Tracing of Transformative Influence of World Englishes on Variations and Shifts in Pakistani English

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Abstract
The present qualitative study investigates the emerging identity of Pakistani English (PakE) in a broader World Englishes framework. The main purpose is to explore how contemporary global language practices are impacting and interacting with local language practices. By analyzing data collected informally and through an interview of fifty English as a Foreign Language (EFL) teachers, this study describes a number of significant variations and shifts occurring in PakE in relation to lexicon, syntax, and pronunciation. The fluidity of PakE is indicative of global exchange influences and local identity practices, reflecting the complexity of language use in Pakistan. The study also investigates the influence of language innovations and shifts associated with a number of educational practices particularly the cognitions of the teacher when teaching PakE. The findings show an importance of language and educational practices that consider and legitimize local contexts of language, and what that legitimization might mean towards more effective language education in Pakistan and beyond. In addition to contributing to a critical dialogue in research relating to World Englishes, this study focuses on recognizing the significance of non-standardized, linguistic variation and diversity in language education.
Keywords: World Englishes, Pakistani English, language innovations, language shifts, linguistic influences.

Introduction
The English language plays an important role to facilitate communication in the Outer and Expanding Circles in various domains including business, education and international relations. In India, English is often both a second language and a lingua franca to help deal with the many languages present throughout the country. Likewise, in Singapore English has transformed into Singlish, which includes aspects of Chinese, Malay and Tamil. Connected to the notion of World Englishes is how English is taught. Educators are more and more valuing the inclusion of World Englishes as a part of the curriculum. As Kachru (1992) stated: "The English language today is not the possession of any one nation; it is the possession of all those who use it." It is important

to acknowledge different Englishes because that is how language adapts to its location and culture on a global scale.

Background of the Study

Kachru (1985) coined the term World Englishes, which emphasizes that English is not solely a single, linear progression; rather, it is dynamic and pluricentric, adapting to multiple socio-cultural contexts around the world. The evolving nature of English moves us from the ahistorical conception of English, which assumes around 1500 years of linguistic history, towards understanding English as more than simply as a global language. For example, Pakistan recognizes the evolution of English into distinct and localized forms that once borrowed taken from England and the United States of America have become popularized through the influence of popular culture, the Internet, and television within Pakistani culture.

Objectives of the Study

1. To investigate how World Englishes has contributed towards the emergence of Pakistan English (PakE).
2. To identify the prevalent language innovations and variations of PakE.
3. To examine how Pakistani EFL teachers view the impact of World Englishes upon PakE.
4. To examine the implications of these variations on teaching and learning of PakE.

Research Questions

1. What is the influence of World Englishes on the development of Pakistan English (PakE)?
2. What are some prevalent language innovations and variations of Pakistan English (PakE)?
3. How do Pakistani EFL teachers view the influence of World Englishes upon Pakistan English (PakE)?
4. What are the implications for the teaching and learning of Pakistan English (PakE)?

Significance of the Study

This study adds to our understanding of how language develops and diversifies in a globalized world. It highlights the important role of the local contexts in language teaching and explicitly identifies the specific variations in the English language and their implications for education in the context of Pakistan.

Rationale

Using the World Englishes (WEs) Framework (Kachru, 1985), this study values the uniqueness of the Pakistani English (PakE) literature, which may be a gap in the WEs literature of teaching or using WEs as part of East Asian world language classrooms.

Literature Review

The World Englishes approach offers a framework for understanding the transformation of English as it adapts to various socio-cultural contexts worldwide. In Pakistan, this has led to the development of Pakistani English (PakE), a distinct variety shaped by the interplay of English with indigenous languages such as Urdu, Punjabi, Sindhi, and Pashto. PakE is characterized by the contextualization of global English words to fit local situations. For example, Farooq and Gulzar (2023) note that in Pakistan, the term "budget" may extend beyond its typical meaning of financial planning to encompass broader economic policies relevant to specific national issues. This exemplifies how English is adapted to reflect regional realities.

Pakistani English is significantly shaped by code-mixing and linguistic hybridism, which are common in Pakistan's multilingual environment. The integration of Urdu words like "ghar" (home) into English sentences is a vibrant example of how local languages are incorporated into everyday communication. This blending is particularly evident in educational institutions that

use English as the medium of instruction, where local needs and cultural contexts influence the development of unique linguistic features distinct from other World Englishes.

The media plays a crucial role in the evolution of PakE, introducing new vocabulary and sentence structures that reflect global cultural trends. This exposure to global English through media leads to variations in vocabulary and grammar within PakE, demonstrating the influence of global creativity on local English usage. However, attempts to standardize English in Pakistan often conflict with these established practices, as the diversity within PakE embodies both global norms and regional customs.

PakE also functions as a marker of identity and a symbol of social status within Pakistan. It is often associated with modernity and socio-economic development, underscoring its role not just as a means of communication but as an indicator of social standing. This association reflects broader trends within World Englishes, where different varieties of English are shaped by cultural, social, and linguistic factors.

Pakistani English exhibits unique features that distinguish it from British English, shaped by the local linguistic context. Baumgardner (1993) observed phonological differences, such as the replacement of /v/ with /w/ due to the influence of Urdu phonology. PakE also incorporates indigenous words like "gunda" (thug) and "shadi" (wedding) into everyday speech, reflecting a blend of English with local cultures. Additionally, non-standard grammatical forms, such as "do the needful" and "kindly revert," are common in PakE but rarely used in other English dialects (Mahboob, 2004).

The development of PakE is closely linked to global linguistic trends, particularly the influence of American English through media, technology, and education. This has led to the incorporation of new words and a dynamic interplay between British English standards and global influences, as noted by Mesthrie and Bhatt (2008). The spread of English in Pakistan has also impacted the relationship between English and indigenous languages, particularly among urban youth, indicating a linguistic shift that may affect the status of local languages.

Recent research has further advanced the understanding of PakE as a distinct variety within the World Englishes framework. Soomro (2022) examined the lexical and pronunciation features of PakE, highlighting the influence of first-language phonology on English pronunciation in Pakistan. Jamshed (2024) explored the grammatical and syntactical structures in Pakistani English novels, demonstrating how these forms, influenced by Urdu, contribute to the unique identity of PakE. Siddiqui and Keerio (2024) focused on the indigenized features of PakE, advocating for its recognition as a distinct dialect within the subcontinent.

Mahmood's corpus-based study further delineates the specific features of PakE that differentiate it from British and American English. His findings suggest that while PakE shares similarities with native English forms, it is an independent, systematic, and rule-governed variety, fully establishing it as a legitimate form of English. This reflects the broader trends within World Englishes, where languages evolve and adapt in response to both internal dynamics and external pressures.

The adaptation of English in multilingual societies like Pakistan is evident in various linguistic features, including vocabulary, grammar, pronunciation, and idiomatic expressions. Jamal and Hussain (2023) highlight the borrowing of local words into English, such as "shukriya" (thank you), which enriches the English vocabulary with contributions from indigenous languages. Mahmood (2023) discusses code-switching as a common practice in Pakistan, where speakers alternate between English and other languages within the same sentence, reflecting the multilingual nature of daily conversation.

Grammatical variations also arise as English is modified according to regional linguistic norms. For example, the sentence "Me and my friend are going to Lahore" is widely accepted in Pakistan despite its deviation from standard English grammar, illustrating the influence of regional usage on grammatical structures. Phonological variations, such as pronouncing the "th" sound as "t," are also common, reflecting the phonological adjustments that occur when English interacts with local languages. These variations highlight the dynamic nature of language adaptation in multilingual contexts.

This review organizes and synthesizes the existing literature on Pakistani English, highlighting its unique characteristics and its place within the broader context of World Englishes.

Methodology

This qualitative study draws from discourse analysis of media, teaching resources, and samples of daily communication in the population, in addition to semi-structured interviews of English language instructors in order to make an effort to understand teachers' attitudes and the specific challenges they face in the practice of teaching Pakistani English considering it within the paradigm of World Englishes.

Participants

The target population of this study includes all EFL teachers teaching at the undergraduate level in both public and private higher education institutions of entire Pakistan.

Sampling

To conduct the present study, a random sampling technique was chosen to select the EFL teachers for participating in this study. This was done to ascertain a broad representation of the target population from various institutions.

Theoretical Framework

The approach was set using the concept of World Englishes, with a focus on the realization that language growth has to be understood at both local and global levels. A framework by Kachru (1985) is vital in explaining how English develops and adjusts to various cultural and linguistic settings.

Instrument of data collection

Semi-structured interviews formed the main tool of data collection, with a deep understanding of teachers' perceptions of the influence of WEs on PakE. The interviews were flexible in nature, therefore freeing the participants from structure in talking about their experiences and insights.

Analysis of interview data

Research Question 1: What are your experiences teaching English in Pakistan?

Results: Teacher education was as follows: 20 teachers had 5-10 years of experience, 10 teachers had 10-15 years of experience, and 20 teachers had less than 5 years of experience. Discussion: So this data set shows the level of experience of teachers. Most of them, who have more than 5-10 years of experience, can have a deep understanding of education in Pakistan, which can guide them in solving the problems that arise in teaching English in Pakistan. At the same time, the presence of teachers with at least 5 years of experience brings new ideas and new methods. A combination of old and new teachers can create a learning environment that integrates traditional and cutting-edge practices. Subsequent changes may produce different concepts and practices of PakE theory, associated with different stages of development and technological change.

Question 2: How would you describe the influence of World Englishes on PakE?

Results: About 33 teachers recognized the significant influence of World Englishes on PakE, of which 8 teachers consider the influence to be low, 5 teachers that the influence is low. Discussion: It is clear that many teachers recognize the great influence of World Englishes on

PakE. This not only highlights the nature of English and its diversity, but also shows that English in Pakistan is constantly changing and not static because of international languages. This means that the nature of the course requires the integration of international knowledge of the English language and the preparation of students and teachers to communicate with a wider language. Transferring the effects of globalization to local educational institutions can benefit from relocating practices to international countries while maintaining their regional relevance.

Question 3: Can you give examples of innovation and change in English in Pakistan?
Results: The teachers created 20 examples of borrowing words. The instructor gave 15 examples of code changes. The teacher gives 15 examples of grammatical changes. Discussion: A number of examples are given that demonstrate the flexibility of PakE. Borrowing is an example of how PakE borrows words from other languages; Examples of grammatical changes show that the grammar of a language changes. These developments and changes show that Pakistani English is not static but is influenced by internal and external pressures. These characteristics can influence teaching methods and language concepts, emphasizing the flexibility and development of English in Pakistan.

Question 4: How much do you use PakE features in your teaching?
Results: 25 download PakE features from the guide when displayed. 15 use them in class discussion. 10 teachers do not use the PakE feature at all. Discussion: Many teachers who have integrated PakE features into their curricula show some confidence in its legitimacy. As the use of PakE in teaching materials and discussions in the classroom affects the learning and knowledge of the historical language, it seems that some are also changing to many methods of teaching different languages, about a third of teachers do not include the feature PakE is not. This means that there is a lack of equipment, training or education. Professional development goals can fill these gaps and thereby make teaching more effective.

Question 5: What problems do you face while teaching PakE?
Results: 20 teachers had problems with speech differences. 15 teachers have problems in changing the language. 15 teachers have problems with teaching methods. Discussion: These questions provide insight into the complexity of the PakE implementation. Language diversity and language change means that teachers must adapt their work to respond to change and different students. This requires flexible teaching strategies and continuing education and professional support. The challenges of teaching methods show that new methods and resources are needed for PakE teaching. Responding to these challenges by specifically designing professional development programs leads to better teaching and learning outcomes.

Question 6: How can PakE support different English languages?
Results: 20 teachers taught PakE as part of the curriculum. 20 teachers from language institutes. 10 certified teachers. Discussion: The strategies proposed to develop PakE show how the organization and community can be supported. It contributes to educational materials and discourse groups can be attracted to them because of the important aspects of it and make it interesting in different ways. Legal recognition expands its status and meaning. In this sense, these proposals aim to increase the development of PakE as a skill and value of different English languages, making it contract and legitimate in the spoken world.

Question 7: How does technology affect your understanding of PakE?
Results: 25 teachers considered the tool to communicate with other English speakers, 15 felt it had an impact on language use and 10 felt it had some impact. Discussion: There is a large impact on PakE technology due to the diversity of English languages and changes in language usage. Digital media tools provide a lot of language input and thus influence the development of

PakE. This is an important fact when looking at new speakers who have grown up with digital media. This information can be used to develop teaching strategies, especially with the help of digital tools and language skills, and to make teachers adapt to changes in speech.

Question 8: How does PakE support teaching and learning?

Results: 20 teachers thought about using PakE as a teaching tool, 15 to increase awareness of its aspects, and 15 to develop PakE-based teaching materials. Discussion: Students' recognition of linguistic and cultural content in learning is included as the basis of PakE. PakE can be integrated into teaching activities in a guided way, so that teachers can make lessons interactive and relevant to students' situations. More research and training can be done on PakE features so that students and teachers can understand them and appreciate its effectiveness. The learning tool has a lot to show in terms of features to improve language teaching and improve students' language.

Question 9: How do people use PakE in their daily communication?

Results: Examples of using PakE were found in 20 formal contexts, 15 in planning and 15 in communication. Discussion: The amount of content using PakE also ensures its effectiveness and efficiency. By using himself, communication and writing, he went a long way in creating the English language. It can be understood how to use PakE in this context, and this understanding can lead to changes in the characteristics of teaching materials and methods so that students know how to use PakE well in real life.

Question 10: How to write PakE and save?

Results: 25 teachers commented on physical planning, 15 commented on information management and 10 commented on information organization. Discussion: The easy response to notification and storage of PakE proves that it is a valuable and traditional language. It helps to provide many benefits to the academic community, researchers and policy makers to better understand and develop PakE by creating information or documents. It is the characteristics of the language that must be considered in the work of information of this type, which contributes to the preservation and development. Such an effort shows that PakE is important at the English level and therefore needs to be recognized by stakeholders to continue to use it in the field.

Overview of Analysis

1. Experience: 20 teachers with 5-10 years, 10 with 10-15 years, and 20 with less than 5 years of experience.

2. Influence of World Englishes: 35 teachers noted significant influence, 10 moderate, and 5 minimal.

3. Examples of Linguistic Innovations: 20 examples of lexical borrowing, 15 of code switching, and 15 of grammatical variations.

4. Incorporation of PakE Features: 25 teachers use PakE features in materials, 15 in discussions, 10 do not.

5. Challenges: 20 teachers face challenges with linguistic variation, 15 with language change, and 15 with methodologies.

6. Promoting PakE: 20 teachers suggest using PakE in materials, 20 through language clubs, and 10 through official recognition.

7. Role of Technology: 25 teachers say technology facilitates contact with other English varieties, 15 say it influences language use, 10 see minimal impact.

8. Using PakE as a Resource: 20 teachers suggest using PakE as a teaching tool, 15 for raising awareness, and 15 for developing materials.

9. PakE in Everyday Communication: 20 examples of informal use, 15 formal, 15 written.

10. Documentation and Preservation: 25 teachers suggest creating a corpus, 15 documentation projects, 10 and archive.

Distribution of 50 EFL Teachers' Responses by Question
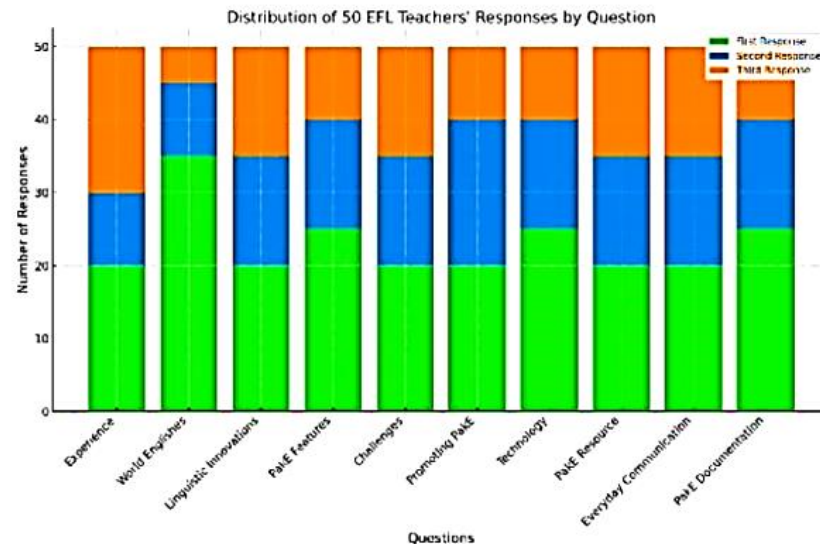
Discussion

Based on the results, it is evident that the teachers' experience and views correlate with the existing research about World Englishes and PakE. Thus, the use of PakE can indeed be traced to the influence of multiple modern English varieties. The most significant recommendations that the participants made involve the materials, as teachers tend to elaborate on the possibilities of using chosen features in class. The most valued practice was the students' interaction and the teachers' suggestion to include these features more often.

The study of 50 teachers' perspectives on Pakistani English (PakE) in educational settings provides valuable insights into its integration, challenges, and strategies. The teachers' perception of PakE aligns with global trends, recognizing the impact of multiple English varieties on teaching practices. They also highlight the dynamic nature of PakE, with 20 examples of lexical borrowing, 15 of code-switching, and 15 of grammatical variations. The majority of teachers incorporate PakE features into their teaching materials, fostering a more inclusive and culturally responsive learning environment. However, there is a tension between traditional notions of standard English and the acceptance of localized varieties, highlighting the need for a more widespread recognition of PakE as a legitimate form of English in educational settings. Challenges in teaching PakE include linguistic variation, language change, and methodological concerns. The study emphasizes the need for more robust teaching strategies that accommodate the fluid nature of PakE while still providing students with the skills to navigate different English varieties.

The discussion on the use of PakE in education reveals a proactive approach to elevating its status. Teachers advocate for its use in educational materials, through language clubs, and through official recognition. Technology plays a crucial role in facilitating contact with other English varieties and influencing language use. However, it can both reinforce and challenge existing linguistic norms, making it a double-edged sword in the context of language

preservation   and   innovation.

Using PakE as a teaching resource is another suggestion, as it helps students develop a critical awareness of language variation and socio-cultural factors that shape language use. The widespread use of PakE in daily communication reinforces the idea that it is a fully developed variety in its own right. Documenting and preserving PakE through corpus creation, documentation projects, and archiving is essential for safeguarding its linguistic heritage.

The discussion highlights the complex and multifaceted nature of PakE within the educational system, reflecting a global trend towards recognizing and valuing linguistic diversity within English. The challenges and recommendations identified provide a roadmap for further integrating PakE into educational practices, promoting it as a valuable and legitimate form of English that reflects the linguistic reality of its speakers.

Implications of the Study

This study has importance in relation to the incorporation of features of Pakistani English (PakE) in teaching materials and practices. In doing so, this will support students' linguistic identities and enhance the understanding of World Englishes. The use of PakE in educational contexts will not only validate students' language experiences, but it will also create a richer learning environment for students to examine their country's unique linguistic situation.

Limitations

The study is contextually bound by virtue of being solely focused on Pakistan; therefore, the generalizability of the findings is dependent upon the representativeness of the sample to EFL teachers in Pakistan. Furthermore, the study is limited to a sample size of 50 EFL teachers and the self-reporting process by the participants may generate bias in the data reports.

Future Research

Future research may investigate a number of areas in order to better understand the development of PakE and implications for teaching. One area of research could explore the role of technology on PakE and how the increasing use of digital tools and platforms are changing PakE. Comparing PakE with other varieties of World Englishes could be another avenue to better understand its distinctions and similarities with other varieties. In addition, utilizing specific pedagogical interventions that focus on particular aspects of PakE could improve impact and engagement.

Conclusion

The study highlights that the English varieties worldwide significantly influenced the development and use of Pakistani English. Thus, the use of PakE should be adequately integrated into the formal teaching process to enhance students' experiences, identities, and improve PakE's scope. Indeed, the concept of World Englishes challenges the mainstream English varieties and helps better understand the linguistics linked to the cultures of specific countries.

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