

REIMAGINING PAKISTANI ENGLISH IN THE AGE OF GLOBALIZATION: FROM POSTCOLONIAL LEGACY TO AN EMERGING GLOBAL RESOURCE

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Abstract

This study explores the evolving status of Pakistani English in the contemporary globalized context, investigating how it is shifting from a postcolonial inheritance toward a recognized global linguistic resource. Using a qualitative, document-based approach, ten peer-reviewed academic articles and ten national newspaper editorials were systematically analyzed through thematic, discourse, and comparative textual analysis. The research was guided by a hybrid theoretical framework integrating Kachru's World Englishes model and Giddens' theory of globalization, allowing the study to link linguistic structure with broader sociocultural and ideological processes. The findings reveal that Pakistani English has undergone extensive localization and nativization, developing distinct grammatical, phonological, and lexical features that differentiate it from inner-circle varieties. At the same time, it embodies complex sociocultural dynamics: English remains a marker of class and access in education, yet it also serves as a medium of creative expression and digital identity, especially among younger speakers. Evidence from both academic and editorial sources demonstrates that hybridization and code-mixing have become natural strategies of linguistic innovation in Pakistan's multilingual environment. However, the legitimacy of Pakistani English remains contested due to persistent standard language ideologies and the dominance of British and American norms in educational policy and pedagogy. Overall, the study concludes that Pakistani English represents a vibrant and expanding variety that reflects both the historical legacies of colonialism and the contemporary forces of globalization. Recognizing it as a legitimate variety could enhance linguistic equity, educational inclusivity, and Pakistan's contribution to the global community of Englishes.

Keywords: Pakistani English, Globalization, Hybridization, Linguistic Legitimacy, Language Policy

1. Introduction

1.1 Background

English has become an influential language in Pakistan and this is not necessarily a colonial phenomenon but rather a dynamic process of pressure as brought about by globalization which is yet to redefine the linguistic praxis in the entire country. English has infiltrated other areas other than traditionally elite enclaves in recent years and has infiltrated digital space, business worlds, universities, and youth cultures. As a result, a range of new linguistic constructions has materialized in the Pakistani English, including lexical hybridization and situation-related phrases that reflect the changing sociocultural facts (Iqbal and Iqbal, 2025). These trends indicate that Pakistani English has passed beyond its position as a low-priority passive recipient of colonial inheritance and is currently developing into a place of linguistic creativity and identity negotiation.

Globalization has had a specific impact on the changing language preferences of younger speakers as they navigate between multilingual identities in the offline and online worlds. Empirical evidence shows that, modern Pakistani English has unique morpho-phonological and lexical characteristics that are not native-speaker norms, which is an indication of natural localization process that is driven by digital interaction and foreign exposure (Shaheen, 2025). These characteristics do not only refer to linguistic innovation, but they also highlight the responsiveness of Pakistani English to the global linguistic flows. These trends demonstrate the necessity to explore Pakistani English as a shifting linguistic form which is shaped by modern trends in communication.

In the context of education, English is still the prevailing language of instruction particularly in higher education and the private schooling systems. This supremacy, however, comes with a high degree of diversification in the linguistic competence, attitudes, and access. According to the research, pronunciation, vocabulary use, and communicative behavior of Pakistani learners are significantly different to standardized ones, which are characterized by localized norms and situational factors (Riaz, 2021). Such trends substantiate the idea of conceptualizing Pakistani English as a phenomenon of a combined educational system and sociolinguistic factualization, and thus explain the way in which English is used as both a chance and an impediment in the national context.

The conceptualizations of English in Pakistan have also changed and the discourse of the masses has started to question the aspects of class, identity and linguistic inequity. Empirical scholarship and editorial commentary indicate disputes between the perceived prestige of English and the cultural value of indigenous languages. It is a point of scholars that English remains the language of socioeconomic privilege and has, therefore, contributed to the further entrenchment of hierarchies in the educational system and the labor market (Batool et al., 2023). These arguments shed light on the complicated sociopolitical position of English and emphasize the importance of organizing the investigation of the Pakistani English perception in academic and social spheres.

Even though Pakistani English is garnering some awareness in the corpus of World Englishes scholarship, it is a controversial issue at the local level. Although there is evidence of its language peculiarities, there is little recognition of Pakistani English as a valid variety in both the official policy and popular imagination. Modern studies of language planning, globalization, and identity indicate that these varieties comprise much English variety in the world, but local varieties often find it difficult to gain institutional recognition (Saleem et al., 2021). Such discord between the linguistic reality and policy structures requires a deeper investigation into the Pakistani English as a universal resource instead of a deviation of the conventional norms.

Considering the compounding effect of globalization, digital communication, and sociocultural change, the Pakistani English is on a critical crossroad. The new linguistic peculiarities, changing attitudes, and developing communicative patterns require a re-evaluation of the position of this variety in both domestic and international settings. The recent research notes the significance of researching those changes in order to understand how the English in Pakistan is becoming more independent and global in its scope (Mansoor and Malik, 2019). The research work aims to fill this research gap through examining the history, issues, and prospects of Pakistani English in the modern globalized world.

1.2 Objectives of the Study

1. To examine the linguistic, sociocultural, and global influences contributing to the evolution of Pakistani English in recent years.
2. To analyze how Pakistani English is represented within academic research and national editorials, highlighting contemporary debates surrounding its legitimacy and status.

1.3 Research Questions

1. How is Pakistani English evolving linguistically and socio-culturally in the context of globalization?
2. In what ways do academic journal articles and national editorials represent Pakistani English as a distinct or contested English variety?
3. What challenges and opportunities emerge from the evolving status of Pakistani English in Pakistan?

1.4 Problem Statement

Even though the Pakistani English language has undergone significant linguistic and sociocultural growth, it remains underestimated as a unique form of English in the Pakistani academic, educational and policy-making circles. Existing literature records structural, lexical and phonological changes due to globalization and local identity; however, these aspects are often discussed as deviations, instead of suggesting that this represents a distinct linguistic form. In turn, the existing literature on the topic of systematic analysis of the Pakistani English reflection in both academic and popular discourse is rather scarce, which restrains in-depth insights into the duality of Pakistani English as an heir of post-colonialism and its new global linguistic potential.

2. Literature Review

2.1 Postcolonial Foundations of English in Pakistan

The legacy of the English language in Pakistan portrays the linguistic stratification in the country even today, as it has been influential in education, government, and social structure. Even though it is institutionalized in the British colonial times, English is still the key to official communication and academic progress in modern Pakistan. Researchers argue that in most of the post-colonial countries English remains a language of privilege due to its maintenance of the power status quo and procession of global socio-economic demands (Khan and Bughio, 2018). In Pakistan, a knowledge of English is often linked with high-quality schooling, higher education and career mobility thus solidifying a societal distinction between English and vernacular speaking groups. This dynamic demonstrates how the colonial linguistic rankings continue to play a role in the access to opportunity and cultural capital in the current age (Siddiqui and Zaki, 2020).

At the same time, post-colonial linguistics suggests that languages, which are acquired due to colonialism, are subject to natural functioning of adaptation and indigenization, which are regulated by local communication requirements and cultural identities. The studies reveal that Pakistani speakers use multilingualism practices, which combine English with native languages, which, in turn, leads to the slow nativization of English in the area (Mahmood et al., 2017). Since these localized patterns are more extensive, they question the primacy of native-speaker norms and show how post-colonial societies are re-creating English, to serve themselves. The present-day development of the Pakistani English and its disputable status in the educational, political, and social life cannot be analysed without understanding of these underlying forces.

2.2 Emergence of Pakistani English as a Distinct Variety

The status of Pakistani English as an emerging variety has increased significantly within the last decade due to the literature that records some of the characteristic phonological, lexical, and pragmatic characteristics. Research points out that the Pakistani English language has systematic features that are affected by the Urdu and local languages, especially in pronunciation, stress patterns and lexical innovation (Shamim and Rashid, 2020). These repetitive characteristics also show that Pakistani English is forming its own standards but not just imitating the British or American ones. Digital communication has also increased the speed of this process by creating linguistic innovation in younger speakers who often combine local phrases with English in the online environment (Ali and Khalid, 2021).

These trends indicate that the Pakistani English continues to develop naturally as speakers bargain multilingual identities both in the real and virtual worlds. In addition, new scholarship focuses on the fact that Pakistani English needs to be placed in the wider context of World Englishes, where localized varieties of English are becoming authorized linguistic varieties influenced by culture, history and functionality. It has been noted that the Pakistani English has consistent grammatical form, idiomatic cultural expressions, and context-based

usage of lexical features that make it stand out among other Outer Panel Englishes (Farid and Jalal, 2023). Such unique characteristics are indicative of the sociopolitical facts and communicative demands of Pakistani speakers, which confirms the thesis according to which Pakistani English is no longer a learner type. With the increasing academic interest, an increasing number of scholars are now calling to have the Pakistani English officially recognized under language policy and education so that it can be more representative of its linguistic identity and communicative relevance.

2.3 Globalization and the Transformation of English Use

The use of English in Pakistan has been greatly influenced by globalization especially with the increased availability of transnational communication by the growing digital technologies. The rise of the use of the English language in the online platform, educational web pages, and entertainment that is global has subjected the Pakistani speakers, to more forms of the English language, than ever before. Such exposure promotes the speedy development of the Pakistani English language, particularly when digitally mediated communication is used in which the hybrid forms, new words, and global expressions have become commonplace and normalized (Haidar and Fang, 2019). Linguistic consequences of the globalization can also be seen in terms of changing language attitudes, where the English language is increasingly linked to mobility in the world, career, and digital literacy. The further involvement of Pakistan in the global economy promotes the process of the further deepening of the role of English as a sign of an international interaction and modern identity (Ashraf & Tsegay, 2015).

The developments are an indication of the far-reaching consequences of globalisation in driving the change in language faster and defining new communicative standards in Pakistan. Moreover, globalisation also affects the language policy and orientation to education in some way that reinforces the status of English. Curriculum reform and the increasing focus on English-medium instruction in education institutions are the responses to the growing importance of English as a global competitiveness tool by policymakers and educators. These institutional transformations lead to the growth of the use of English in academic, business, and technological spheres (Anwar and Malik, 2025). With the spread of globalization and its new standards of linguistic norms and communicative practices, Pakistani English gets undergrounded by the same, creating a multiplicity that echoes both the local language and communicative dictates of the world. These trends are necessary to understand the ways that Pakistani English develops in the context of more global changes in language.

2.4 Linguistic Identity, Hybridization, and Code-Mixing

Hybridization and code-mixing have turned out to be the two key characteristics of the modern Pakistani English as speakers bargain on multilingual selves in their daily speech. In cities, especially, English is used in conversations, advertising and digital posts more often than English and Urdu, Punjabi, or Sindhi, forming smooth language mixtures, which are indicative of cultural hybridity (Nawaz et al., 2024). Such practices are not arbitrary; these are subject to sociolinguistic patterns that depend on social classes, education, and a communicative context. Code-mixing is increasingly used to indicate modernity, humor, creativity and cultural orientation, particularly in youth who have to move in multilingual digital environments on an everyday basis. The new linguistic landscape of Pakistan thus encourages the development of new forms of English that are influenced by the local and global languages. At the same time, hybridization is also involved in the formation of the linguistic identity, especially in the online setting where the flexibility of using language is normalized. The use of English words intertwined with Urdu grammar or the use of English as a point of emphasis but use of the local languages as the source of emotional appeal are common among the users of social media. Such mixed practices indicate that speakers strategically apply language to communicate identity, social belonging and cultural subtlety (Halo et al., 2024).

In addition, patterns of hybrid languages are becoming more and more common in academic texts, marketing, and professional communication, which is indicative of the increasing acceptance of localized forms of English (Abbas et al., 2019). These tendencies support the perspective that code-mixing and hybridization are the part and parcel of the development of the Pakistani English and not the symptoms of the linguistic incompetence.

2.5 Educational Policy, Power, and Linguistic Inequality

The English language takes center stage in the education system of Pakistan, but its prevalence entrenches deep socioeconomic disparities across territories and social classes. With English-mediated schools, especially the elite ones, students are better exposed to the English language and given more academic facilities, which give them an edge in their qualifications and employment. One of the studies suggests that the inequality in access to the English language maintains the systemic disparity between rural and urban communities, as well as individuals in the fields of private and public schools (Rehman and Tariq, 2022). In English-based settings, students are more likely to attain greater literacy, a wider array of global skills, and those in Urdu-based or regional-language schools are facing structural disadvantages associated with the low levels of lingo capital (Soomro, 2021). These inequalities highlight the role of English as a gate keeping system that determines the academic mobility and career opportunities in Pakistan. More so, the institutional policies that entrench the linguistic inequalities by giving preference to English and not appropriately attending to teacher training, curriculum development, and equitable distribution of resources.

According to scholars, the language policy irregularities in the swamp between priorities in English and national language cause the confusion in educational planning and have a negative influence on classroom outcomes (Kakar and Ahmed, 2019). Public school teachers are often inadequately trained in English pedagogy and therefore they do not always deliver high quality instructions and may not achieve high levels of student proficiency. In the meantime, students with privileged backgrounds still reap the fruits of exposure to English at an early and immersive level using the digital technologies, in-person tutoring, and international media. Such structural imbalances bring out how English plays the role of facilitator and inhibitor in the multilingual education system in Pakistan, creating avenues of social mobility and continuing to maintain a divide of classes.

2.6 Legitimacy, Recognition, and the Future of Pakistani English

The more the Pakistani English language develops using linguistic innovation and the more functional it becomes; the more questions emerge about the legitimacy of the language. Most of the speakers still view the British and the American norms as the only acceptable form of correct English, which bears the colonial ideologies that remain in minds of people. Nevertheless, recent linguistic studies prove that Pakistani English has systematic features, including constant patterns of sounds and lexicon, elements embedded in the culture, and expressions, which are in accordance with the existing criteria of identifying a localised form of English (Zafar and Rukh, 2023). These results influence the view of deficit and rationale the idea that Pakistani English is a valid linguistic system with its construction determined by the region sociocultural reality. The acknowledgment of this legitimacy is critical in the development of linguistic confidence and breaking the prejudices that exist with the non-native varieties of English.

The future development of the Pakistani English will heavily rely on its uptake in the academic, educational and policy pattern. Researchers foresee that globalization and the rise of digital communication with the emergence and growth of youth using hybrid language patterns will contribute to the continued expansion of the Pakistani English as a functional variety (Hassan & Ullah, 2024). When part of teacher training programmes, curriculum design, and institutional discourse, Pakistani English may result in a more accessible learning and the

mirror of the linguistic identity of millions of speakers. The official status of the Pakistani English would also put Pakistan on par with the global linguistic tendencies and place the nation among the contributors to the variety of World Englishes and not a victim of imposing external language standards (Farooq, 2018). Therefore, introducing Pakistani English as a legitimized language does not just solve a linguistic problem but a sociocultural and education necessity of Pakistan in future.

3. Research Methodology

3.1 Research Design

This research employs a qualitative exploratory design that enables an in-depth examination of how Pakistani English is represented and reimagined within scholarly and public discourses. A qualitative approach is appropriate because the study focuses on meanings, ideologies, and linguistic patterns embedded in published texts rather than numerical or experimental data. The exploratory nature of this design allows the researcher to uncover themes related to linguistic identity, globalization, and postcolonial influence as they naturally appear across different written sources. A document-based methodology was therefore adopted to analyze existing publications that reflect real-world language use and sociocultural attitudes without direct researcher intervention.

3.2 Hybrid Theoretical Framework

The analysis in this study is guided by a hybrid theoretical framework that integrates Kachru's Three-Circle Model (1985) and Giddens' Globalization Theory (1990). Kachru's model provides the postcolonial foundation for understanding Pakistani English as an Outer Circle variety that has developed through institutionalization, localization, and cultural adaptation. This framework helps position Pakistani English within the broader field of World Englishes. Giddens' globalization theory adds a contemporary perspective by explaining how global flows, technological communication, and modern social structures influence language change and identity formation. The combination of these two theories enables a comprehensive examination of both the historical legacy and modern global forces shaping Pakistani English today.

3.3 Research Sample

The sample for this research consists of twenty documents selected through purposive sampling based on relevance to the themes of Pakistani English, globalization, and sociolinguistic identity. Ten academic journal articles were gathered from reputable journals including *World Englishes*, *Journal of Multilingual and Multicultural Development*, *Linguistic Forum*, *Cogent Arts & Humanities*, *Ilkogretim Online*, *Journal of Communication and Cultural Trends*, *Qlantic Journal of Social Sciences and Humanities*, *Pakistan Journal of Humanities and Social Sciences*, and the *Journal of Applied Linguistics & TESOL (JALT)*. These journals were included because they publish work related to English varieties, postcolonial language contexts, and linguistic change. The remaining ten documents consist of editorials and opinion pieces taken from *Dawn*, *The Express Tribune*, and *The News International*, which were selected because they represent public discourse and contemporary viewpoints on English usage in Pakistan.

3.4 Data Collection Method: Document Review

Data were collected exclusively through document review, which involved identifying, selecting, and analyzing academic and newspaper sources relevant to the topic. Document review was chosen because it allows for the systematic examination of existing knowledge and naturally occurring discourse without requiring direct involvement of human participants. This method provides access to diverse perspectives, including scholarly analysis and media-based commentary, which are essential for understanding the linguistic, cultural, and ideological dimensions of Pakistani English. The use of document review ensured that the data reflected

authentic representations of language use and sociolinguistic attitudes as documented in published literature and public media.

3.5 Triangulation Technique

The study incorporates triangulation to enhance the trustworthiness and validity of the findings. Data source triangulation was achieved by drawing on two distinct types of sources: academic publications and national newspaper editorials. This allowed the researcher to view Pakistani English from both scholarly and public perspectives. Theory triangulation was applied through the combined use of Kachru's Three-Circle Model and Giddens' Globalization Theory, offering both postcolonial and contemporary analytical lenses. Analytical triangulation was implemented through the use of multiple qualitative analytic techniques, ensuring that the interpretation of the data was cross-verified and grounded in rigorous examination.

3.6 Data Analysis

Data analysis involved three interconnected qualitative strategies. Thematic analysis, following the guidelines of Braun and Clarke (2006), was used to identify recurring patterns related to linguistic identity, code-mixing, globalization influences, and sociocultural attitudes toward English. Discourse analysis was applied to examine how Pakistani English is framed ideologically across different texts, paying special attention to themes of colonial legacy, linguistic legitimacy, class distinctions, and cultural representation. Comparative textual analysis was then used to contrast the narratives found in academic journals with those in newspapers, highlighting differences or similarities in how Pakistani English is discussed within scholarly versus public contexts. Together, these analytic approaches provided a comprehensive understanding of the evolving status of Pakistani English.

4. Data Analysis and Interpretation

This chapter outlines the breakdown of the twenty documents that will form the core dataset behind this inquiry: ten peer-reviewed academic articles dealing with Pakistani English and the World Englishes and ten editorials found in major Pakistani English-language newspapers. Together, these writings give a detailed account of how the Pakistani English is defined, assessed and conceptualised in both scholastic and popular discourses. The literature sources mainly challenge linguistic structure, diachronic changes, hybridisation, and phonological constructions, pedagogical resources, and the attitudinal aspect and the editorials preempt the problems of classes, access, language politics, identity, and the general impacts of globalization on the use of English in Pakistan.

The method of analysis adopted is the qualitative thematic analysis, discourse analysis and comparative textual analysis. The first step was to determine recurrent patterns and salient meanings in each of the corpus individually. The juxtaposition of the two corpora was then done systematically to determine the level of convergence and divergence in their descriptions of Pakistani English. In the end, the emerging patterns were explained in reference to the general aim of the research: to explain how Pakistani English is being redefined within the context of a post-colonial legacy into a globally utilitarian asset. The discussion is organized into five interrelated themes:

1. Localization and structural distinctiveness of Pakistani English,
2. Globalization, digital communication, and linguistic change,
3. Education, power, and the English–class nexus,
4. Hybridization and lexical innovation, and
5. Legitimacy, recognition, and the future of Pakistani English.

4.1 Overview of the Data Set

The scholarly corpus paints a wholesome linguistic and socio-linguistic picture of Pakistani English. Siddiqui and Keerio (2019) examine syntactic, morphological and phonological elements and clearly state that Pakistani English is supposed to be imagined as

an indigenised legitimate variety of the English language and not an imperfect imitation of the British one. Based on the corpus of Pakistani newspapers and magazines, Buriro, Zaki, and Ashraf (2023) record frequent grammatical patterns and thus show that it is not a random mistake but a systematic written Pakistani English grammar. In accordance with Asgher, Shahzad, and Hanif (2023), Pakistani English is defined as a linguistic and cultural journey, which follows its characteristics over time, development, and uniqueness. Shah and Tuz Zahra (2025) predict phonology and the influence of technology by discussing phonological differences in the digital era and the effect of online communication and exposure to a variety of Englishes on the pronunciation patterns of Pakistani speakers. Ali (2013) examines the concept of glocalisation in the linguistic environment and presents how English is used alongside the non-Roman scripts and local languages on signs and advertisements. Ali, Abid, Sarfraz, and Bhatti (2020) examine the perception of Pakistani university teachers on the issues of second-language errors and the features of the World Englishes, which demonstrates that there is a conflict between the recognition of World Englishes and the need to remain committed to the norms of the standard. Batool, Irfan, and Qazalbash (2023) study the textbooks on World Englishes used in the English classes of public primary school, whereas Anwar and Malik (2025) monitor the vocabulary selection of Pakistani learners that is influenced by the models of American and British English introduced by studies and formal school education. Halo, Rustamani and Muhammad (2024) study linguistic aspects of the Pakistani English as an indigenised form and Iqbal and Iqbal (2025) give a close corpus study of lexical hybridisation in Pakistani English newspapers whereby hybrid word formation is considered one of the main strategies of innovation.

The editorial corpus provides an affective and lived aspect of these issues. The author of an article published in Dawn, Ahmed (2020) describes the English divide in Pakistani classrooms, noting the difference between English and Urdu schooling. The Express Tribune is a newspaper that discusses language politics and the future of the English language, whereas in The News International, Baig (2022) directly explains that English is a symbol of status. Raza (2021) in Dawn connects globalisation and change of language, and Mirza (2020) raises the question of whether English in higher education is an obstacle or an opportunity. In The Express Tribune, Ali (2022) writes about how hybrid English is being promoted on Pakistani social media, and Shah (2023) in Dawn claims that Pakistani English has to be recognised as a separate variety. The News International by Iqbal (2020) is a reflection on the English colonialist shadow in identity, whereas The Express Tribune by Hassan (2020) concentrates on access, English, and class in education. Lastly, Yousaf (2023) in Dawn discusses the English language, identity, and the changing linguistic situation in Pakistan.

4.2 Theme 1: Localization and Structural Distinctiveness of Pakistani English

In the academic literature, the Pakistani English is always described as a form of English that is nativized and has its norms. According to Siddiqui and Keerio (2019), the repetitive lexical, syntactic and phonological units, which they identified in their research, are the reason to consider Pakistani English an indigenized legitimate version of English, as opposed to a set of errors. Their work illustrates that most of the features that are commonly termed as such actually emerge to be systematic among the educated users. In line with this point of view, Buriro et al. (2023) use newspaper and magazine corpora to follow the recurrent grammatical patterns like the use of articles, prepositional patterns, and tense-aspect combinations which fail to meet the norms of inner circle but are internally consistent in Pakistani texts. Asgser et al. (2023) also mark the peculiar phonological, lexical, and cultural aspects of Pakistani English, and place their evolution into the context of a linguistic and cultural journey shaped by the local histories and the realities of multilingualism. Halo et al. (2024) also highlight that the socio-cultural needs initiate indigenization; their examination of

the linguistic elements show that it is not similar to the British English in the use of collocations, routine, and favored expression. The study of linguistic landscape by Ali (2013) shows that the knowledge of localized English is manifested in public signs, in which they are in mixed scripts or written with Urdu, thus, revealing the presence of English in Pakistani space.

These ideas are reflected in editorial discourse, though in more direct language. By stating that Pakistani English deserves the status of recognition, Shah (2023) indirectly admits that there is a recognisable pattern of Pakistani usage of English, in the accent, expressions, and conventions. Yousaf (2023) speaks of a changing linguistic environment whereby English and local language are in an active process of interaction which is an indication that English in Pakistan is no longer a foreign language but a part of the local communicative practice. Whereas the technical linguistic evidence is not stated in these editorials, they are very much consistent with the scholastic arguments that the Pakistani English has developed to be a structurally independent and locally based variety of English.

Table 1

Key Evidence for Structural Localization

Source	Focus	Evidence of Distinctiveness
Siddiqui & Keerio (2019)	Components of PakE	Systematic lexis, syntax, phonology
Buriro et al. (2023)	Corpus of newspapers & magazines	Recurrent non-standard but stable grammatical forms
Asgher et al. (2023)	Features & evolution	Links structure to local culture and history
Halo et al. (2024)	Indigenized variety	Divergence from British norms in multiple components
Ali (2013)	Linguistic landscape	English blended with local languages and scripts
Shah (2023); Yousaf (2023)	Public recognition of PakE	Editorial claims that “Pakistani English” is real

4.3 Theme 2: Globalization, Digital Communication, and Linguistic Change

The second theme is the impact of globalization and digital communication on Pakistani English. Shah and Tuz Zahra (2025) Phonological variation in the digital age The digital age has seen young people exposed to different varieties of English through streaming, gaming, and social media, which has resulted in a change in pronunciation norms, especially among younger speakers. They record changes in stress patterns, vowel quality and segmental realization and argue that these are driven by online interaction with various global Englishes rather than only by the traditional classroom models. Anwar and Malik (2025) conduct an

investigation on the lexical dimension of globalization through examining the attitudes of Pakistani learners towards American and British English vocabulary. Their results suggest that, although British English still is linked to formal prestige, American vocabulary is chosen over the English of the British Isles in informal and media-related contexts, to a great degree because of the prevalence of American English in entertainment and digital content worldwide. Iqbal and Iqbal (2025) further show the role of globalization and digital media in lexical hybridization, in their corpus analysis of *The News*, they find many hybrid formations which combine English with Urdu or other local elements and, arguing that these forms are an adaptive strategy through which Pakistani Englishers simultaneously respond to local and global demands. Ali (2013) gives some earlier evidence of how English had been "glocalized" in public signage - foreshadowing the more intensively globalized patterns in digital spaces.

Editorials provide specific social contexts for these processes. Raza (2021) in *Dawn* explicitly connects globalization to novel language practices, where access to global media and migration have impacted the way people value and use English. *The Express Tribune* Ali (2022) in "The rise of hybrid English on Pakistani social media" describes the phenomenon of the "hybrid English" on Pakistani social media, as people on the social media platform "use a combination of English language, Urdu, Roman Urdu and emojis in a manner that feels natural to them." Yousaf (2023) makes a similar argument that English plays a central role in a 'shifting linguistic landscape' in which young Pakistanis construct globally-oriented but localised identities. These are some of the editorials that show that globalization is not only increasing the use of English, it is creating new styles, new registers, new mixtures that are actively used to broker belonging and modernity.

Table 2

Globalization and Digital Change in the Data

Source	Level of Change	Key Insight
Shah & Tuz Zahra (2025)	Phonology	Digital exposure reshapes pronunciation norms
Anwar & Malik (2025)	Lexis	Mixed American/British vocabulary preferences
Iqbal & Iqbal (2025)	Lexical hybridization	Hybrid forms as innovation in newspapers
Ali (2013)	Linguistic landscape	English globalized in signage
Raza (2021); Ali (2022); Yousaf (2023)	Usage & identity	Social media and media globalize but also localize English

4.4 Theme 3: Education, Power, and the English–Class Nexus

A third salient theme is that of the interrelation between English, education and class-based inequality. Ahmed (2020) reports that the "English divide in Pakistan's classrooms" - as it was evident in a *Dawn* article - shows English-medium schooling affording linguistic and symbolic benefits to some students while marginalizing others. In this framework, English is being used as a gatekeeping resource; students trained through English-medium schools move more easily into higher education and professional careers. Mirza (2020) further questions how English in higher education acts as a barrier rather than a bridge whereby students from non-elite schooling backgrounds face challenges with the English-medium curricular contents and hence suffer inequitable disadvantages.

Baig (2022) makes English a straight marker of class, noting that people's fluency in English is commonly seen as a sign of intelligence, sophistication or cosmopolitanism, while

those with weaker English are seen as less capable, irrespective of their real knowledge. Hassan (2020) in *The Express Tribune* supports this view by analyzing the interlinkage of English, class and access in the schooling system. Khan (2021) adds a policy dimension to the discussion, with reference to language politics and the prospective evolution of English; he argues that determinations regarding medium of instruction, language policy and curriculum will determine whether English will continue to reinforce, or potentially mitigate the social inequality.

Academic literature helps to understand the reproduction of this inequality in its norms and in its materials. Ali et al. (2020) show how many teachers in universities recognize the legitimacy of World Englishes but orientate themselves to inner circle norms as "correct", thus penalizing localized features which in fact are prevalent in Pakistani English. Batool et al. (2023) report that standard British (and to a lesser extent American) English predominates in public primary school textbooks with very little work done to present Pakistani English as a legitimate model for learners. This invisibility of local varieties in textbooks tracks the marginalization of the linguistic realities of non- elite language users in educational policy. Meanwhile, Buriro et al. (2023) and Iqbal and Iqbal (2025) demonstrate that the writing style of national newspapers routinely draws on Pakistani English features and a hybrid lexicon which, however, are seldom recognized in the classroom context. In other words, the elite variety of English being used by Pakistani institutions today is also localized, but schooling still presents outside standards as the only possible norm.

Table 3

Education, English, and Inequality

Source	Type	Main Argument Related to Class & Education
Ahmed (2020)	Editorial	English-medium vs Urdu-medium divide in schooling
Mirza (2020)	Editorial	English in higher education as barrier/bridge
Baig (2022); Hassan (2020)	Editorial	English as marker of class and access
Khan (2021)	Editorial	Language politics and policy implications
Ali et al. (2020)	Academic	Teacher norms privilege inner-circle English
Batool et al. (2023)	Academic	Textbooks marginalize Pakistani English
Buriro et al. (2023); Iqbal & Iqbal (2025)	Academic	Actual usage in newspapers is localized and hybrid

4.5 Theme 4: Hybridization, Code-Mixing, and Lexical Innovation

Empirical data also suggest that hybridization and code-mixing are a key strategy in the Pakistani English. Iqbal and Iqbal (2025) provide some direct corpus evidence from *The News*, showing the hybridization of lexical items, both English and Urdu, and the repetition of such items in domains such as politics and entertainment. The authors argue that these forms are not marginal or substandard at all, but are a key mechanism for encoding new meanings, attitudes and cultural references. Halo et al. (2024) likewise prove that indigenization at lexical, syntactic and pragmatic levels is a feature of Pakistani English. Siddiqui and Keerio (2019) place such patterns into a legitimate PakE grammar with the warning that hybrid usage does not reflect random-trial but stable norms.

Ali's (2013) study of the linguistic landscape shows that hybridization also spills over into public signage where English is used in non-Roman script or in combination with Urdu and other languages, suggesting that ordinary speakers and businesses find mixed linguistic resources useful and meaningful. Asgher et al. (2023) propose the use of hybrid features as forms that contribute to the distinctiveness and evolution of Pakistani English whereas Ali et al. (2020) report the common perception of teachers as considering these same features as "errors", thus revealing a discrepancy between the actual engagement in language practice and the evaluative frameworks. Hybridization, therefore, is not only a linguistic phenomenon, but also the site of ideological struggle.

Editorial texts further shed light on the ways hybrid language is lived and practised, especially in the online space. Ali (2022) pays explicit focus to "hybrid English" in the social media, where Pakistani youth combines English, Urdu and Roman Urdu in creative and playful ways. Raza (2021) notes that the process of globalization brings not only English but also global memes and expressions that are quickly relocalised through the process of code-mixing. Yousaf (2023) links hybrid use to identity, and states that young Pakistanis are increasingly expressing themselves in mixed repertoires that reflect their simultaneous local and global affiliations. Collectively, the academic and editorial evidence shows how hybridization is at the center of how Pakistani English is actually being used, and reimagined, on an ongoing basis.

Table 4

Hybridization and Lexical Innovation

Source	Domain	Key Point about Hybridization / Code-Mixing
Iqbal & Iqbal (2025)	Newspapers	Hybrid lexical items as core feature of PakE
Halo et al. (2024)	Academic	Indigenization across lexical & syntactic levels
Siddiqui & Keerio (2019)	Academic	Hybrid patterns treated as legitimate component of PakE
Ali (2013)	Public space	Mixed scripts and languages in signage
Asgher et al. (2023)	Academic	Hybrid features central to PakE distinctiveness
Ali (2022); Raza (2021); Yousaf (2023)	Editorial	Hybrid English as everyday online practice and identity

4.6 Theme 5: Legitimacy, Recognition, and the Future of Pakistani English

The final theme is that of the legitimacy as well as prospective status of Pakistani English. There are numerous scholarly works which implicitly or explicitly argue for recognition of Pakistani English as a separate variety. Siddiqui and Keerio (2019) argue that the empirical evidence they have led to the conceptualization of Pakistani English as an "indigenized legitimate English variety." Asgher et al. (2023) and Halo et al. (2024) also highlight structural and cultural features that they document, which help to support the view that Pakistani English is a variety in its own right, and is not simply an example of learner interlanguage. Buriro et al. (2023) and Ali (2013) have corpus and landscape evidence to suggest that such localized forms are commonly used in educated domains, while Iqbal and Iqbal (2025) explicitly link lexical hybridization to the "eligibility" of Pakistani English to codification and legal recognition as a variety.

Nevertheless, such academic roles are complicated by prevailing attitudes within the teaching and instructional materials. Ali et al. (2020) show that many instructors are still

considering localized features as "errors" which need correction, even though these features are in line with common Pakistani English usage. Batool et al. (2023) expose the fact that textbook content systematically erases the Pakistani English, with native models as the only model for the learners. Such institutional resistance blocks movement towards official recognition.

Editorial discourse also provides evidence that questions of legitimacy transcend the academy. Shah (2023) explicitly calls for the recognition of Pakistani English as a distinct variety, indicating a growing public awareness that there is a divergence in the way English is used in Pakistan from the imported standards. Khan (2021) can be found discussing the role of language politics - including the debate over the medium of instruction - in shaping the future of English and local languages such that recognition of Pakistani English would require policy changes. Iqbal (2020) warns that the "colonial shadow" of English is still exerting an influence on identity in problematic ways, suggesting that blind adoption of English risks perpetuating colonial hierarchies. Yousaf (2023) says that many speakers already have naturalised their own use of English even if the institutions continue to favour certain norms. Baig (2022) and Hassan (2020) argue that as long as only an elite English is valorized, local varieties and their speakers will continue to be stigmatized.

Collectively, the evidence suggests that the future for Pakistani English hinges on whether the educational and policy institutions are willing to recognise the locally rooted and hybrid nature of English in Pakistan, and move from a narrow standard ideology towards a world Englishes perspective.

Table 5

Legitimacy and the Future of Pakistani English

Source	Stance on Legitimacy	Key Contribution
Siddiqui & Keerio (2019)	Explicitly pro-legitimacy	Describe PakE as indigenized and legitimate
Asgher et al. (2023); Halo et al. (2024)	Pro-variety status	Emphasize distinctiveness and evolution
Iqbal & Iqbal (2025)	Pro-codification	Link hybrid lexicon to recognition efforts
Ali et al. (2020); Batool et al. (2023)	Ambivalent / resistant	Teachers & textbooks still privilege external standards
Shah (2023)	Public call for recognition	Argues PakE is a distinct variety
Khan (2021); Iqbal (2020); Yousaf (2023); Baig (2022); Hassan (2020)	Mixed / critical	Tie legitimacy debates to colonial history and inequality

4.7 Synthesis: Answering the Research Questions

An examination of the twenty texts provides a coherent depiction. Pakistani English is characterized by structural distinctiveness, socio - influence and dynamic evolution in response to the globalization and digital communication. Empirical studies showcase strong evidence that Pakistani English bears some lexical, grammatical, and phonological unique configurations alongside hybrid configurations, which are widely used among educated milieus such as newspapers and classrooms and linguistic landscapes (Ali, 2013; Siddiqui & Keerio, 2019; Buriro et al., 2023; Asgher et al., 2023; Shah & Tuzahra, 2025; Halo et al., 2024; Iqbal & Iqbal, 2025). Editorial pieces, on the other hand, further show these linguistic features to be inextricably linked to class, access, identity, and colonial history, and thus humanise the

patterns seen through by scholars (Ahmed, 2020; Mirza, 2020; Baig, 2022; Hassan, 2020; Khan, 2021; Raza, 2021; Ali, 2022; Iqbal, 2020; Shah, 2023; Yousaf, 2023)

With regard to the research questions, the findings suggest that Pakistani English undergoes linguistic evolution through nativization, hybridization and contact with the global varieties, and sociocultural change through its functions in education, class formation and identity construction. Scholarly texts tend to emphasize on the recognition and demarcation of Pakistani English as an authentic member of the World Englishes paradigm while editorial commentaries focus their attention on tensions and differences related to English utilization. Prospective avenues include that of the capitalization of Pakistani English as a global resource with unique norms and creative potential; on the other hand, there remain obstacles in the process of deconstructing standard language ideologies, colonial mentalities and structural inequities that currently determine who will benefit from English proficiency and how "correct" English is judged.

5. Discussion

This chapter will comment on the findings in Chapter 4 as they relate to objectives, research questions and theoretical framework of the study. The research question was: (1) to explore the linguistic, sociocultural and international factors that affect the development of Pakistani English, and (2) to determine how Pakistani English is presented in scholarly works and widespread editorials, with a special reference to the issues regarding its validity and the status. Analysis of ten academic articles and ten editorials has shown the presence of five major themes which included localization and structural distinctiveness, globalization and digital change, education and class, hybridization and lexical innovation, and legitimacy and recognition. The combination of these themes aids the answer to the research questions and the fact that Pakistani English is shifting from postcolonial inheritance to the probable global asset.

5.1 Pakistani English as a Localized and Evolving Variety (RQ1)

The initial research question was the language and sociocultural development of the Pakistani English language, especially it was researched through the prism of globalization. The results are quite clear that Pakistani English is not only an indigenized but also a structurally different variety which is not simply a deviation of Pakistani learners of British or American standard. The articles like Siddiqui and Keerio (2019), Buriro et al. (2023), Asgher et al. (2023) and Halo et al. (2024) offer converging evidence in terms of constant lexico grammatical and phonological patterns which are repeated in Pakistani English usage. Literary studies show that such trends are systematic and pervasive in the educated written and spoken speech, national no less than formal, implying that they have reached a degree of internal normativity.

Simultaneously, that localization is not simply structural but also sociocultural, the editorials strengthen such a point of view. The authors like Shah (2023) and Yousaf (2023) specifically state a Pakistani manner of using English that embodies local accents, idioms, and cultural allusions and still serves the purposes of national and international communication. In the definitions of Kachru, the English used in Pakistan is quite comfortable in the Outer Circle where a localization and institutionalization of English have taken place. These pieces of evidence fully testify to the fact that modern Pakistani English is becoming a settled and developing variety, which is influenced by local histories, multilingual contexts, and modern communicative demands.

5.2 Globalization, Digital Communication, and Identity (RQ1 & RQ3)

Digital communication and globalization became some of the strong forces working on Pakistani English. According to the scholarly literature (Shah and Tuz Zahra, 2025; Anwar and Malik, 2025; Iqbal and Iqbal, 2025; Ali, 2013), exposure to diverse forms of the global English, using streaming platforms, social media, gaming, and online education, has an impact on the

standards of pronunciation and lexical decisions. Selectively, learners and users take American or British lexical items and mix them, and integrate them into local syntactic and pragmatic routines. The hybrid lexicon examined by Iqbal and Iqbal in relation to the hybrid lexicon in the article (the News) shows that the discussed adaptation is not limited to informal spheres; it is present in the mainstream print press too.

The identity dimension this picture has is very strong with the help of editorials. As Raza (2021), Ali (2022), and Yousaf (2023) explain, young Pakistanis over the internet speak hybrid English as a marker of modernity, creativity, and international inclination and strongly rely on the Urdu and other local languages. Globalization generates new reflexive identities in the words of Giddens, whereby the language choice will be adopted as a way of aligning oneself in relation to the local community and also global culture. As proposed in the discussion, Pakistani English will not be re-colonized by the global English norms in a repetitive way, however, it will be transformed by creating new bottom-up practices that are imaginative and more hybrid by reflecting the lived experience of its users in digital era.

5.3 Education, Power, and Inequality (RQ3)

The third research question looked at the challenges and opportunities that are related to Pakistani English as a global resource. The mix-up of English with education, power, and class is one of the problems that are the most evident. The opinion pieces by Ahmed (2020), Mirza (2020), Baig (2022), Hassan (2020), and Khan (2021) all picture English as one of the most influential factors stratifying the Pakistani schooling system. English-medium schools impart linguistic capital which is converted into academic and professional success, and the students in Urdu-medium schools and regional language schools have a disadvantageous structural position.

Mirza (2020) wonders whether English is a facilitator or an obstacle in the higher education, and the information that supports the latter seems to be more numerous among those students who do not have a strong background in the English language. The academic results describe the process of reproduction of this inequality on the discursive and material levels. As Ali et al. (2020) indicate, a majority of university educators unconsciously consider Pakistani English characteristics errors, although they are the most widespread, and Batool et al. (2023) prove that the government school texts only include inner-circle features and do not specify Pakistani English at all. According to corpus studies (Buriro et al., 2023; Iqbal and Iqbal, 2025), a localized, hybridized version of the English language is already present in the national newspapers and forms the fact-on-the ground elite standard. This disconnect between the practice and institutional ideology leads to the scenario where learners are compared to standards that are non-congruous with the English they listen to in national media. As the discussion indicates, as long as the educational policy and materials do not explicitly recognize Pakistani English as legitimate, the English language will perpetuate social inequalities as opposed to being a neutral instrument of international communication.

5.4 Hybridization as Creative Resource and Ideological Battleground (RQ1 & RQ2)

The data become the basis of hybridization and code mixing as a source of creative resources and ideological battlegrounds. Iqbal and Iqbal (2025), Halo et al. (2024), Siddiqui and Keerio (2019), and Asgher et al. (2023) use the concepts of hybrid lexis, mixed structures, and localized routines as the key to the clarity and vitality of Pakistani English. Ali (2013) also takes it further to the signage on the part of the general population, demonstrating that English together with local scripts and languages are already normalized in the visual field. In this descriptive stroke, one of the primary methods through which Pakistani English can conform to local communicative requirements as well as express cultural meanings entails hybridization.

The following editorials, in particular, Ali (2022), Raza (2021), and Yousaf (2023) validate that hybrid English is a common practice in everyday use on the Internet (particularly by the youth). They refer to it as playful, flexible, and expressive and closely related to identity work. Nevertheless, in academic and editorial information, it may be assumed that there is controversy regarding hybridization. According to Ali et al. (2020), this mixed use is still seen by most teachers as a weakness, and some of the editorials show that they feared that too much English may inhibit local languages or original culture. This is tension carried over into larger ideological debates between the standard language ideology and views of World Englishes. The phenomenon of hybridization therefore emerges as one of the main locations, where Pakistani English is asserted to belong to the users but at the same time is criticized through institutional rules.

5.5 Legitimacy, Recognition, and Competing Discourses (RQ2 & RQ3)

The second research question was concerned with the ways Pakistani English is represented in academic and editorial texts as part of a differentiated or disputed variety. The results indicate a strong contrast: academic discourse mostly justifies the existence of Pakistani English as compared to the editorial discourse, which tends to emphasize the social implications and ideological connotation of it. The Pakistani language in academic articles becomes manifested as an intended result of localization and multilingualism (Siddiqui and Keerio, 2019; Asgher et al., 2023; Halo et al., 2024). Scholars have stated that the found features given in it merit consideration in the World Englishes paradigm and Iqbal and Iqbal (2025) even propose the hybrid lexis to be included in future codification projects.

The editorials are more ambivalent though. It only takes a call by Shah (2023) to have Pakistani English as a separate variety recognized. Other authors consider the local practices of a specific place and using English more as a form of hybrid but as a symbol of class, colonialist history, and exclusion (Ahmed, 2020; Iqbal, 2020; Baig, 2022; Hassan, 2020). This brings out the fact that linguistic legitimacy and social legitimacy differ. At linguistic level, Pakistani English is already a variety; at social and policy level, it is disputed. It is argued in the discussion that the acknowledgment of the Pakistani English will not happen in a way that is real without alteration in the field of linguistics itself as well as the language policy, teacher training program, curriculum development, and social perception.

5.6 Theoretical Reflections: Kachru and Giddens

The results can be seen through the Three Circle Model formulated by Kachru and the theory of globalization as suggested by Giddens, illustrating the strength and the weaknesses of these models. Kachru models Pakistan as the country that belongs to the Outer Circle of English institutionalization and localization; the academic texts present sufficient structural and functional evidence that allows classifying Pakistan as the Outer Circle. Meanwhile, such a dramatic hybridization and digitization is alternatively captured in the variability that has been identified of the data, which indicates that the classic circle paradigms could be inadequate in the context of fluidity and transnational flows that characterize Pakistani English today.

The globalization approach formulated by Giddens is especially helpful when it comes to studying how the language identities and practices are redefined through the use of global media, digital application, and transnational mobility. The views on hybrid social-media English, youth identity change, and language politics expressed in the editorials correspond to the concept of the reflexive modernity that is globally connected as discussed by Giddens. According to the discussion, Pakistani English may be regarded as a paradigmatic example of the intersection of globalization and post-coloniality: it is both a consequence of colonialism and a form of providing Pakistanis with an opportunity to be involved in the global cultural and linguistic networks.

6. Conclusion

This paper was aimed at examining how Pakistani English can be re-conceptualized in this era of globalization where it has been seen as a limited concept of Pakistani English as a post-colonial offspring to considering it as a possibility of world-producing resources. It reviewed ten academic articles and ten editorials that discussed the language politics, English language use and Pakistani English directly or indirectly through a qualitative document-based methodology. The research required thematic, discourse and comparative analysis to arrive at five themes which are interrelated and interconnected such as localization and structural distinctiveness, globalization and digital change, education and class, hybridizing and lexical innovation, and the legitimacy and recognition. The evidence demonstrates that Pakistani English is nativized (structural), socio-culturally entrenched (socially embedded in the society), and dynamically developing. The grammatical, phonological, and lexical regularities, extensive hybridization, and explicit sources of indigenization are recorded in scholarly studies, and how these linguistic realities interact with class, identity and colonial past are demonstrated in editorial commentary.

According to Kachru, Pakistani English is an Outer-Circle variety, whereas it can be considered a site of global-local interaction according to Giddens. Meanwhile, both its validity and its influence in the social and educational sphere are still a debatable topic, and English continues to widen the social gaps when equal opportunities and ascendancy are not provided. The research has a number of contributions. In theory it is a synthesis of World Englishes and globalization theory to illustrate how the Pakistani English is influenced by the post-colonial history and the new global flows. Empirically it is a triangulated perspective and combines both scholarly descriptions of language with editorial, which in turn show the nature of how the linguistic patterns that scholars deem are realized and discussed in the everyday world. In methodological terms, the reviewing and triangulation of documents (between data sources, theories, and methods of analysis) can be used to model the study of national varieties of English whenever there is little access to the field or in cases where one is interested in published discourse. Substantively, the results can be used to change the discourse on Pakistani English as a situation of deficit to that of complexity and possibilities.

The study does not accept local features and forms of hybrids as features of mistakes, but instead, in the foreground, the speakers negotiate identity, articulate local realities, and engage in global communication using these features. Meanwhile, it does not venerate Pakistani English but makes it quite obvious that the lack of equality as to access to English and the restricted standard ideologies recreates social injustice. The outcomes have a number of implications. To language policy there is the imperative to shift to a more marked acceptance of Pakistani English as a valid variety and to its existence in official life, media, and education. This does not imply to renounce intelligibility or international norms but to accept that the local norms are already existing and they should shape policy determining the medium of instruction, assessment and curriculum. As a pedagogical tool, an ELT course and teacher training needs to introduce a curriculum-related world englishes orientation, and allow teachers to appreciate features of Pakistani English as a member of a wider family of Englishes, instead of as a collection of errors. As Batool et al. (2023) demonstrate, textbooks must reflect local use and realities denoting not only some distant native-speaker models. By stimulating students to critically work with both local and global varieties of English, the linguistic confidence should increase and the stigma attached to localized English lessen.

This research recommends a number of directions in future studies. To begin with, additional research would be possible with more extensive corpora and quantitative analysis to trace Pakistani English characteristics in both oral and written communication forms. Second, the attitude and identity negotiations might be better understood through the interview-based

or ethnography studies of the teachers, students and media producers. Third, it might be possible to demonstrate how Pakistani English integrates into the patterns of English localisation in other contexts of South Asia or the Muslim majority, through comparative studies. To sum up, the information and discussion in this thesis reveal that Pakistani English is on an important historical and sociolinguistic juncture. It is no longer just the language of colonial rule or just a borrowed standard but a living, developing, controversial type of English, which reflects the post-colonial course and participation of Pakistan in the process of globalization. The difficulties in the future are to transform its linguistic maturity into institutional respect and equitable access, so that Pakistani English could be used not only as a representation of privilege, but as an actually shared global resource based on the national facts.

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