper meanings through identical words. Knowledge transfer about false cognates from educators helps students correctly employ vocabulary terms so confusion between words becomes less frequent.

The English pronunciation skills of Pashto speakers suffered extensive degradation when they learned English because their native Pashto language possesses limited vowel variety patterns resulting in speech problems that disrupted language interactions. English vowel pair identification posed problems for learners when they needed to produce consonant clusters alongside stress-timed speech development. The research data supports Jenkins' (2000) position that sound pronunciation stands among the fundamental aspects critical to achieving fluent language communication. Users of written English whose native script is Pashto exhibit increasing phonological interference since they rely heavily on their native language which creates mistaken ideas of English sounds. Results from this research support the necessity for learners to receive precise phonetic guidance and personalized pronunciation exercises in order to enhance their spoken language ability.

4.12. Discussion of the study

Research evidence shows that the distinctive framework of Pashto creates substantial overlaps in how students learn English among native users of this language. Subjects learning English as a second language with Pashto background displayed language transfer that resulted in errors with sentence structure placement and inconsistent articles while presenting difficulty with tense use based on their native language syntax framework. Pashto language vocabulary offered occasional English relief through borrowing but such usage created difficulties in student progress because of restricted cognates and deceptive cognate words. The study findings validate linguistic interdependence theory (Cummins 2000) because identifiable structural overlaps trigger acceleration or deterioration in language acquisition within L1 and L2 domains. The language variations between medical care systems made learners struggle to understand culturally specific terms along with language expressions while adjusting. The analysis proves teaching methods require meaningful cultural elements while offering structured linguistic learning and communication supports to address the specific learning obstacles students face.

5. Conclusion

Through research findings it becomes evident that learners' acquisition of English faces challenges when their Pashto mother language creates complexities between sound structures and grammatical patterns as well as word elements. Pashto-speaking students encounter three major acoustic obstacles when learning English as they must master the language's phonic systems, vowel distinctions and consonant grouping abilities and spoken rhythmical patterns. English sentence mastery remains challenging for learners because Pashto grammar leads to difficulties with word order rules and troubles using articles correctly and applying verb tenses properly. The Pashto-English vocabulary overlap remains limited while false transliteration errors and cultural terminology gaps stand as constant obstacles to students when developing suitable vocabulary. The analysis reveals that learners' first language (L1) persists in their acquisition of second language (L2) thus requiring specialized instructional methods to produce improved English proficiency for Pashto language learners.

The initial and advanced stages of second language study depict substantial impact from the learners' native language on their educational experience. Massive language-specific teaching methods are needed because they enable training methods that have complete understanding of Pashto speaker linguistic dynamics. Education professionals should develop organized frameworks to help their students merge native language components with second language components which leads to better academic results.

5.1. Suggestions and Future Recommendations

Pedagogical recommendations serve to solve the issues Pashto-speaking learners experience with language learning. Phonological instruction must begin first by instructing students in vowel sound recognition followed by consonant combinations and stress rules. Technology offers feedback through speech recognition and pronunciation apps that help students get more useful information beyond scheduled classroom activities. Teachers should show English and Pashto grammar alignment through detailed examinations of structural differences found in sentence arrangement and tense definitions and indefinite article usage rules. The combination of visual guides and instance mapping routines and fragmented scenario reading materials within university education enables powerful language acquisition in these domains. Students should learn vocabulary by contextual teaching and mnemonic techniques as well as direct instruction regarding English verbalizations that differ from Pashto language.

Modern linguistic research must investigate how native speakers experience English language acquisition while exposed to sociolinguistic reality. Further extended research studies will deliver enhanced comprehension regarding how Pashto language elements impact student English proficiency development. The creation of tailered instructional resources for Pashto specific students demands commitment alongside research into culturally appropriate material selection and language transformations that recognize learner requirements. Revealing significant findings needed for improved classroom instruction will result from research into teacher education training which addresses language first interference. Educators who research together must build an all-inclusive teaching framework for second language learning by using L1 methodology alongside English grammar through research methods that help Pashto learners succeed at mastering English.

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