

**AWARENESS AND ACCEPTABILITY OF
PAKISTANI ENGLISH: AN EXPLORATORY
STUDY**

BY

FAREEHA NADEEM



NATIONAL UNIVERSITY OF MODERN LANGUAGES

ISLAMABAD

APRIL, 2022

**Awareness and Acceptability of Pakistani English:
An Exploratory Study**

By
FAREEHA NADEEM

B.S., University of Gujrat, 2018

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF PHILOSOPHY

In English

To

FACULTY OF ARTS & HUMANITIES



NATIONAL UNIVERSITY OF MODERN LANGUAGES, ISLAMABAD

© Fareeha Nadeem, 2022



THESIS AND DEFENSE APPROVAL FORM

The undersigned certify that they have read the following thesis, examined the defense, are satisfied with the overall exam performance, and recommend the thesis to the Faculty of Arts & Humanities for acceptance.

Thesis Title: Awareness and Acceptability of Pakistani English: An Exploratory Study

Submitted By: Fareeha Nadeem **Registration #:** 1763 MPhil/Eng Ling/S19

Master of Philosophy

Degree name in full

English Linguistics

Name of Discipline

Dr. Aziz Ullah Khan

Name of Research Supervisor

Signature of Research Supervisor

Dr. Muhammad Safeer Awan

Name of Dean (FAH)

Signature of Dean (FAH)

Brig. Syed Nadir Ali

Name of DG

Signature of DG

Date

AUTHOR'S DECLARATION

I Fareeha Nadeem

Daughter of Muhammad Nadeem Baig

Registration # 1763 MPhil/Eng Ling/S19

Discipline English (Linguistics)

Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis **Awareness and Acceptability of Pakistani English: An Exploratory Study** submitted by me in partial fulfillment of MPhil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

I also understand that if evidence of plagiarism is found in my thesis/dissertation at any stage, even after the award of a degree, the work may be cancelled and the degree revoked.

Signature of Candidate

Name of Candidate

Date

ABSTRACT

Title: Awareness and Acceptability of Pakistani English: An Exploratory Study

Over the past several decades English language has been gaining momentum as the most widely used language all around the globe. English language is now considered as an international Lingua Franca. The advancement of English language, all over the world, has generated a number of varieties of English language used not only by natives but also non-native English language speakers. One such variety of English language is Pakistani English which has been established by a number of scholars over a period of time. The following study is exploratory in nature and aims to explore the awareness of this Pakistani English by the English speaking Pakistani populace. The study also intends to assess the attitudes and perceptions that the participants have towards Pakistani English. Drawing on Schneider's (2007), dynamic model of World Englishes, quantitative and qualitative data was collected using 80 open and closed ended questionnaires and 10 semi-structured interviews. An extensive thematic analysis of questionnaires and interviews responses was carried out in three stages of data analysis. The results suggest that majority of the population still favor Standard American and British English. The results also indicate that the selected population is aware of Pakistani English. The participants are aware of the history and origin of Pakistani English and also about the different features that Pakistani English have. The participants might not be aware of the jargons specific to World Englishes phenomenon but they are aware of the different varieties being created of English language. The research also shows that the participants have overall negative attitudes towards Pakistani English and there is resentment towards the variety. The study also infer that Pakistani English is currently in the third stage of Nativisation in the dynamic model given by Schneider (2007) and is moving towards the fourth stage of Endo-Normative Stabilization. The study contributes to the better understanding of Pakistani English in a sociological perspective.

TABLE OF CONTENTS

Chapter	Page
THESIS AND DEFENSE APPROVAL FORM	ii
AUTHOR'S DECLARATION	iii
ABSTRACT.....	iv
LIST OF TABLES	viii
ACKNOWLEDGEMENTS	ix
DEDICATION.....	x
1. INTRODUCTION	1
1.1 Background to the Study.....	2
1.2 Statement of the Problem.....	2
1.3 Research Objectives.....	3
1.4 Research Questions.....	3
1.5 Rationale for the Study	3
1.6 Delimitations.....	4
1.7 Significance of the Study	4
1.8 Organization of the Thesis	4
2. LITERATURE REVIEW	6
2.1 Overview.....	6
2.2 Spread of English Language and its Varieties	6
2.3 World Englishes.....	7
2.4 Post-Colonial Varieties of English.....	10
2.5 Pakistani English.....	11
2.6 Works Already Done	16
3. RESEARCH METHODOLOGY	25
3.1 Overview.....	25
3.2 Research Design.....	25
3.3 Theoretical Framework.....	26
3.4 Data Collection	28
3.4.1 Research Setting.....	28
3.4.2 Participants.....	28
3.5 Research Instruments	31
3.5.1 Questionnaires.....	31

3.5.2 Interviews.....	33
3.5.3 Transcription and Translation	33
3.5.4 Limitations	34
3.6 Data Analysis Procedures	35
3.6.1 Quantitative data analysis	35
3.6.2 Qualitative data analysis	35
3.7 Conclusion	36
4. DATA ANALYSIS	37
4.1 Quantitative Analysis of Participants’ Responses from the Questionnaire	37
4.1.1 General Views about Language and Accent	38
4.1.2 Awareness about Pakistani English	44
4.1.3 Attitudes towards Pakistani English	49
4.1.4 Conclusion	54
4.2 Qualitative Analysis of Participant’s Responses from the Questionnaires and Interviews	55
4.2.1 Importance of Standard US/UK English	55
4.2.1.1 Inclination towards Standard English accent	56
4.2.1.2 Bias of Standard US/UK English	59
4.2.1.3 Association with Reputation and status	64
4.2.2 Awareness of Non-Native Varieties of English.....	66
4.2.2.1 Perceptions about the non-native varieties of English	66
4.2.2.2 Non-Native varieties of English and identify	69
4.2.2.3 Acceptability of non-native varieties of English	71
4.2.2.4 Refusal of non-native varieties of English	75
4.2.3 Awareness of Pakistani English.....	78
4.2.3.1 Recognition of Pakistani English	79
4.2.3.2 Reasons for different varieties of English	84
4.2.4 Acceptability of Pakistani English	87
4.2.4.1 Preference over standard US/UK English	87
4.2.4.2 Readiness to accept Pakistani English	88
4.2.4.3 Encouragement of Pakistani accent	91
4.2.4.4 Refuting the use of English language	93
4.3 Conclusion	95
5. CONCLUSION	96
5.1 Overview	96
5.2 Findings.....	96

5.2.1 Discussion of findings.....	99
5.3 Limitations of the Study.....	100
5.4 Recommendations.....	101
REFERENCES.....	103
APPENDICES	112
Appendix A: Questionnaire	112
Appendix B: Interview Guidelines	115
Appendix C: Interview Transcriptions	116

LIST OF TABLES

Table 2.1: Phonology of Pakistani English.....	13
Table 2.2: Syntactic features of Pakistani English.....	13
Table 2.3: Morphology of Pakistani English.....	14
Table 2.4: Lexical features of Pakistani English.....	15
Table 3.1: Participants' Background Information.....	29
Table 3.2: Interviewe Participant's information.....	30
Table 3.3: Reliability Statistics.....	32
Table 4.1: Participant's Responses to Statement.no.1	38
Table 4.2: Participant's Responses to Statement.no.2.....	39
Table 4.3: Participant's Responses to Statement.no.3.....	40
Table 4.4: Participant's Responses to Statement.no.4.....	41
Table 4.5: Participant's Responses to Statement.no.5.....	42
Table 4.6: Participant's Responses to Statement.no.6.....	43
Table 4.7: Participant's Responses to Statement.no.7.....	44
Table 4.8: Participant's Responses to Statement.no.8.....	45
Table 4.9: Participant's Responses to Statement.no.9.....	46
Table 4.10: Participant's Responses to Statement.no.10.....	47
Table 4.11: Participant's Responses to Statement.no.11.....	48
Table 4.12: Participant's Responses to Statement.no.12.....	50
Table 4.13: Participant's Responses to Statement.no.13.....	51
Table 4.14: Participant's Responses to Statement.no.14.....	52
Table 4.15: Participant's Responses to Statement.no.15.....	53

ACKNOWLEDGEMENTS

All praise and glory to Allah Almighty!

First of all, I would like to thank Allah Almighty for all the blessings and mercy open me throughout my whole life. He provided me with the opportunities that I could work on. He gave me courage and patience that helped me with my thesis, without his countless blessing I would not have been able to complete my work.

I would also like to thank my supervisor, Dr. Aziz Ullah Khan, for always believing in me and helping me with this huge task. I am grateful for his guidance, his precious time and his immense support throughout my thesis. I am thankful that I got to work with him and learn so much from him which will forever help me in my academic research and daily life. It was an honor being your supervisee.

I would like to give my most gratitude to my parents. Without their support and their help, I would have never been able to finish this. Thank you both for pushing me forward to complete my work and thank you for letting me do what I wanted to do. I hope I made you proud!

I would also like to thank my siblings and cousins for always showing concern and always teasing me to finish my work. But thank you for being there whenever I needed you. Additionally thank you to my family and also my in laws for showing your concern and support the whole time. And finally, I want to thank my husband, without him this thesis would not have been completed. Thank you for giving me time and space so I could finish what I started. I am grateful for your care, love and patience during this time.

I would like to take this opportunity to thank my best friend, who supported me and helped in my toughest times during the thesis. Thank you for always being there and always having my back. I would also like to thank the person who instilled the love of English language inside me and because of whom I pursued this degree, my English teacher from school, Ma'am Pakizah. Thank you for providing me a direction to follow.

I also owe thanks to the Dean of English Studies, Head of the department as well as teachers of the university, for their cooperation in the entire journey. Thanks for offering me the academic and creative space, to bring this thesis to life.

Thank you everyone.

DEDICATION

This thesis is dedicated to my parents who supported me in what I wanted to do. They always believed in me. They made me the person I am today.

CHAPTER 1

INTRODUCTION

Over the past several decades, English language has been gaining momentum as the most widely used language for communication across the world. As a result, World Englishes is now used as an accepted term to generally refer to the varieties of English found all around the world (Bolton, 2013; Jenkins, 2015; Kirkpatrick, 2017). This spread of English had two significant consequences. Firstly, diverse varieties of English emerged and got established in different parts of the world. And secondly, there came a general lack of recognition for these varieties on the part of not merely the Native English speakers (NES) but also the non- native English speakers (NNES) who speak those varieties (Jenkins, 2015). The situation does not seem to be different in the context of Pakistan (Mahmood, 2009). A distinct variety of English seems to exist, the structural and phonological features of which have already been established by several scholars including Baumgardner (1995), Mahboob (2003) and Rahman (2015). However, this distinct Pakistani variety does not seem to have been generally recognized, especially by the very Pakistani populace that speaks it (Parveen & Mehmood, 2013). Using Schneider's (2007) terminology in his dynamic model of World Englishes, it seems uncertain whether Pakistani English has reached the Endo-normative stage or is still passing through the Nativization stage. The need of the hour is, as recommended by Rahman (2015), to have a relook at how Pakistani English is conceived by the general public. This study, therefore, through employing a mixed method exploratory research design, aims to explore the extent of linguistic awareness and social acceptability among the populace of Pakistan in relation to the Pakistani variety of English.

1.1 Background to the Study

English was introduced in Pakistan when the subcontinent was colonized by the British in the 16th century. The colonizers brought their language and their culture and even after they had left, their impact remained and still exists. People began to learn English through schools formed by the British (Mahboob, 2003). Since enough NES teachers were not available, English began to be taught by NNES Indians. This resulted in students learning an English language that had considerable phonological, structural, and lexical influence from the local languages, and was markedly different from then Standard varieties of English (Jenkins, 2015). This is one of the factors that contributed to evolution of different varieties of English in the subcontinent.

Since then, several distinct varieties of English language have developed (Jenkins, 2015), one of which is Pakistani English. Although the Pakistani variety of English has generated some research interest, most of the work focuses on historical, political, lexical, phonological, syntactical, and morphological aspects of the variety (Baumgardner (1995); Mahboob, 2003; Rahman, 2015; Jilani & Anwar, 2018). Studies related to the awareness and acceptability of Pakistani English appears to be non-existent. This study is proposed to fill this research void.

1.2 Statement of the Problem

During the past ten decades, English language has evolved into many distinct varieties which are being used in different countries all around the globe. This widespread use of English has made it important to explore these varieties being used. A diverse variety of Pakistani scholars have explored the Pakistani variety of English from the point of view of the lexico-grammatical, phonological, and morphological features, notable among these being Mahboob (2003, 2004, 2009) and Rahman (2015, 2016, 2020). However, there seem to be a lack of quality research that could indicate whether the Pakistani populace who actually use this distinct variety is also aware of this variety and, if so, what are the dynamics of their attitude towards Pakistani English. This research therefore aims to explore the extent of linguistic awareness and the social acceptability of Pakistani English among the Pakistani populace.

1.3 Research Objectives

This study is proposed to achieve the following research objectives:

- To determine the extent of awareness of English speaking populace of Pakistan about Pakistani English
- To explore this Pakistani English in terms of its social acceptability among the Pakistani English speaking populace

1.4 Research Questions

Following are the research questions for this study:

1. To what extent is the English speaking Pakistani populace aware of the distinct variety of English they use?
2. How does the Pakistani English speaking populace perceive Pakistani variety of English in terms of its social acceptability?

1.5 Rationale for the Study

The aim of the following research is to explore the extent of awareness and social acceptability of Pakistani English. Currently Pakistani English has not yet been explored as further in depth as the other varieties of English language (Mahmood, 2009). There is not much significant work done on the sociological perspective of Pakistani English. The work done on Pakistani English is related to Pakistani English fiction or literature. There has been work done on the features of Pakistani English but this research is different as it views the perceptions of people about Pakistani English. Studies have been done on attitudes on English language and majority of the researches shows the positive views of people about the use of English language.

Based on the limited data available about the perceptions of Pakistani populace towards Pakistani English, the following study provides great significance. This study goes beyond the theoretical level and explores Pakistani English being used and perceived by the people who use this variety. The paradigm of World Englishes provides the ground to conduct studies of multiple varieties of English which have

evolved around the globe. Therefore, the following research is investigating Pakistani English further as it is something new in this globalized world and needs to be explored.

1.6 Delimitations

The population being used for the research belongs to the English speaking populace only because of the need of authentic data. The participants were interviewed in English and needed to communicate in English language. The population is delimited to English speaking populace of Rawalpindi and Islamabad, as they have more experience and knowledge about English language than the general public. Due to the time restraint the number of participants taken for the study is 80. This is not enough study samples to generalize the results of this study on the overall population of Pakistan. Another delimitation of the research is that the research is delimited to a variety of English and not the standard variety of English. This delimitation tends to be inspired by the assumption that Pakistani English has not yet reached the fifth stage of evolution, where the distinct varieties of English could struggle for acceptance.

1.7 Significance of the Study

The following study is significant as it investigates the Pakistani English from a fresh sociological perspective. The studies previously done on Pakistani English are usually done on its lexis, syntax, morphology or the historical status. But this study takes a social view and investigates the perceptions from the people who are actually using this variety of English. This study is significant because it contributes to our better understanding of Pakistani English.

1.8 Organization of the Thesis

The present thesis is organized into five chapters. The first chapter has introduced the thesis in terms of relevant concepts, research problem, research objectives and research questions along with the significance and rationale for the study. The next chapter explains the theoretical undercurrents related to World Englishes and Pakistani English. This chapter discusses the spread of English in the

world, spread of English in the non-native varieties, role of English in non-native context, impact of English as a non-native variety. It also explores, discusses and critiques the research already done in the realm of different non-native varieties of English, including Pakistani English. The theoretical framework adopted for the study is described and explained in the chapter three along with a detailed account of participants, research setting and research methods employed in the study. The data collection methods and data analysis procedure is also provided.

In chapter 4 the data is analyzed according to the methodology. The data is analyzed in two stages. Quantitative analysis is carried out in first stage and qualitative analysis is carried out in second stage. The chapter also discusses the results of the study either aligning or in distance with the already existing literature. The last chapter discusses the results, findings, and conclusions obtained from the research. The chapter also discusses the limitations faced during the process as well as recommendations for future researches.

CHAPTER 2

LITERATURE REVIEW

2.1 Overview

English language is considered as a global tool for communication across the world. This global use of English language has helped develop a range of English language varieties all across the globe (Schneider, 2003). For several centuries, there have been many different varieties of English being spoken in the world but it is only recently that it has developed into a field of study named as World Englishes (Kirkpatrick, 2017). The following chapter begins with a brief introduction about the spread of English language and its varieties. It then moves on to explain about the phenomenon of world Englishes, post-colonial non-native varieties of English and most importantly about Pakistani English. The chapter then describes Pakistani English variety, its history, current status, acknowledgment etc. as this is the main focus of the following research. The chapter ends with an overview of the works already done in the field.

2.2 Spread of English Language and its Varieties

Crystal (2003) explains the spread of English as a global language. The historical account can be traced back to the beginning of the pioneering voyages to the countries of America and Asia. This expansion continued in 19th century when the colonialism started in Africa and South Pacific. The development of English took a further step ahead when it was adopted in mid-20th century as semi-official or official language by newly independent states. Now the status of English is that it is represented in every continent, on every island and this makes it a global language. The socio-cultural impact of English language can be seen at how people have come to depend on English language for almost everything like their economic welfare, social security, their personal well-being etc. (Crystal, 2003).

English language has now become so variable, that the researchers now talk about the diversity of English as Englishes, and not in singular terms as English. Contemporary English varies geographically and socially and occupies different social

positions in relation to other languages in the communities (Swann, 2010). According to Pakir (2009), the term, 'World Englishes' is usually used as an umbrella term to refer to all the varieties of English in the world.

According to Kirkpatrick (2017), it was Braj Kachru's position and debate on the plurality of Englishes which led to the evolvement of World Englishes as a different field of study. He places the varieties of Englishes in three circles. First is the Inner circle which contains the territories where English is used mainly as dominant mother tongue. Kachru calls the inner circle countries as norm providing since they provide the materials and standards to be followed by other circle countries. Second is the outer circle where those territories are included where English language spread as result of Colonization. Kachru characterizes outer circle countries as norm developing where different countries are in process of emerging and accepting their own linguistic norms. Third circle is the expanding circle where those territories are included where English spread mostly by globalization. Kachru calls expanding circle countries as norm dependent since in these territories English is mostly used for external communication (Swann, 2010). Though his model was criticized for a number of reasons but still Kachru's terminology has been the most used terminology in World Englishes paradigm.

The development of World Englishes as a phenomenon was not so simple and it stimulated interesting and controversial debates among the scholars about the nature and status of English language and its varieties (Kilickaya, 2009). The major debate of the status of the varieties of English was Quirk and Kachru debate in 1985. Quirk was in favor of keeping and upholding one common Standard English language. He feared that the spread of English language may result in unintelligible varieties of English which will make English language lose its importance. Kachru on the other hand believed in the total opposite. He was of view that varieties of English language will not lead to intelligibility rather will make English language more global and common in use (Kilickaya, 2009).

2.3 World Englishes

The spread of English language all around the globe resulted in different varieties of English which are known commonly as World Englishes (Maftoon & Esfandiari, 2013). Nowadays English language is read, spoken and understood in

almost all parts of the world and as a result, so many contact languages have evolved in this phenomenon (Schneider, 2020). MacArthur (1998) believed that English language has become more diverse than any other language ever been and it is expected to become more diverse in the next century. Now this English language is being developed into different non-native varieties of English which is making the international communication easier. Because of this development, people of the world can easily communicate with each other (Getie, 2020). Clement (2011) states that as there is a global trend, with global internet, global business, in the same way there is a new global that is a global language namely English. But now this Global English has given rise to different varieties and are now called Global Englishes or World Englishes. Several scholars have theoretically explored the phenomenon of World Englishes. An important name in the realm of world Englishes is Crystal (2003) who predicted and favored the increased diversification and called it inevitable. He predicted that the gap between standard and non-standard varieties of English will further widen. He was of the view that now in many cases non-native varieties of English are being learned as mother tongues and its outcome are the new non-standard varieties of English.

According to Patil (2007), the global spread of English has produced different perspectives about the varieties of English. This debate has divided the scholars mainly in two schools of thought. On one end there are scholars who view these variations as deterioration of English language. They believe that the variations can create the difficulties in intelligibility. On the other end are the scholars, who view these varieties as necessitated by the new demands of new cultural contexts. As Canagarajah (2013) stated that this multilingual merge of local varieties into English opens up various strategies to construct and comprehend new norms (Canagarajah, 2013).

According to Bolton (2013) the worldwide spread and discussion of English language involved the distinction between native speakers and non-native speakers of English language. The result of this discussion evolved terms such as ENL, ESL, and EFL, etc. These are the terms being used in applied linguistics. The term ESL is referred to the territories where English is spoken as second language and EFL refer to territories where English is used as a foreign language (Swann, 2010). In the territories where English is spoken as a second language, English language plays an important role in different institutions whereas where English is used as a foreign language, English is

not used internally in the country rather it is used for the communication with the foreign countries.

The framework being used for the research is the dynamic model of World Englishes given by Schneider (2007). He presented this model first in his article, the dynamics of new Englishes: from identity construction to dialect birth (Schneider, 2003). The model was presented again in more detail in 2007. The model proposes that other than the surface differences among different English language varieties, there is an underlying process that helps in formation of a new English variety (Schneider, 2003). He gave five “diachronic pattern of progressive stages” in the model (Schneider, 2003). The first phase is Foundation stage where English language is brought and introduced to a new country either via colonialism, trade, missionary activities, immigration etc. The contact in the beginning among the groups is restricted and mostly utilitarian. In the second phase, which is Exo-Normative Stabilization stage, the language gets a stable colonial status. The language starts being spoken by an increasing number of people and in many cases gets involved in politics, education and legal system. During this stage the language starts early transfer of phonological and lexical features. The local population attaches their identity with the bought language and the language spreads. But the significance of external norms is still at its peak. Schneider (2014) considers the third stage, Nativisation Stage, as most important stage as in this stage major cultural and linguistic transformation takes place. Both the groups start realizing the difference and change. The social gap between two groups starts decreasing. Increasing interaction among the groups produces the emergence of different features of evolving variety. Fourth phase, Endo-Normative Stabilization, usually follows post-independence period. It is characterized by self-dependence and detachment from the mother country. The people start perceiving themselves as members of new country. The local forms of English start getting accepted. In this time the dictionaries of the new variety starts getting written (Mahmood, 2009). The fifth, Differentiation Stage, is characterized by the emergence and acceptance of new variety. People no longer define themselves as colonizers rather as members of sociolinguistically different group. Different dialectal varieties within this newly developed variety start emerging. According to Schneider, (2007) this last phase is by no means the end of linguistic evolution of the variety but a turning point for new springs.

Since the publication of this model, it has been used, discussed and criticized on different aspects such as identity crisis, mixing of the stages, its relevancy to expanding circle countries etc. The dynamic model of world Englishes has been widely used in recent years where various scholars have tried placing different varieties of English in the stages. Studies have been conducted to place varieties such as Indian English, Hong Kong English, Ghanaian English, South African English, and Philippines English in one of the five stages of this dynamic model (Proshina, 2016). The model explicitly focuses on the postcolonial Englishes of inner and outer circle countries (Schneider 2014). As Pakistan belongs in outer circle country so this model is suitable and can be used to place the variety of English being used in Pakistan in one or two of the stages of this dynamic model.

2.4 Post-Colonial Varieties of English

Over the last two centuries, English has spread all over the world rapidly that now it is considered as the most widely used language. There are now more non-native speakers of English than the native speakers of English (Alasmari, 2018). Kirkpatrick (2017) explains that initially English was taken as just a foreign language used for international communication, but now the use of English has spread all over the world. It is not only used for international communication but also being used transnationally. This is why English language has now evolved in different varieties as it is being used for serving intra and Trans-societal functions. English language has developed into many different varieties in different parts of world. These varieties have various variations in accent, grammar, vocabulary, discourse, pronunciations, spelling, sociolinguistics and other such features. It becomes important for English language learners to study these varieties of English (Han 2019).

The South Asian languages show variations because they develop by coming in contact with a wide range of languages, most of which are not related to English language. This means that the developing varieties of English have potential for displaying the features that are different from that of English language (Lim, 2011). There are multiple reasons for the variation and uniqueness in South Asian English language varieties. Sridhar (2008) pointed out one reason that English language is used as an additional language in the south Asian countries. It may be the first, second or even third language of the people of the country. They have their own mother tongues and so the variation occurs. Another reason they pointed out is that when English

language is being taught and acquired, it is in the totally different sociolinguistic, pragmatic and educational context from the one where the native English speakers acquire the language. Another reason that they gave is that English in South Asian countries is always taught as a written language rather than the spoken language that is the reason majority of the population of countries such as India and Pakistan feel hesitant while speaking English language.

According to Alasmari (2018), the English varieties used in the post-colonial societies have absorbed the local indigenous culture in them. According to them, people who speak English as a second language bring their culture and adjust their language. In this way the varieties of English language develop. This wide spread of English language has made it tough for the native speakers of English language to exercise their control over the language. Non-native varieties of English are now developing side by side of standard varieties of English (Mahmood, 2009). Alasmari (2018), states that the different post-colonial non-native English language varieties should be taken as legitimate varieties of English. That will promote the different varieties of English and also the speakers of that variety. English has been dominating the official and political landscape of many developing countries including Pakistan (Cheema & Singh, 2015).

2.5 Pakistani English

Pakistani English is a variety among other varieties in South Asian English but is an independent variety (Mahmood, 2009). The local non-native variety of English language written and spoken in Pakistan is known as Pakistani English or Penglish or Paklish (Siddiqui & Keerio, 2020). English is usually not the native language of people in Pakistan, but nevertheless it is widely used all over the country. English language has become the language of power in Pakistan. The state functions on highest levels are conducted in English, orders of government; judgments of superiors are in English language. On low level English has become a main language of employment, universities and media (Rahman, 2020).

Mahboob (2003) provides a detailed account of the history of how English came into Pakistan and how it evolved into a distinct variety. In Indo-Pak subcontinent, English was first introduced in 16th century by the British Raj. During the British Raj, English language kept gaining importance in political and social domains of life. The control of English language was with the British and they left no stone unturned in

promoting and upholding their language through organizations such as British council etc. By 1947, after independence English was so indulged in the socio-political part of both the countries that instead of leaving it they held it together tighter and its role was maintained in both states. After the independence of Pakistan, English language went on a roller coaster ride. There was resentment towards the language by some religious leaders as a form of colonization but the supremacy of English language was so ingrained in Pakistan that English language remained and today the government as well the general public is aware of the importance of English language.

The earliest detailed work on Pakistani English was done by Robert J Baumgardner in his many articles in 1980-1998 (Mahmood, 2009). Another prominent figure in the realm of Pakistani English is Tariq Rahman (2015). He did study on Pakistani English, described its features and also suggested a pedagogical approach. He wrote his first draft of Pakistani English in 1989. It was the time when Pakistani English was only mentioned just briefly by Kachru. Other than that it was almost non-existent. The distinct features of Pakistani English with respect to its lexis, morphology, semantics, syntax, and phonology has been established by various scholars such as Rahman (2015), Mahboob (2004), Khan (2012) etc.

Mahboob & Nadra (2004) presented a detailed study on the phonology of Pakistani English. The major differences in phonology and phonetics of Pakistani English occur due to the fact that the indigenous languages spoken in Pakistan are syllable timed languages, however Standard American and British English are stressed time languages. This makes Pakistani speakers to rely on spellings as a guide to pronunciation. They also labeled Pakistani variety of English as rhotic variety where /r/ is pronounced clearly in all the contexts such as /force/ and /warm/ etc. Pakistani speakers have difficulty in distinction between /v/ and /w/. Another phonetic feature of Pakistani English is addition or reduction of vowel sound in words such as addition of /ə/ in /səpi:k/ instead of /spe:k/ etc. Few other examples of Pakistani English are given in the following table.

Table 2.1*Phonology of Pakistani English (Mahboob & Nadra, 2004)*

Lexical item	Pakistani English	RP (Received pronunciation)
Nurse	ʌ	ɜ:
Lot	ɔ:	ɔ
Comma	ʌ	ə
Elite	/ɪlɪt/	/ei li:t/

Khan (2012) gave some syntactic features of Pakistani English which differs from British English. According to her, the differences can be seen at both sentential and causal level such as usage of certain tenses and a number of word order differs in Pakistani English. Few examples of these distinct syntactic features are given in the following table.

Table 2.2*Syntactic Features of Pakistani English (Khan, 2012)*

Pakistani English	Standard British English
Where are you coming from?	Where have you come from?
I am doing it often.	I do it often.
Students are eligible for entering the contest.	Students are eligible to enter the contest.
You are ill, isn't it?	You are ill, aren't you?

Mahboob (2004) explained the morphology of Pakistani English in detail. He identified that use of different articles and prepositions and omission of auxiliary verbs are some of the most common Pakistani English features which differ from Standard British English. He states that Pakistani speakers tend to omit verbs like do or does in their conversation. Examples are given below in table 2.3. He also concludes that the article system that Pakistani English has is quite different than Standard British English. In most of the cases the definite or indefinite article is absent where it should be present or they may exist in the sentence where it shouldn't, according to the British English rules. Same is the case with prepositions as well. Speakers may omit the prepositions where it should have been or may use a different preposition. Examples of such cases are given in the following table.

Table 2.3***Morphology of Pakistani English (Mahboob, 2004)***

Pakistani English	Standard British English
How you got here?	How did you get here?
My father is lecturer.	My father is a lecturer.
The England is good place.	England is a good place.
To combat against poverty.	To combat poverty.

The major difference of Pakistani English with Standard American or British English is on the basis of its lexis. Despite having history of colonialism, Pakistani English reflects Islamic values and Islamic culture in its expressions. Pakistani English lexis contains Arabic terms and expressions (Assalam-o-Alaikum, Maasha-Allah etc.) which represents Muslims cultural practices whether its related to marriage (Nikkah, halala, etc.), concepts (Hadith, Zina, etc.), education (Iqra, Maqtab, etc.), and posts (Nazim, Amir, etc.) etc. (Khan, 2012). Islamic culture and values are reflected fully in Pakistani English as these concepts are unique to Pakistani and Islamic culture.

According to Khan (2012), Pakistani English has borrowed the lexical items and expressions from the indigenous languages in the domains of food, clothing, politics, education, government and music. Another way Pakistani English has forged its identity is by word formation. They use suffixes and prefixes from their local languages to form words. Conversion of words from one part of speech to another is also a way new words in Pakistani English are formed. Rahman (2015) has worked on Pakistani English in detail explaining all the lexical and semantic features of Pakistani English and by giving cultural specific examples from English newspapers in Pakistan. Some of the examples of lexical items from Pakistani English are given in the table below.

Table 2.4***Lexical features of Pakistani English (Rahman, 2015)***

<i>Borrowing</i>	<i>Word formation</i>	<i>Conversion</i>	<i>Innovations</i>
Kafirs	History-sheeter	To aircraft	Dickey
Madrasah	Affectees	To airline	Stepney
Biradari	De-notify	Charge sheeted	Peon
Mushaira	De-seat	Move-over	Tiffin

Mahboob (2003) states Pakistani English to be heterogeneous, not only because of its diversity in socio-economic, geographic and educational background but also because of the diversity in mother languages spoken by the people of Pakistan. Rahman (2015) did the study on Pakistani English, describing its features. He states that the term Pakistani English as used by other researchers is inadequate. He explains that when he is talking about Pakistani English, it's not just Pakistani it is also Punjabi English, Sindhi English and Urduized English as well. This is because Pakistan is a multilingual country and many different languages are spoken in Pakistan such as Punjabi, Urdu, Balochi, Pashto, Sindhi etc. to name a few.

Pakistani English is generally a lesser studied variety in the realm of World Englishes (Mahboob, 2004). Most of the researches done in Pakistani English are about its historical and political status and or on the features of Pakistani English by prominent scholars such as Robert J Baumgardner, Tariq Rahman, Ahmar Mahboob, Mubina Talaat, etc. (Mahmood, 2009). The literature on Pakistani English is mostly based on its comparison with Exo-Normative models of English (Mahboob, 2003).

The aim of the following study is to explore the attitudes of people towards Pakistani English. As explained by Soomro et al. (2018), the attitudes that individuals have towards a language are affected by different factors such as the ethnic background, influence of their mother tongue, sociopolitical context and the language speaking community. Soomro et al. believes that learning a specific language is very greatly influenced by the attitudes that learner has towards that language.

2.6 Works Already Done

Most of the work done in World Englishes is theoretical. Many studies have been conducted on English language and English language varieties in various countries.

A number of researches have been conducted on the attitudes of people towards World Englishes in different countries. Lee & Green (2016) did the research on the Korean university students. The aim of their work was to investigate the perceptions and attitudes of students towards World Englishes. Their study revealed that the influence of the inner circle countries was strong in their attitudes. The participants favored standard American or British English. The study also provides evidence that an interest in awareness of World Englishes also exists in Korea. Another researcher Davies (2009) wrote an article on assessing the World Englishes. After their analysis of different World Englishes, they concluded that in informal situations the interlocutors use their local variety of English. But in the formal settings the norms of the standard variety of English like American or British is followed. They made another conclusion that the reason which seems to be holding back the use of local varieties of English in formal setting was more of the uncertainty by the local community than the hegemony of western postcolonial power. The aim of the following research is also to see how much this variety of English that is used in Pakistan is accepted by Pakistani population.

Alasmari (2018) also presented a thorough examination of the status of English language in Saudi Arabia. They observed in their study that the emergence of a localized Saudi variety of English was being recognized by many Saudi scholars but there was still much resistance for adopting that variety of English. Yu (2010) investigated the attitudes of Chinese college students towards English language. By adopting the theoretical framework of World Englishes and English as an International language, they studied the attitudes towards English language, different varieties of English language and Chinese English and found out that college students had generally positive attitudes towards English and Chinese English. They also showed awareness towards different varieties of English.

Lee & Green (2016) indicate that the people's attitudes towards World Englishes is not simply about choosing which English variety to learn, rather it provides important factors in shaping people's worldviews and multicultural perspectives. A

recent study done on the attitudes of speakers towards native and non-native varieties of English language was conducted by Chien (2018) in Taiwan among Taiwanese participants living in Taiwan and British participants living in UK. They did the research on attitudes of native and non-native speakers of English language towards native and non-native varieties of English. They investigated seven different varieties of English from inner circle, outer circle and expanding circle countries. They concluded from their analysis that both native and non-native speakers of English language largely favor inner circle English varieties that is American English and British English. They also discovered that social variables such as age, occupation etc. also had a significant role in their attitudes. So this study indicates that whether the participants are native speakers of English or non-native speaker of English language they still favor the standard American English from inner circle.

In the words of Schneider, it is difficult to pinpoint the exact stage where each variety of English stand (Schneider, 2007), but nevertheless researchers have tried to loosely place the varieties of English in one or more of the five stages. According to Kirkpatrick (2017), Indian English has reached the differentiation stage which is considered as the last stage in the spread of English variety. Indian English is now being characterized by multitude of varieties. Surmi (2018) similarly tried to place the English variety being used in Arab World in one of the stages in the Dynamic Model. They conducted the study with the aim to investigate whether the English language variety being used in the Arab world exhibits the distinctive Lexico-grammatical features. After the analysis from newspapers they concluded that there were distinctive features in the English variety used in the Arab world in comparison to British English. According to the dynamic model this variety of English still stands at the beginning of the Nativization stage which states that the variety is starting to being establish with distinct features but it's not all the way there yet. In 2014, Schneider in his article questioned whether the dynamic model of world Englishes is suitable for expanding circle countries or not. They developed this model for inner and outer circle English varieties because of the role that English plays in these countries. In expanding circle countries for example, English is used mainly as an international lingua franca so it is not used or developed in expanding circle countries as it is in outer circle countries (Schneider, 2014).

The majority of work done in the field of Pakistani English is about the lexico-grammatical, phonological and syntactical features of Pakistani English and

comparison of these features with other standard varieties of English language. One of the earliest works done on Pakistani English was by an English linguist Robert J Baumgardner (1987). He studied the newspapers and gave examples of nouns, verbs, adjectives from local newspaper which were considered as ‘error’ according to linguistic features of the west. His study indicated the difference that existed between local Pakistani English and American or British English. Talaat (1993) (as cited in Mahboob, 2003)) studied lexical variations in Pakistani English for the first time. They looked at the semantic shift of lexical items from British English to Urduized meaning.

One of the studies done in the context of Pakistani English was by Tariq Rahman, first published in 1990 and later revised edition in 2015. His study offers the very first detailed description of Pakistani English as a distinct variety of English. In his study he has described various phonological, morphological, lexical and syntactic features found in Pakistani English. Khan (2012) carried out Baumgardner’s work and investigated Pakistani English further. She took the newspaper corpus utilized by Baumgardner to place his study and described various features of Pakistani English. She also concluded that the research on Pakistani English has mostly been done in comparison to British English but it should not be the case as English in Pakistan is evolving in its own identity.

The morphology and syntax of Pakistani English was also explained in detailed by Mahboob (2004). He explained various grammatical features of Pakistani English like syntax, morphology, word order, sentence completion and structure, lexis, compounding etc. He concludes by stating that the examples presented of Pakistani English shows that Pakistani English has some unique features. Another study on the features of Pakistani English was conducted by Jilani & Anwar (2018). They did a corpus based study on Pakistani English newspapers. Their aim of study was to study the different features of Pakistani English along with its functional outcomes and sociocultural scenarios in context dependent Pakistan. Their study highlighted that the lexico-grammatical features of Pakistani English are infused with local culture and norms. It has a diversity of colors in the multifaceted settings of Pakistani. For example, lexical items such as loot sale, tall claims, chai wala’s gaze etc. are specific terms found in Pakistani English.

Hussain & Mahmood (2014) worked on invariant tag questions in Pakistani English. They attempted to study the invariant tag questions in Pakistani English and compare them with native (British and New Zealand English) and non-native varieties

(Indian and Singaporean English). The result indicates that speakers of every variety have their own inclinations as far as choosing the invariant tag questions are concerned. They also found out the similarity between these varieties and found out that speakers of Pakistani English do not use *is it/isn't it* just as the Indians and Singaporeans. In terms of invariant tags, Pakistani English is more close to native varieties of English than non-native English language varieties.

Ali & Shehzad (2019) did a study on Pakistani English and stated in his study that when compared to American or British Standard English, Pakistani English is considered as a distinct variety. He stated that the distinction of Pakistan English with other south Asian Englishes has not been established yet. He aimed their study to analyze the linguistic features of Pakistani variety from other varieties as Indian English and Bangladeshi English. He stated that it is essential to investigate the similarities and differences among different south Englishes because of the past they have shared with British colonization. He collected the corpus from English newspaper from these countries and analyzed the language being used. Findings indicated the differences of press reportage in all three newspapers because of their cultural and geographic origin.

Afsar & Kamran (2011) attempted to investigate consonantal phonemes of Pakistani English and compared them with British Standard English. She compared British English consonants with Pakistani English consonants for both similarities and differences. She found out that although previous researches on Pakistani English has validated the same number of consonants in both Pakistani English other varieties, but there are actually more consonants in Pakistani English than British English. Pakistani English has 27 consonant phonemes and British Standard English has 24 consonants. This may exist because of the existence of more local and indigenous languages in Pakistan.

Siddiqui & Keerio (2020) attempted to study the pronunciation of Pakistani English variety. He examined the influence of first language of the speakers of Pakistan onto the pronunciation of their English language. The results indicated that the speakers use Urdu nouns and other vocabulary items intentionally and with determination while speaking English language. And thus the variation occurs. Another study was conducted that examined the stress pattern in Pakistani English and compared it with other native varieties of English language. Mahmood et al. (2011) studied the stress pattern of Pakistani English. They stated that there is difference between Pakistani English and other native varieties of English. English is considered as a stress timed

language but when we look at the indigenous languages of Pakistan, they are more syllable timed languages. And this is something that creates confusion in placing stress in Pakistani English. They concluded in their research that the Pakistani speakers do not usually observe the pronunciation of the natives and have no specific stress pattern. This indicates that Pakistani English is indeed a separate and different variety of English language.

Mahboob (2009) explored the nature of Pakistani English from Islamic point of view. He stressed that despite English being a colonizing language; the variety of English language being spoken in Pakistan reflects the Islamic values and embodies Islamic sensitivities. The aim of his study was to examine how Islamic or un-Islamic English in Pakistan is? He gathers his data from various sources in Pakistan and examines lexical semantic and pragmatic features of Pakistani English. He gave examples of some Islamic concepts used in Pakistani English like Nikkah, Hadith, Zina, Purdah etc.

One of the main topics related to Pakistani English on which the work is done is Pakistani English literature. The term Pakistani literature in English was introduced by Dr. Alamgir Hashmi in his book 'Pakistani Literature', in 1978. Some of the prominent names in English literary circle are Kamila Shamsie, Muneza Shamsie, Tariq Rahman, Alamgir Hashmi, etc. Cheema & Singh (2015) also agree that Pakistani English writing in Pakistan is the next big thing happening.

Tariq Rahman (2015) stated in his study that most of the prominent Pakistani writers such as Bapsi Sidhwa, Mohsin Hamid etc. usually use Standard British English, and add some indigenous lexical items and idioms for artistic purposes. This was shown in another study made by Jadoon (2017), who investigated the language used by Kamila Shamsie in one of her books 'Kartography'. He examines the language of the book and uses the term Pakistanization of English to indicate how the language is infused with the socio-cultural context of Pakistan. However his study also indicated that she used the techniques of hybridity, innovations, coinage and lexical borrowings in order to give the Pakistani color to English language. This research acknowledges Pakistani English as a distinct non-native variety of English having distinct features.

Shamsie (2011) did the study on duality and diversity in literature of Pakistani English. She stated that Pakistani English literature shares a general dynamic with other south Asian English literature including the long colonial history. But Pakistan is also linked with a more wide Islamic world. She states that Pakistani English literature

illuminates the diversity found in Pakistani life. She also states that some other themes in Pakistani literature especially in Kamila Shamsie's writing are political events, ethnic conflicts, women's movements, a need to look at past to understand the present, narratives of identity etc. She observes that most of the writers lived a diaspora, dividing between Pakistan and west. This thing showed in their writing when they wrote about identity crisis, crisscrossing of cultures, linguistic differences etc. Shamsie hopes her work can provide a further insight into Pakistan, its culture and complexities, and show the vital body of work that has a distinct place in contemporary postcolonial literature.

In Pakistani context many studies have been done on the perceptions towards English language learning and the results of most of these studies are almost alike. Soomro et al. (2018) investigated the attitudes of English Language learners towards English in Sukkur Sindh, Karachi. Their results indicated that the students showed positive outlook towards learning of English language. Raza (2015) also studied the attitudes of people toward English language. His analysis states that the upper and upper middle strata of society favor English language. They have positive attitude towards English language education. The second strata of society of Pakistan which is the middle and lower middle strata are driven by instrumental reasons to favor English.

Khalid (2016) conducted a study on Pakistani students to investigate their perceptions towards learning of English as a second language and to understand their motivation. His results indicated the same result as Soomro et al. (2018) where students showed positive attitudes towards learning English. His analysis also showed that the students had instrumental motivation for learning English language. Similar study was conducted by Abbas & Iqbal. (2018), where they investigated the perceptions of Pakistani youth towards three main languages spoken in Pakistan, Urdu, Punjabi and English. Their results showed that the participants attached integrative motivation with Urdu and Punjabi while instrumental motivation with English language. This showed that the students are aware of the prominence and importance of English language for a better future.

In Pakistani context, the attitudinal studies about languages by the speakers are done on the English language or on the local languages like Pashto, Punjabi etc. There has been no significant study that investigates the perceptions of people towards Pakistani English and which observes the acceptability of Pakistani English.

The earliest study on the acceptability of Pakistani English was done by Baumgardner in 1995. In his article, *Pakistani English: acceptability and the norm*, he analyzed the attitudes of Pakistani journalists, teachers, and university students. His first part of questionnaire presented the participants with the choice of English variety among British, American, or Pakistani English. His next part of questionnaire measured the acceptability of certain Pakistani lexical and grammatical items. His results showed the preference of participants towards British English, but he also noticed a Pakistani norm starting to emerge. His participants were accepting towards Pakistani features of English such as Urdu borrowings and Urdu English hybrids (Baumgardner, 1995). His discussion about the acceptance of innovations in Pakistani English is the only large-scale study of its kind (Khan, 2012). The aim of the following study is to analyze how Pakistani people perceive Pakistani variety of English. As Baumgardner established in his time that people were beginning to realize the difference and accepting the variety. The following study is going to present the data to support or decline his claim.

In Pakistan attitudinal studies are conducted but with relation to English language or the native languages spoken in Pakistan but not of Pakistani English. Shah & Anwar (2015) studied the attitudes of parents and children towards multilingualism in relation to three main languages spoken in Faisalabad, Urdu, English, and Punjabi. Research employed questionnaires and semi-structured interviews for the analyses. They also took into account different variables such as age, family context, gender and social status to see if these affect the attitudes. The results indicated that children are more conscious of English language. Majority of the population showed positive attitudes towards English language rather than their own mother tongues Urdu and Punjabi. They showed negative attitudes towards Punjabi language saying it indicates lower status and considers English language as most elite and the one that indicates power and status. This indicates the awareness of English language among population of Pakistan.

The aim of the following research is to examine the attitudes of people towards non-native variety of English used in Pakistan. According to Jabeen et al. (2011), the status of a non-native English variety depends mainly on sociological, economic, political and geographical factors rather than the linguistic factors. She did the study to investigate the attitudes of English language learners towards the status of Pakistani English. Her questionnaire focused on attitudes towards English a lingua franca and empowerment of non-native speakers. Her results indicated that people showed positive

and negative attitudes towards English language in Pakistan. Despite the name of study as the attitudinal study of Pakistani English, there were only two statements about Pakistani English in the questionnaire. All the other questions and statements were about Pakistani accent. 56% participants did prefer Pakistani accent and gave reasons such as nationalistic reasons, identity crisis etc. Another thing asked about Pakistani English was their opinion about the status of Pakistani English where 78% participants agreed that it is a separate variety. Those who agreed with this statement judged it on the basis of accent. Her results also indicated that majority of the participants do not like this spread of English.

Another scholar attempted to study the attitudes of Pakistani population towards Pakistani English. Parveen & Mehmood (2013), states in his study that despite Pakistan being a multilingual country and having different language dialects and varieties, there have been less systematic attempts at documenting the attitudes of people towards languages. He designed his study to investigate attitudes of second language learner's attitudes towards different varieties of English spoken in Pakistan including Pakistani English and Standard English. His research had few limitations. He had mentioned only two varieties of English accent used in Pakistan namely Pakistani and Standard English. She has not been able to clearly define which standard variety is being investigated. The standard variety usually stands for the English variety used in inner circle countries like American or Britain. His population sample was very limited consisting of only 25 people from one university of Lahore. His results indicated majority of population showing highly positive attitudes towards Standard English. 60 to 70% participants agreed Standard English being prestigious and successful. 80% students want to make effort to learn the standard accent to sound more like a native English speaker.

The following study aims to assess the awareness and social acceptability of this distinct variety of English spoken in Pakistan. Researches mentioned above indicate a general inclination of participants towards standard American and British English. However in recent years, because of the phenomenon of World Englishes being widely used and number of non-native English speakers increasing the number of native English speakers, the attitudes of participants may be changing towards the non-native varieties. Therefore the following study is an important attempt to investigate how Pakistani English is perceived by the English speaking populace of Pakistan.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Overview

As mentioned in the first chapter, the aim of the following research is to analyze the extent of awareness and social acceptability of Pakistani English among the English speaking populace of Pakistan. The following sections provides the theoretical and methodological framework used in the study. The theoretical framework is grounded in Schneider's (2007) dynamic model of world Englishes, presenting five stages through which a particular variety of English has to pass in order to be socially recognized as a distinct variety of English language. The methodological framework discusses the methods of data collections and analysis used in the study. The following chapter also provides a detailed account of the research instruments employed, setting of the research, information about the participants taken for the study, transcription and translation processes as well.

3.2 Research Design

The present study is of exploratory design. Exploratory research is a type of research which is carried out where little work has been done before and the outcomes from the research provide the basis for further investigation (Walliman, 2011). As explained by Creswell (2009), a qualitative study is exploratory when not much has been written about a particular topic and the population being studied. The researcher explores the participants and creates an understanding on the basis of the data provided. The intended study explores the Pakistani variety of English language in terms of its awareness and acceptability among the population. Pakistani English is an area which has not yet been explored significantly and therefore, the following study is being done to get a better insight about Pakistani English. As Creswell (2009), said that exploratory research explores the participants not studied before so the English speaking populace are chosen for this study and their understanding of Pakistani English is being explored further to develop an understanding about where Pakistani English stands.

The exploratory research involves collection of first phase of qualitative data and its analysis and is then followed by the second phase of data collection that builds

on the results of the first phase of data collection (Creswell, 2009). The following study collects the data through open and closed-ended questionnaires first and then on the basis of its result move further with conducting the semi-structured interviews from the participants.

To explore the phenomenon, a mixed method design seemed to be most appropriate. Mixed method in research involves combining both qualitative and quantitative research methods in the study (Creswell, 2014). The following research employs mixed research design. The data collected in this research is qualitative in case of open-ended questionnaires and semi-structured interviews, and quantitative in the form of close-ended questionnaires.

3.3 Theoretical Framework

Although several scholars have theoretically explored the phenomenon of World Englishes (Swann; 2010, Jenkins, 2015 etc.), the theoretical framework that is considered to best suit this study is the ‘Dynamic Model’ presented by Schneider (2007). In his Dynamic Model of World Englishes, Schneider provides the following five stages through which a particular variety of English has to pass before it is formally and socially recognized as an established variety of English:

1. The Foundation stage: At this stage, English language is exported to a new territory which is normally a non-native English speaking country.
2. The Exo-normative stabilization stage: During this stabilization stage, the English native-speaker norms and rules are followed and controlled through the dominant native-speaker country.
3. The Nativization stage: This is the stage where the new distinct variety starts getting established in the sense of distinct phonological and structural features. It is the stage, by and large; both the native and non-native English speakers resent the use of this variety.
4. The Endo-normative stabilization stage: This is the stage where the distinct variety of English starts becoming codified and organized. It is usually at this stage that the variety starts getting accepted socially.
5. The Differentiation stage: This is the last stage of the evolution of a distinct variety, where the variety gets linguistically and socially

established as well as accepted. This specific variety starts having its own dialectal varieties and people start having social group bondings and identities attached with the sub-varieties of this variety.

The ‘‘Foundation stage’’ of English language in Pakistan was established ages ago in Pakistan through the British Colonization in the 16th and 17th centuries. For a long time afterwards, even till after the independence of Pakistan in 1947, the ‘‘Exo-normative stabilization stage’’ existed in Pakistan since the British directly or indirectly controlled the rules and norms of English used in Pakistan (Rahman, 2015). One would argue that this still is the case, since organizations such as the British Council continue to make ostensive and extensive efforts to promote and propagate the Queen’s English (Jenkins, 2015).

However, this study takes the argument that, of late, the ‘‘Nativization’’ and ‘‘Endo-normative Stabilization’’ stages of World Englishes are operative in the context of Pakistan. Considerable research has already established that Pakistani English exhibits distinct phonological, morphological, lexical, and structural features (Rahman, 2015). However, uncertainty still surrounds the question whether this variety is socially accepted, especially by those who actually use this variety. It may also be the case that some portion of the populace has already started accepting and owning this variety. This study therefore attempts to explore whether Pakistani English is still in the ‘‘Nativisation’’ stage, whether it has exited the ‘‘Nativisation’’ stage and entered the ‘‘Endo-normative stabilization’’ stage, and whether there are any indications of it soon reaching the ‘‘Differentiation stage’’ (Schneider, 2007). This study therefore starts with the underlying assumption that stages one and two of Pakistani English have already been established and stage five has not yet started, whereas stages three and four are worth exploration in the context of Pakistani English. Arguments in relation to these assumptions have been provided in the literature review chapter.

3.4 Data Collection

The research setting for the data collection and the sample of participants are explained in the sub-sections below.

3.4.1 Research Setting

The data for the study was collected from English speaking populace of Pakistan so the research was not restricted to any one institution. The data was collected from participants representing different fields and strata of life. The data was collected from hospitals, schools, colleges, universities, banks, private offices and government offices from Islamabad and Rawalpindi. This diversity among the participants was ensured in order to have representation from different strata of society indicating their sector of life.

3.4.2 Participants

As the aim of the study was to analyze the awareness and acceptability of Pakistani English from the English speaking populace, so the participants for the study were selected from different strata of society. The participants were selected through purposive sampling. In purposive sampling the researcher base the sampling on the basis of the purpose of the study. The researcher has a purpose in mind prior to data collection and the participants are chosen on the basis of that purpose (Paltridge & Phakiti, 2015). In purposive sampling those sample participants are usually selected who are expected to help the researcher understand the problem better (Creswell, 2009). As the aim of the following study was to assess the awareness and attitudes of English speaking populace of Pakistan, the purpose behind the selection of participants was to select the educated English speaking people from different strata of society. The sample population was taken from various segments of life such as teachers, students, government officers, business people, and professionals. This diversity in sample participants was to ensure that the participants represent different professions, different class and different age groups so that there is diversity in their responses as well. As Chien (2018) also explained that different sectors of population might not share same attitudes towards varieties of English. One thing made sure was that the participants selected for the study were educated and used to using English language on somewhat regular basis. They were asked prior to filling the questionnaire about their usage of English language.

The total number of sample participants selected for survey was 80 and they were assigned pseudonyms 'P#', which is referring to the order of student in which they

completed the questionnaire. Table 3.1 summarizes the information obtained from each participant before filling up the actual questionnaire.

Table 3.1

Participants' Background Information

Particulars	Category	Number of Participants	Percentage
Gender	Male	28	35%
	Female	52	65%
Age	20-30	54	67.5%
	31-40	8	10.0%
	40-60	15	18.8%
Mother Tongue	Urdu	47	58.8%
	Punjabi	18	22.5%
	Pashto	9	11.3%
	Other	6	7.5%
Occupation	Graduates	18	22.5%
	Doctors	20	25.0%
	PHD Doctors	9	11.3
	Teachers	16	20.0%
	Engineer	3	3.8%
	Government employees	3	3.8%
	Administrators	2	2.5%
	Other	9	11.3%

The target in the sampling procedure was to select the educated people who use English language on a regular basis. Educated people selected belonged to different fields and different age groups. Gender, age, and occupation were not the controlling variables in the study. Diversity was made sure in order to get representation from different occupations but the population was seen as whole collective educated people. Wherever in the analysis these social factors have played a role in their perception it has been mentioned but they are not taken as controlling or important variables in this study.

Among the 80 participants, ten participants were further selected for the semi-structured interviews. The interview participants were selected on the basis of

purposive sampling. The questionnaires were analyzed and responses were either in support of Pakistani English or against Pakistani English. Amongst these participants, those were selected for the interview whose responses were not biased towards one variety of English in order to get a better insight of their opinions. In order to keep the interviewee's anonymity, cultural pseudonyms were assigned to the participants. The sample size of overall population was large so all the participants weren't assigned cultural pseudonyms. To differentiate the interview participants from other participants, only interview participants were given cultural pseudonyms. The stratification of participants does not play a significant role in data analysis. The participants for the interview were selected on the basis of their responses provided in the questionnaire not because of their gender, age, or occupation. The information of the participants who were chosen for interviews is presented in the table 3.2.

Table 3.2

Interview participant's information

Participants	Age	Occupation	Highest Qualification
Khan	28	Doctor	MBBS
Kamal	60	Civil engineer	MS management
Saima	60	Teacher	BSc, B.Ed., MA English
Kamran	34	Engineer	MS-Eng.
Wajid	38	Database administrator	B.com
Hasan	21	Student	BS English
Nadia	40	Doctor	FCPS in medicine
Raheel	22	Student	BS English
Saad	22	Student	BS English
Faisal	27	Doctor	MBBS

3.5 Research Instruments

Following study is exploratory in nature. Exploratory is a type of research that falls in the mixed method design as it involves both qualitative and quantitative data (Creswell, 2009). The following study employs mixed method design and data is collected both quantitatively and qualitatively. As the study is about attitudes and awareness of Pakistan English therefore qualitative data collection method is chosen. Open ended questionnaires and semi-structured interviews provide deep insight into the participant's response and their attitudes can be assessed through those responses. As for the quantitative data, it seemed important to ask some statements on the Likert scale to evaluate the extent of their attitudes and to what extent they are aware of the varieties of English language and Pakistani English. Two research tools were used for the deeper understanding of the data.

In order to collect the quantitative and qualitative data, two research methods were used in two phases, one in each. In the first phase, the data was collected through the use of questionnaires which included both open-ended and close-ended questions. And in the second phase the data was collected through semi-structured interviews. These data collection methods are discussed in detail below.

3.5.1 Questionnaires

The questionnaire designed for the study was divided into three sections. The first section asked the background information of the participants including their age, native tongue, occupation, etc. The second section of the questionnaire contained 15 closed- ended statements where the participants were asked to put a tick mark for each statement using 5-point Likert scale rating system as following; strongly agree, somewhat agree, neutral, somewhat disagree, strongly disagree. The third section of the questionnaire provided the participants five open-ended questions to give detailed response. The statements and questions on the questionnaire were based on the research questions and theoretical framework and were formed in a way that assesses the awareness and acceptability of Pakistani English among the participants. The main themes on which the questionnaire was designed were Standard English, non-native varieties of English and Pakistani English. Additionally, in the beginning of the

questionnaire a short summary was provided containing information about the research topic, purpose of study, and instructions to fill the questionnaire.

Pilot testing of questionnaire was done prior to data collection. The questionnaire was given to five scholars to fill who were competent in English language and use English language on daily basis in their social setting. They filled the questionnaire and gave their feedback on the use of jargons which might be difficult for people to understand if they are new to the subject or topic. After the pilot testing, the questionnaire was refined and then data was collected from sample participants. Other than that test for reliability was also performed on the quantitative section of the questionnaire in SPSS 17.0. The Cronbach Alpha test was applied to the statements in order to test the reliability of the questionnaire. According to Straub (2004) (as cited in Taherdoost, H. (2016)), the result of Cronbach Alpha should be greater than 0.6 in order to call it reliable (Straub et al., 2004). The test results below in table 3.3 indicate that the questionnaire is reliable and can be used for further analysis.

Table 3.3
Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.730	0.703	15

Most of the data of questionnaire was collected by giving the questionnaires to participants in hard copy. Due to the Covid restrictions during the data analysis procedure the questionnaire was then designed on the Google forms and was distributed through the link to other participants. Eighty participants in total filled the questionnaires willingly. Among the participants, 10 participants for the interview were selected based on their responses given in the questionnaire. The questionnaire is attached in the appendix of the study.

3.5.2 Interviews

The second phase of the data collection was semi-structured interviews conducted from ten participants selected through purposive sampling. The questionnaires were first analyzed and participants for interviews were selected on the basis of their responses. Majority of the responses in questionnaires were favoring standard US/UK English and others favored Pakistani English. The selected participants for interviews gave responses which didn't show their preference towards one variety of English. So they were chosen to ask them further in detail about their views.

The participants were contacted through text messages. They were told about the research in the text message and were asked for the time of the interview on their convenience. The participants who responded for the interview were then interviewed on the phone call. The phone call was recorded by the call recording app on the mobile phone. The interview protocols were followed. The participants were told about the research, reassured about their anonymity and were asked permission to record the interview for work purposes. Each interview call lasted minimum 10 minutes and maximum 17 minutes of duration. From the interviewees, 8 participants were male and only 2 were females. The interview started with brief introduction about the researcher and the research. Participants were assured of maintaining their anonymity; therefore during the data analysis process the interview participants were given pseudonyms to keep their identity anonymous. Open ended questions about Standard English, non-native varieties of English and Pakistani English were asked from the participants that reflected their awareness and social acceptability of Pakistani English. Further questions were added during the interview to get a deeper insight into their perceptions.

A pilot interview was taken from a participant who was not included in the data analysis. The participant who was piloted was proficient in English language and had frequent contact with the foreigners. He provided feedback on the interview and how few questions should be asked differently without showing bias. The interview points were then revised before conducting further interviews for the study.

3.5.3 Transcription and Translation

The semi-structured interviews were conducted in English language for the purpose of knowing participants use of English language and as the research was related

to a variety of English language as well. The interviews were recorded and later transferred into the separate files on computer. The researcher transcribed and translated the interviews manually. The files were saved on the computer separately labeled with name of the participant. Each recording was listened to repeatedly in order to interpret the responses. During transcription process finer details such as pauses, hesitations etc. were excluded. Translations of Urdu language excerpts were put in square brackets while the original text was italicized. Three interview transcriptions from participants are provided in the appendix of the study.

3.5.4 Limitations

There were some limitations during interview process. Due to the time restraint, only 10 participants from the 80 population sample were selected for the interview. The participants were selected on the basis of their responses given in questionnaire. The participants selected for the interview gave mixed answers and didn't show bias towards one variety of English, whether Pakistani English or American or British English. Therefore there were eight males and only two females. They were chosen for the interview so their responses could be probed down further in detail. Another limitation was that the semi-structured interviews were taken on the phone call. Due to the Covid 19 pandemic and restrictions on the physical contact, face to face access to the participants from different fields was difficult. Due to personal reasons as well, the interviews were taken on voice call which were recorded and later transcribed manually. Because the interviews were on phone call and were recorded, some factors that are important in the conversation got ignored such as body language, facial expressions, eye contact etc. and during the phone call interruption, voice crack, disturbance over call were there which might have affected the responses. As the aim of the study was to analyze the attitudes and awareness of participants, the important thing was what the participants said, not their body language and facial expressions. Because the call was recorded there were few moments during some interviews where the voice of the interviewee was not clear and so the answer was also not clear. For example there was an interviewee whose mother tongue was Pashto and while giving interview in English language his Pashto accent was a little hard to understand. He was talking fast as well so his answers were not properly comprehended.

3.6 Data Analysis Procedures

In this section the data analysis procedure is explained in detail. For the research data analysis was conducted in two stages; quantitative data analysis and qualitative data analysis.

3.6.1 Quantitative data analysis

The questionnaire contained 15 closed ended statements related to Standard English, non-native varieties of English and Pakistani English. The quantitative data was analyzed utilizing the SPSS 17.0 software. SPSS is used to statistically calculate and analyze the quantitative data as there is more chance of error by doing it manually especially when large amount of data is being analyzed. The raw data from the questionnaires was coded numerically and put into the SPSS file manually by the researcher. SPSS then presented the demographic data and the results from the data in the forms of tables with means and percentages of each statement. The result was transferred to the Microsoft word file and was further analyzed in detail.

3.6.2 Qualitative data analysis

The next stage of data analysis was qualitative data analysis of five open-ended questions in the questionnaire and semi-structured interviews. Participants were asked questions about Standard English, non-native varieties of English and Pakistani English. The responses provided by the participants were analyzed in the stages given by Holliday (2015). According the stages given by Holliday (2015), at first the responses are converted into codes or keywords. Then those codes are grouped into multiple themes and on the basis of those themes the argument is formed.

Analysis of the present study was carried out by following the stages given by Holliday (2015). At first the data from questionnaire was compiled in the separate Microsoft word files for each statement. After reading and re-reading the questionnaire responses, the initial codes were created in each statement and were color-coded. According to the codes multiple themes were created which formed the basis for semi-structured interviews. The questions for the semi-structured interviews were made from the formed themes. After the interviews were transcribed and translated on the Microsoft word files, same procedure was carried out on interview data. The interview

transcripts were read multiple times and codes and sub-themes were color-coded and the themes formed were integrated with the themes obtained from the questionnaire data. After the codes and sub-themes in the form of keywords were generated and color coded from questionnaire and interview data, then the themes were formed. The data within themes was checked again and again to review, refine and define the themes in relation to theoretical framework and research questions. Finally the arguments were generated to report the findings and results of the study.

3.7 Conclusion

The above chapter presented the research methodology used in the study in detail. The chapter began with an explanation of the research setting of the study. Then theoretical framework is explained followed by a detailed account of participants selected for the study. Then data collection methods used for the collection of quantitative and qualitative data including questionnaires and semi-structured interviews is described. And lastly the whole data analysis process is discussed in detail.

CHAPTER 4

DATA ANALYSIS

This chapter primarily discusses the analysis of the data analyzed from survey and interviews. The aim of this study was to explore the awareness and acceptability of Pakistani English. For this purpose, data to be analyzed was collected by 80 participants through the use of open and closed ended questionnaires and semi-structured interviews were conducted from selected 10 participants. The data gathered was analyzed using quantitative and qualitative measures.

This chapter is divided into two sections. In the first section, a part of questionnaire is analyzed quantitatively using SPSS version 17.0. In the second section, the open ended questions from the questionnaire are analyzed qualitatively by using thematic analysis. In this section findings from semi-structured interviews are also included to better understand the outcome of survey data.

4.1 Quantitative Analysis of Participants' Responses from the Questionnaire

This section of the chapter deals with the quantitative analysis of one part of the questionnaire. The quantitative data from the questionnaire was computed and analyzed by using the software SPSS statistics version 17.0. To understand the data better, the findings are presented in the form of tables. The answers are presented with percentages.

The questionnaire contained 15 statements where the participants were asked to put a tick mark for each statement using 5-point Likert scale rating system as following; strongly agree, somewhat agree, neutral, somewhat disagree, strongly disagree. In order to analyze the research questions about awareness of Pakistani English and people's attitudes towards Pakistani English, the questionnaire was constructed keeping the following themes in mind; First theme was their attitudes about English language and

English accent, second theme was their awareness about Pakistani English and third theme was their attitudes towards Pakistani English.

4.1.1 General Views about Language and Accent

The statements under theme one are about English language and English accent. The responses are compared to different variables such as age and occupation, etc. to see whether these factors play any role in the participant's views about English language and English accent.

Statement no.1 asked the participants how much they agree that they are a good speaker of English language. Majority of the participants somewhat agreed and 16 participants strongly agreed. 21 participants were neutral about it and only 4 participants somewhat disagreed that they are not good speaker of English language.

Table 4.1

Participant's Responses to Statement.no.1

Statement no. 1. I am a good speaker of English language.

	Frequency	Percent	Valid Percent
Valid strongly agree	16	20.0	20.0
somewhat agree	39	48.8	48.8
Neutral	21	26.3	26.3
somewhat disagree	4	5.0	5.0
Total	80	100.0	100.0

This statement was asked to get an idea about what the participants think about their English language and majority of the participants have agreed that they are good speakers of English language. Among the 16 participants who have strongly agreed and have confidence on their English communication, most of them belong to medical profession or teaching profession. Among the participants who disagreed that they are not good speakers of English language, there were two doctors and two government

employees with master's degree, yet they are not confident about speaking English language. They may not use English language regularly so are not confident about it.

Statement no. 2 asked the participants how much they agree that their English pronunciation is close to American or British English. 10 participants strongly agreed, 23 participants somewhat agreed, 12 participants somewhat disagreed and only 3 participants strongly disagreed. Majority of the participants remained neutral about it.

Table 4.2

Participant's Response to Statement.no.2

Statement no.2. My English pronunciation is close to American or British English.

		Frequency	Percent	Valid Percent
Valid	strongly agree	10	12.5	12.7
	somewhat agree	23	28.8	29.1
	neutral	31	38.8	39.2
	somewhat disagree	12	15.0	15.2
	strongly disagree	3	3.8	3.8
	Total	79	98.8	100.0
Missing	System	1	1.3	
	Total	80	100.0	

The participants who have agreed and especially who have strongly agreed about their English pronunciation being closer to American or British English represent their perception towards English language. It represents their desire to speak like the natives. Lee & Green (2016) did research on perception of Korean students towards world Englishes and got similar results as well that the students favored inner circle countries English. This also indicates their confidence on their English language and how they speak English. Among the participants who have disagreed, majority of the participants are students and teachers. This shows the awareness English language

students and teachers have about English language. They seem to be more aware of noticing such things like difference in accent and pronunciation. It may also be that the participants who have disagreed have less confidence on their English language skills. They may want to sound like a Native American or British, which is why said that their English pronunciation is not close to American or British English.

In statement no. 3 the participants were asked whether they deliberately try to sound like an English speaker. Majority of the participants have disagreed, 25 have somewhat disagreed and 23 participants have strongly disagreed. Only 6 participants have strongly agreed and 10 participants somewhat agree that they do deliberately try to sound like an English speaker. 16 participants were neutral about it.

Table 4.3

Participant's Response to Statement.no.3

Statement no.3. I deliberately try to sound like an English speaker.

	Frequency	Percent	Valid Percent
Valid strongly agree	6	7.5	7.5
somewhat agree	10	12.5	12.5
neutral	16	20.0	20.0
somewhat disagree	25	31.3	31.3
strongly disagree	23	28.8	28.8
Total	80	100.0	100.0

Among the participants who have agreed that they deliberately try to sound like an English speaker, majority participants are the teachers, which mainly include English language teachers. This may be because they might feel it necessary to sound like a native English speaker while teaching English language. The ages of the participants who have agreed range mostly from 20 to 30. It indicates how younger generation especially students, is attracted towards native English accent and how they want to sound like native English speakers.

Statement no.4 asked the participants whether they feel pressure from the society to use correct accent of English. 8 participants strongly agreed, 16 participants somewhat agreed, 15 were neutral about it and majority of the population have disagreed.

Table 4.4

Participant's Response to Statement.no.4

Statement no.4. I feel pressure from society to use correct accent of English.

	Frequency	Percent	Valid Percent
Valid strongly agree	8	10.0	10.0
somewhat agree	16	20.0	20.0
neutral	15	18.8	18.8
somewhat disagree	28	35.0	35.0
strongly disagree	13	16.3	16.3
Total	80	100.0	100.0

Among the participants who have agreed to the statement that they do feel pressure from society to use correct accent of English, majority of the participants were graduates of English language. They possibly feel that when they are studying English language as a subject they are expected to use correct English language as well as talk in correct accent which is considered as Native American or British accent. In fact, among 8 participants who have strongly agreed, 6 participants were graduates of English language. Few teachers have agreed too that they feel pressure from society; it might also be because of their subject. When they are teaching English language, they are expected to be well learned in the language before teaching others.

Statement no. 5 asked the participants whether they feel that native speakers of English would have difficulty understanding their English accent. Majority of the participants have disagreed. 10 participants were neutral about it, 17 participants have

somewhat agreed and only 5 participants strongly agreed that native speakers of English would have difficulty understanding their English accent.

Table 4.5

Participant's Response to Statement.no.5

Statement no.5. I feel that native speakers of English would have difficulty understanding my English accent.

		Frequency	Percent	Valid Percent
Valid	strongly agree	5	6.3	6.3
	somewhat agree	17	21.3	21.5
	Neutral	10	12.5	12.7
	somewhat disagree	36	45.0	45.6
	strongly disagree	11	13.8	13.9
	Total	79	98.8	100.0
Missing	System	1	1.3	
	Total	80	100.0	

Majority of the participants are confident that native speakers of English language will be able to understand their English accent and have therefore disagreed with the statement. Others have however agreed with the statement showing that they are not confident in their English language. Majority of the participants who have agreed with the statement were teachers indicating teachers are more aware about accent, pronunciation and language related skills. Even a school principal has strongly agreed that English language speakers would have difficulty in understanding her English accent. It also seems like teachers are better aware that non-native speakers of English language have a touch of their native languages on their English accent therefore native English speakers may find understanding the accent difficult.

In statement no.6, that people's accent does not really matter as long as the communication is understood, half of the population strongly agreed. 23 participants

somewhat agreed, 7 participants were neutral about it and 9 people have disagreed that accent does matter in the communication.

Table 4.6

Participant's Response to Statement.no.6

Statement no.6. People's accent does not really matter as long as communication is understood.

		Frequency	Percent	Valid Percent
Valid	strongly agree	40	50.0	50.6
	somewhat agree	23	28.8	29.1
	Neutral	7	8.8	8.9
	somewhat disagree	6	7.5	7.6
	strongly disagree	3	3.8	3.8
	Total	79	98.8	100.0
Missing	System	1	1.3	
	Total	80	100.0	

Majority of the participants have agreed that people's accent does not really matter as long as the communication is understood. For most of the participants what is being said is more important than the accent. It is more important that what you are trying to say is understood by the person. Few participants however feel that accent is important while speaking in English language. All the participants who have disagreed with the statement belonged to the ages 20 to 30.

In this theme statements were asked about language and accent to get some idea of participants' understanding about language. The responses from participants indicate that people are conscious about their accent and pronunciation. It also signifies their positive attitude towards their English accent. Majority of the population are confident about their English language skills and pronunciation which they indicated by agreeing with the statement that they are good speaker of English language. This is also suggested by the fact that many participants have agreed that native English language speakers will be able to understand their accent of English. A number of participants have agreed that accent doesn't really matter in the communication. This also shows

that they are aware that communication and understanding of the communication is more important rather than the Native accent or correct pronunciation. Overall the responses in this theme revealed their awareness and acceptability towards their own English accent.

4.1.2 Awareness about Pakistani English

Few statements were asked which indicates the awareness participants have about Pakistani English. Their responses are compared with different variables such as occupation and age to see if these factors play some role in their awareness towards Pakistani English.

In statement no.7, many varieties of English exist in the world, majority of the population has agreed to the statement. 51 participants have strongly agreed, 23 participants have somewhat agreed. Only three participants somewhat disagreed and only one participant strongly disagreed with the statement.

Table 4.7

Participant's Response to Statement.no.7

Statement no.7. Many varieties of English exist in the world.

		Frequency	Percent	Valid Percent
Valid	strongly agree	51	63.8	64.6
	somewhat agree	23	28.8	29.1
	Neutral	1	1.3	1.3
	somewhat disagree	3	3.8	3.8
	strongly disagree	1	1.3	1.3
	Total	79	98.8	100.0
Missing	System	1	1.3	
	Total	80	100.0	

Majority of the population agreed to the statement that many varieties of English language exist in the world. This indicates that the participants have some idea of the global English phenomenon and are aware of different varieties existing in the world. Three of the participants who have disagreed with the statement belonged to the third age group and were above 50 years. This indicates the generation gap and less awareness in third age group. However the above mentioned participants were educated with master's degree, which may indicate that their disagreement with the statement has less to do with awareness and more with their negative perception towards Global Englishes or World Englishes.

Statement no. 8 asked the participants whether Pakistani English is a different variety of English and majority of the participants have agreed that indeed it is a different variety of English. 14 participants were neutral about the statement, 8 participants somewhat agreed and 3 participants strongly disagreed.

Table 4.8

Participant's Response to Statement.no.8

Statement no.8. Pakistani English is a different variety of English.				
		Frequency	Percent	Valid Percent
Valid	strongly agree	12	15.0	15.2
	somewhat agree	42	52.5	53.2
	Neutral	14	17.5	17.7
	somewhat disagree	8	10.0	10.1
	strongly disagree	3	3.8	3.8
	Total	79	98.8	100.0
Missing	System	1	1.3	
	Total	80	100.0	

Among the 11 participants who have disagreed, two are graduates in English linguistics. In spite of studying the language and having more knowledge about World Englishes if they are denying that Pakistani English is not a different variety of English, this indicates their negative attitude towards Pakistani English. It shows that they are aware about it but are not ready to accept it as a different variety of English. Majority of the participants who have disagreed belonged to third age group from ages 40 to 60, which shows that there is lack of awareness about Pakistani English and World Englishes in general. It is a relatively new phenomenon and therefore younger generation is comparatively more aware about it.

In statement number 9, participants were asked whether Pakistani English is close to American English, in which majority of participants disagreed. 19 participants were neutral about it, 18 participants somewhat agreed and only 5 participants strongly agreed.

Table 4.9

Participant's Response to Statement.no.9

Statement no.9 Pakistani English is near to American English.

		Frequency	Percent	Valid Percent
Valid	strongly agree	5	6.3	6.4
	somewhat agree	18	22.5	23.1
	Neutral	19	23.8	24.4
	somewhat disagree	26	32.5	33.3
	strongly disagree	10	12.5	12.8
	Total	78	97.5	100.0
Missing	System	2	2.5	
	Total	80	100.0	

Participants who have disagreed that Pakistani English is not near to American English may be aware that Pakistani English is closer to British English. Their disagreement may also show their negative attitude towards Pakistani English; they do

not consider Pakistani English significant enough to be considered close to a standard variety of English. These findings indicate that Pakistani English is currently in the nativisation stage where the variety is being recognized but not appreciated or accepted.

In statement no. 10, I can recognize the difference between Pakistani English and Standard US/UK English, 23 participants have strongly agreed, 36 participants have somewhat agreed and 15 participants are neutral about it. 5 participants have somewhat disagreed and only one participant have strongly disagreed.

Table 4.10

Participant's Response to Statement.no.10

Statement no.10. I can recognize the difference between Pakistani English and US/UK English.

		Frequency	Percent	Valid Percent
Valid	strongly agree	23	28.8	28.8
	somewhat agree	36	45.0	45.0
	Neutral	15	18.8	18.8
	somewhat disagree	5	6.3	6.3
	strongly disagree	1	1.3	1.3
	Total	80	100.0	100.0

The fact that majority of participants have agreed that they can recognize the difference between Pakistani English and US/UK English shows that there is awareness about it. The participants may be thinking about just the accent and pronunciation while responding to the statement but still the fact that they can recognize the difference shows that people are aware of differences among different varieties of English language.

Statement no. 11 asked the participants whether they have heard of the term Global Englishes or World Englishes. Majority of the participants have disagreed with hearing about Global Englishes or World Englishes. 22 participants are neutral about it, 14 participants somewhat agree and only 9 participants strongly agreed.

Table 4.11***Participant's Response to Statement.no.11***

Statement no.11. I have heard of the term World/Global Englishes.

		Frequency	Percent	Valid Percent
Valid	strongly agree	9	11.3	11.4
	somewhat agree	14	17.5	17.7
	Neutral	22	27.5	27.8
	somewhat disagree	15	18.8	19.0
	strongly disagree	19	23.8	24.1
	Total	79	98.8	100.0
Missing	System	1	1.3	
	Total	80	100.0	

The fact that majority of the participants have disagreed of hearing the terms World Englishes and Global Englishes shows how there is less awareness about it. It is a relatively recent phenomenon and this indicates lack of awareness among the population. Most of the participants who have agreed with the statement belong to educational sector; both students and teachers. All the participants who have agreed to the statement belonged to the first age group i-e 20-30, which indicate World Englishes being a relatively recent phenomenon. Among the participants who have disagreed of hearing these terms majority of the participants are the doctors. The participants who have disagreed with the statement belong to second and third age groups meaning their ages range from 30-60. This indicates less awareness among the older generation. There are few English language teachers who have not heard of these terms, they belong to third age group as well. There are few English language and literature graduates who have not agreed on hearing these terms. It reflects their negative attitude and lack of acceptability towards World Englishes.

In this theme, statements were asked related to Pakistani English and World Englishes. The responses to the statements indicated whether the participants were

aware of the phenomenon of World Englishes and different varieties of English language or not. The responses from the participants signified that approximately 80% of the population is aware of the phenomenon of World Englishes without knowing it themselves. This is indicated by the fact that majority of the population have agreed that many varieties of English exist in the world but when asked whether they have heard of the term World Englishes or Global Englishes the participants responded with disagreeing with the statement indicating never hearing it. In the same way most of the population has agreed that Pakistani English is a different variety than standard US/UK English and also that they can distinguish between Pakistani English and other varieties of English without really knowing how and in what way they are different. Also the awareness about World Englishes and Pakistani English is indicated among the first age group of 20-30 indicating it being a recent phenomenon. Overall the responses suggest that people are somewhat aware about World Englishes.

4.1.3 Attitudes towards Pakistani English

The responses to the statements under theme 3 represent the attitudes people have towards Pakistani English. The responses are compared with different variables such as age and occupation to see whether these factors play some role in their perceptions towards Pakistani English or not.

In statement no 12, English spoken normally by Pakistani people is not authentic English, 9 participants have strongly agreed, 26 participants were neutral about their answer, 13 participants somewhat disagreed and just 2 participants strongly agreed.

Table 4.12***Participant's Response to Statement.no.12***

Statement no.12. English spoken normally by Pakistani people is not authentic English.

		Frequency	Percent	Valid Percent
Valid	strongly agree	9	11.3	11.3
	somewhat agree	30	37.5	37.5
	Neutral	26	32.5	32.5
	somewhat disagree	13	16.3	16.3
	strongly disagree	2	2.5	2.5
Total		80	100.0	100.0

Majority of the participants agreed that English language spoken by Pakistani people is not authentic English. This shows that people have negative attitudes about the English language spoken in Pakistan. The accent with which Pakistani's speak English language is affected by their native tongue therefore it sounds different than the English spoken by Americans and British. The reason most participants believe that English spoken by Pakistani people is not authentic might be that people still consider Standard American or British English as the authentic English. The participants who disagreed with the statement were teachers and students. This also indicates the awareness of Pakistani English as students studying English language are taught about World Englishes which creates awareness about non-native English varieties. The participants who showed positive response by disagreeing to the statement belonged in the age group of 20-30. This indicates that this generation is more accepting of change than the older generation.

For statement 13, I feel hesitant in speaking English because of my Pakistani accent, majority of the participants disagreed. Only 9 participants strongly agreed and 17 participants somewhat agreed. 8 participants were neutral about it and 46 people disagreed that they don't feel hesitant in speaking English because of their Pakistani accent.

Table 4.13

Participant's Response to Statement.no.13

I feel hesitant in speaking English because of my Pakistani accent.

		Frequency	Percent	Valid Percent
Valid	strongly agree	9	11.3	11.3
	somewhat agree	17	21.3	21.3
	Neutral	8	10.0	10.0
	somewhat disagree	23	28.8	28.8
	strongly disagree	23	28.8	28.8
	Total	80	100.0	100.0

This shows positive attitudes of people that they are not hesitant of speaking English in their Pakistani accent. Pakistani English is a non-native variety of English therefore the accent with which it is spoken is affected by the local languages spoken in Pakistan. Participants who agreed feeling hesitant belonged to different occupations, mostly were doctors, some were students and few other participants from different occupations like government employee, administrator etc. 18 participants from 26 who agreed that they feel hesitant speaking English in Pakistani accent belonged to the age group 20-30. This shows that younger people are generally more hesitant in speaking English with Pakistani accent. Sridhar (2008) gave the reason people may feel hesitant while speaking in English language. It's because they are always taught English as a written language rather than spoken.

In statement no 14, I feel impressed when listening to Pakistanis who speak with good English Accent, more than half of the participants have agreed that they do feel impressed listening to Pakistanis with good accent. 19 participants were neutral. 13 participants somewhat disagreed and 6 participants strongly disagreed.

Table 4.14***Participant's Response to Statement.no.14***

Statement no.14 I feel impressed when listening to Pakistanis who speak with good English Accent.

		Frequency	Percent	Valid Percent
Valid	strongly agree	22	27.5	27.5
	somewhat agree	20	25.0	25.0
	Neutral	19	23.8	23.8
	somewhat disagree	13	16.3	16.3
	strongly disagree	6	7.5	7.5
	Total	80	100.0	100.0

Majority of the population has agreed that they do feel impressed listening to Pakistanis who speak with good English accent. This indicates that participants have positive attitude for the Standard English accent as a number of participants are impressed with good accent. Standard American or British English is appreciated all over the world and people are eager to learn to talk like Americans and British. This indicates that people are impressed and are willing to talk in good English accent.

For statement 15, in an increasingly globalized world, it is important to understand both native and non-native varieties of English, 25 participants strongly agreed while 33 participants somewhat agreed. 13 participants were neutral and 9 participants disagreed showing negative attitude towards varieties of English language.

Table 4.15***Participant's Response to Statement.no.15***

Statement no.15. In an increasingly globalized world, it is important to understand both native and non-native varieties of English.

		Frequency	Percent	Valid Percent
Valid	strongly agree	25	31.3	31.3
	somewhat agree	33	41.3	41.3
	Neutral	13	16.3	16.3
	somewhat disagree	6	7.5	7.5
	strongly disagree	3	3.8	3.8
	Total	80	100.0	100.0

This indicates acceptance, that on some level people are starting to accept different varieties of English. This also shows that participants are aware of the non-native varieties of English language. Among the 9 participants who disagreed with the statement, there was no student. It indicates that students are more aware of the varieties and are more accepting. Same is the case with age groups. All the 9 participants who have disagreed belonged to group 41-60. This reflects that younger people are more accepting and more willing to learn about different non-native varieties of English language. Younger generation is more aware about different varieties through social media, books etc.

The statements in this theme asked the participants about non-native varieties of English and Pakistani English. The statements were asked in a way that their responses indicate their attitudes towards Pakistani English. Overall it can be seen that there is not much acceptance towards Pakistani English. Approximately 65% population showed positive attitudes towards Standard American or British English. Majority of the population doesn't even consider Pakistani English as authentic English. They are impressed with people speaking in good English accent that is if they are speaking in somewhat American or British accent. Participants are somewhat aware of the non-native varieties of English but they are not willing to accept them.

4.1.4 Conclusion

In this section the outcomes from the statements of the questionnaire were analyzed quantitatively using the SPSS version 17.0. The statements were asked on the basis of three themes which were in accordance with the research questions. Statements were asked which indicated the awareness participants have about World Englishes and Pakistani English. Results suggests that there is somewhat awareness about world Englishes. As world Englishes is a relatively new phenomenon not many people are aware of it. Majority of the participants who are aware of this phenomenon belong to the age group 20- 30 and even 30- 40. Most of the responses that indicated participants are aware of the phenomenon of world Englishes belonged to students and teachers. This suggests that students are now being taught about World Englishes. Majority of the responses from participants revealed that people are aware of the change, they are aware of the different varieties of English language without knowing the jargons. This is indicated with the statement when asked whether they have heard of the term World Englishes or Global Englishes and majority of the participants disagreed. But when asked whether Pakistani English is a different variety of English majority of the population agreed. In this global age where the phenomenon of world Englishes is getting popular and many different varieties of English are emerging it is important to create awareness about it.

Other statements were asked which indicated participant's attitudes towards Pakistani English, standard US/UK English and World Englishes. Their responses show positive attitude towards Standard English language and Standard English accent and negative attitudes towards non-native variety of English i-e Pakistani English. Majority of the participants does not even consider Pakistani English as authentic English. People are impressed listening to people speaking with good English accent. This signifies the importance of Standard US/UK English and how native variety of English is still considered natural, standard and is accepted and liked everywhere around the globe. There is reluctance in people when it comes to accepting non-native variety of English. It's a matter of time and with more awareness will come more acceptances as well.

4.2 Qualitative Analysis of Participant's Responses from the Questionnaires and Interviews

This section of the chapter deals with the qualitative section from the questionnaire and semi-structured interviews. Five questions in relation to the theoretical framework and research questions were asked in the second section of the questionnaire. The questions asked were related to importance of English accent, awareness of Pakistani English and non-native varieties of English and acceptability towards Pakistani English. The participants P1-P80 represent all the participants.

Apart from the qualitative section of the questionnaire, the researcher also conducted semi-structured interviews with 10 participants. The participants were given option in the questionnaire to mark yes or no if they are willing for the interview. Among the participants who agreed for the interview, 10 participants were chosen on the basis of their responses given in the questionnaire. Cultural Pseudonyms were given to the interview participants. The detail on the participants selected for semi-structured interviews is given in section 3.4.2. The participants were contacted through their phone numbers and semi-structured interviews were conducted on a phone call. The interviews conducted were semi-structured and more questions were added according to the responses of the participants. The interviews were conducted in English language. The phone calls were recorded and later transcribed manually.

The responses on the qualitative section of questionnaire and semi-structured interviews were analyzed thematically according to the stages given by Holliday (2015). Major themes/codes in relation to the theoretical framework and research questions were formed through qualitative responses from the questionnaires. Then the themes were further grouped into multiple sub-themes. Same was done with the responses from semi-structured interviews and then the themes were combined. The findings from qualitative responses of questionnaires and semi-structured interviews are discussed in detail in the following sections.

4.2.1 Importance of Standard US/UK English

One of the major themes deduced from the participant's responses in questionnaires and semi-structured interviews was the importance of standard

American and British English. All through the questionnaires and during the semi-structured interviews importance of standard US/UK English was the underlying theme. It is common that standard US/UK English has become a norm. It is used everywhere around the globe and have become an international lingua franca (Baker, 2009). English has become official language of many non-native English speaking countries. Its importance cannot be denied. The sub-themes underlying this main theme are given in the sections below. Participants were asked questions about non-native English varieties, Pakistani English, as well as standard American or British English. Their responses from the questionnaires and semi-structured interviews are analyzed thematically and are explained in detail below.

4.2.1.1 Inclination towards Standard English Accent

Accent is supposed to be an instant marker for the listeners to understand the social group and identity of the speakers (Fuertes et al., 2012). As accent plays an important part in language, participants were asked in the questionnaire and during semi-structured interviews whether English accent is important in a conversation or not. To which majority of the participants in questionnaires answered negatively that English accent is not of importance in a conversation, your message and content is more important. But when questioned during interviews majority of the participants agreed that English accent is important or rather it beautifies your spoken words. Participants have expressed how English accent is important in a conversation.

Whether you speak American or British English you should at least have a proper accent regarding it. (P. 52, lines 11-12)

Majority of the participants when asked during interview whether English accent is important in a conversation agreed that standard US/UK English accent is important in a conversation. Wajid said that “if you have good English accent you can convey your message easily”. Accent is just a way you speak (Gleason, 2001) but because English language is an international language and is considered significant in the world, therefore its native English accent is also considered important. And majority of the participants have agreed that “Good English accent sounds impressive” (P75). It’s notable and is appreciated everywhere as well. For instance a participant expressed his thoughts:

We can't ignore the importance of the native accent. Everyone appreciates it. Everyone does appreciate if someone has a good English accent. (Saad, p.1, lines 12-13)

As Saad said good English accent gets appreciation. Speaking any language in its proper accent is always good (Kamal). Participants have shown positive attitudes towards the standard American or British English. A participant said whenever you learn a language it is not the vocabulary or grammar only. It includes accent as well "only then it comes to a closure" (Kamal). Only then you have learned a language in its true sense. It is because English is a native language to Americans and British. Participants are of view that because we have taken language from them so we should learn it their way. P72 also agrees that English language should be spoken "in its own essence, in its own original form".

According to some participants "accent is considered as the soul of spoken" (P39) language. US/UK English accent is liked and appreciated as few participants called the US/UK English accent as "most prestigious" (P47) and "most reputable English accent throughout the world" (P46).

Saima stated in her interview that it is easy to understand the language with accent. She also talked about her experience in her teaching life and said that once a teacher came to her school for demo for a science teacher. She was well read in her subject and also very intelligent. But she was from a village and her English accent had Punjabi touch in it. She exclaimed that complains came from students of 9th, 10th grade about the accent of this teacher that it's not good. This indicates how young generation like students favors a good English accent and prefers teachers that speak with good English accent.

Majority of the participants connect good English accent with good status in the society as (P69) said "it is the need of time to get a good status in the society". Not only the English language but good English accent also "gets appreciation in every institution" (P10). Throughout history, American Standard English accent has become the most predominant accent and the accent known as most understandable and clear accent (Gleason, 2001). It is also important in education system as "all education system is mostly around American or British accent" (P29). Educational companies like British council, WHO and other companies are operating in English language and

therefore it is a fact that English language and English accent is considered as important (Jabeen et al., 2011). Another participant believed “if you work with international level you must know about American accent because many countries have American English accent” (P30).

Another participant shared his experience with English language accent. He told about the time he was doing his masters in English. One of his professors was from Scotland and his English accent had Scottish touch. He was unable to understand his lectures properly for a long time just because of the accent. In his own words, “for the initial few weeks I was unable to understand him just because of his accent” (Kamal). This indicates that English accent does play a significant role in educational sector. Park (2016) had investigated the attitudes of non-native English speaking graduate students towards the non-native English speaking instructor's accented English. The survey findings also indicate that majority of the students experienced difficulty in understanding their non-native English speaking instructors due to the limited intelligibility over English language (Park 2016). So it can be said that accent is somewhat important for better understanding of the language (P62). According to Kamran:

As far as old time is concerned there used to be a time when people do (did) judge others from the accent perspective, but as far as today is concerned and the modernization is concerned, accent is a relic of the past. (Kamran, p.1, lines 1-3)

Accent is a relic of the past and according to him previously people did gave more importance to English accent but with modernization and development of non-native varieties of English, accent has taken a step back. Despite this, majority of the population who filled the questionnaires and was interviewed favored Standard English accent.

Few participants raised another point on English accent that locally English accent does not matter but “if you are going abroad than it is important” (Faisal). Non-native English speaking populace has a touch of their native tongue. Therefore they do not have a fluent English accent like the Americans or the British do. A student shared his experience from college life that when he was doing his bachelors in English linguistics he met some foreign students. He said that he felt the importance of English

accent and English language at that time as he could speak to them and they could speak to him in English language without having knowledge about each other's mother tongue (Raheel). English has become an international *linguae Franca* (Mauranen, 2003) and is understood and spoken everywhere around the globe. As (P62) said that English language "can be understood worldwide" that's why it is necessary to speak in a good English accent.

Few participants have stated the reason that English accent is important for personal exposure. A student shared his college experience where he was in inferiority complex because of his English accent. He met few students in his classroom who were better speakers of English language and had even good English accent. And he was in complex. He explains that a good English accent "builds our confidence" (Saad). This shows how people are connecting English accent with themselves and how they are confident in speaking English when they have good English accent.

Although majority of the participants when asked about English accent have shown positive attitudes towards non-native English accent but there were some participants who have expressed positive attitudes towards standard US/UK English and natives overall. A participant for example expressed that "natives are blessed with good accent because of their vocal chords" (P64). This shows how negative the participant is about his/her own non-native accent. Accent is not something that you learn; it comes naturally and by saying that natives are blessed with good accent and good vocal chords shows their negative attitudes towards their own non-native language.

4.2.1.2 Bias of Standard US/UK English

Majority of the population showed preference towards standard US/UK English and did not accept Pakistani English as a different variety of English. It should not change and there is no need to establish a new variety when there is already a language which has "a proper structure" (P45). US/UK English is considered as standard language of the natives (Faisal). It is the official language of majority of the non-native countries of Kachru's outer circle (Crystal, 2003). P42 thinks that "it is good to reach their standards of English", standards of Americans and British. They are the original speakers of this language and so the way they speak, their rules and regulations become

the standard for others to follow. This indicates Pakistani English being in initial stages of the model of world Englishes namely, exo normative stabilization and nativisation stage. In these stages the norms of the dominant native country language are being followed and appreciated. As P39 explains as well:

We know there are certain standards, yet English also has its standard, to cope with difficulties faced by the non-native speakers, we should opt English in its most true accent (P. 39, lines 30-31).

English language is used everywhere around the globe and therefore is taken as a standard language. English is a language that can be understood in any country. As (P70) agreed; “I can talk more easily with native and Pakistani people”. English language has become an international lingua franca and is used everywhere around the globe. That is the reason it is used everywhere and is understood by majority of the population. English language is “used internationally” (P68) and has become an “international accent” (P62).

Standard US/UK English has become very important that it is often taken as a natural variety (P50). People want to follow the Americans or the British and want to speak language like them. As a participant during interview said; “if we are following them we should follow them sincerely” (Saad). US/ UK English is considered as the language with “correct grammatical structure and vocabulary” (P64). As a participant said:

I will shift to US/UK English because US/UK English has a proper language structure, formation and pattern (P. 45, lines 12-13).

It is considered as the right language to be learned and studied. English language is thought to have “best understanding and pronunciation” (P71). English language is taken as a language with “no strict rules” (P53) and it is also “simple to speak” (P10). And people are of view that if they are to speak English language then you should speak it in its true form (P39).

Majority of the participants who are of view that we should bring our English language as close as possible to the standard US/UK English are of the view that because this language “originally belong to them” (P12). Americans and British are considered as “the original speakers of this language” (P66). English language came from the British. When they started their rule all over the world, they bought their

English language with them. They taught this language to the people and are therefore taken as the forefathers of English language. And as Kamal also believes, we should try to improve our English just like the natives in order to keep the language as closer to the original as possible. As (P77) has suggested:

I would like to shift to US/UK English because it is standardized version and they are the native speakers of the English language. So we have to adapt their style (P. 77, lines 28-30).

Standard English is considered as a language that is “necessary to succeed in life” (P10). It is believed that if you know English language you are bound to have good scope and better opportunities in the future. A participant said that “you have to excel in English in order to compete with the rest of the world” (P61). You are bound to get lost in the swarm of English speaking population. Its importance can be seen everywhere and in every institution. As few participants indicated as well how bringing our English language closer to standard English is important as it “increases your chances of getting a good job” (P47). It will also “help our students to compete better in the work” (P59). Another participant said English language is important as “it is necessary to succeed in life” (P51). This indicates that people are aware of the importance of English language that English language is given priority and importance as it is “global and most needed for country progress” (P34). It “is appreciated and liked in all spheres of life” (P54). This indicates how the participants are aware of the importance of English language.

People have shown positive attitudes towards English language by using positive words for English language and negative expressions for their own native languages. Such as (P2) said “we much speak language in the correct way”. And what is considered a correct way? According to the participants, it’s Standard English language of America or British. English is their native language and “they know better how to speak” (P23). They are the ones who speak correct English, they talk in English language and to make sure we are using the language properly, we should copy them. As (P50) said “we should be as close to the natural variety of the language as possible”. Using such terms as “correct English” (P34) for Standard English indicates the power those countries and their language has over us. Its infused inside us that English language is the cored version as a participant said that “We need to shift to original US/UK English, as one should be able to speak correct version of any language” (P52).

So if you are choosing to use English language, then you have to speak it just like the natives are speaking it, with their rules. By doing that we are trying to “reduce the gap” (P40) that we have with them due to the language.

Majority of the participants are in favor to bring their English language “close to US/UK English” (P1). Participants have shown negative attitudes towards other varieties of English whether it be Pakistani English or any other non-native variety of English other than the standard US/UK English. In their words we need to “improve our English” (P31) and learn it like the natives. It is considered “easy” (P29) as well. It is taken as a language that is understood by everyone easily.

In order to assess whether the participants are aware about the magnitude of importance of English language, they were asked why they think English language has gained importance all around the globe. Majority of the participants linked its importance with power. As Saad expressed his thoughts:

As far as I know this is due to the language, the language has been used, they had power, they had everything due to which we have followed them. Due to the power, the language also has been followed blindly and spoken (Saad, p.4, lines 10-12).

Because English is the language of the countries which are “leading the world by their technology, be their culture, by their literature, by their new innovations” (Kamran), that is why it has developed everywhere and is being used everywhere. English language has become a power. The language of the nation who is in power is usually the language which becomes the power everywhere. You have to know the language of the powerful person as you have to communicate with them (Nadia). Same has happened with English language as explained by most of the participants.

Some participants explained that the reason behind English language gaining importance is “because of the history” (Kamal). Because Pakistan was once colonized by the British and British came with their language i-e English. British rule was all over the world. And since then the people who could use and communicate in English were seen as better people, with more intelligence and more power. British did not just give their language, they gave the power. Raheel also agree that this is because of the colonization of us by the British. This is how English came to Pakistan and Pakistani English started developing in exo normative stabilization stage of world Englishes.

Another reason a participant gave on why English language particularly has gained importance in the world is “because we have not given that much importance to our other languages, to our local languages” (Khan). Instead of trying to develop our own native tongue, we are running behind the language of the native English speakers. We are trying hard to follow American language and American culture leaving our own culture and our own language behind. That is one reason that English has gained much more importance now-a-days. Another simple reason given by a participant on why English language has gained this much importance is given as “it is used everywhere” (Wajid). English language has been in use over many centuries. It is used by people all around the world in so many countries. It has become official language in many non-native countries. It is being used in all the major institutions like politics, education, religion etc. And because of the extent of its use, it has become important and so worldwide. Standard English is used everywhere around the globe as (Faisal) said that it is used everywhere in Europe and therefore will be easy for us to understand. English language is important because “more people understand the English” (Saima). If a language is used everywhere then it will definitely be understood by majority of people. It will be easy to communicate with foreigners as well when people share a common language that is English. Otherwise with natives having their own native language and non-natives having their own native language won't be able to communicate with each other. This indicates that the participants are aware about the importance of English language. Jabeen et al. (2011) in her study also proved that majority of population are aware of international status of English language.

4.2.1.3 Association with Reputation and Status

The participants were asked in the interview whether English language defines your level of intelligence. All of the participants immediately without hesitating answered in negative, “no absolutely not” (Kamran). “It is just a language” (Faisal) and “a mode of communication” (Kamran). The participants were of the view that language has no connection with intelligence. English language is only a language which does not make you more or less intelligent if you know the language or not. But when probed further the participants linked Standard English language with reputation, status and intelligence, either directly or indirectly they showed through their responses that somewhere knowing English language is a sign of more intelligence and better status.

They were asked the following question that do they think their reputation or image increases in people's eyes when they speak in good English accent or good English language. To this most of the participants responded positively that yes it happens and "it is a plus point" (Faisal). He explained his answer that it is a plus point for conversation but not where intelligence is concerned. You are somewhat looked differently when you are speaking in good English language. Although few participants did say that "There is no relation of intelligence with this language that it is just a language" (Hasan). But there responses indicated underlying inclination towards Standard English language, how English is not just a language but a bar that indicates intelligence or status. Adding further he said:

This is the point that we are the third world countries, we are not that much we can say that developed and you know the language we are pursuing everywhere is the language of dominant countries. So I think the people are impressed. (Hasan, p.3, lines 23-26)

This indicates how the same participant Hasan is saying on one hand that there is no relation of intelligence with English language but on the other hand he is also saying that people are impressed with people who are speaking in good English language. According to him, because we are third world country and are not that developed, we use English language which is the language of the powerful. And people are impressed when we are using that language as it is a sign of power and dominance. If you know English language you are seen as impressive, educated and a literate person. You are seen as elite, as someone with status and good reputation. "In Pakistan they give more importance to those who are good at English language. And they think that he is the most and the most intelligent person" (Raheel). English is a language spoken by leaders, spoken by leading countries. It is the language that has become a status. A participant during the interview explained it in the following words:

Any language that is leading, that is ruling is always seen by all of the people as symbol of modernization, symbol of development, symbol of being elite. So the language which is leading become the same sample be it any language. Since we are living in this generation and this generation is a century where English is leading the world structure. That's why we feel like this (Kamran, p.4, lines 15-17).

That is why we feel that English language is given importance and it is linked with status and power because somewhere English language does indicate power. English language is the language of the leading countries that have the power, that's the reason English language, is becoming a "symbol of elite" as Kamran rightly said. Khan expressed his opinion that if you do have a foreign accent people are impressed. This does happen in some places that people focus more on your accent than your conversation. He explained it like "that is the thing the reputation *ke apko society mein agar hum dekhein to us mein ye important cheez ha ke vo dekhte hain ke bande ko english aati ha ya nahi aati*. [If we have a look in our society, what is important I that they see if the person knows English language or not] (Khan). If people do know English language then they are seen as reputable, educated and decent human beings.

Among ten participants there was just one who agreed with the statement that English language defines your intelligence. Stating that "in Pakistan it (does) defines your intelligence level. They see your intelligence through your accent of English" (Wajid). He was the only person who directly showed positive attitude towards Standard English and agreed that English language does indeed represents your intelligence level especially in Pakistan. English is not a native language in Pakistan; we have borrowed it from the natives. This language came to use through the British during colonialism. This language has always been the language of power since the beginning of this language use in Pakistan. In fact English language is now considered as a second official language in Pakistan other than Urdu (Crystal, 2003). Another participant expressed her opinion on the importance of Standard English language and said that if I am speaking in German language or French language, "no one considers it" (Nadia). No one gives importance to other non-native languages but on the other hand "if I am speaking in good English language then people notice" (Nadia). This indicates that people are aware of the power that English language has all over the world. They are "proud of speaking in English" rather using their own language (Kamal).

4.2.2 Awareness of Non-Native Varieties of English

One of the important themes that developed from the participant's responses as well as semi-structured interviews is awareness of the non-native varieties of English.

The aim of the research is to assess the awareness and acceptability of participants about Pakistani English. Pakistani English is one of the many non-native varieties of English around the world. So it is important to first analyze participants views about non-native varieties of English before going deep into Pakistani English. The participants were asked various questions about non-native varieties of English like their existence, identity and its acceptance. Non-native English varieties of English refer to those English language varieties which are spoken in the outer and expanding circle countries, as other and another language (Sridhar, 1986). These countries do not have English as their mother tongue and therefore the English language used in these countries are infused with their local culture and local languages. The sub-themes underlying the main theme are given in the sections below. Their responses are analyzed thematically and are given below.

4.2.2.1 Perceptions about the Non-Native Varieties of English

In this global age of World Englishes, English language is spoken all around the world. This widespread use of English language has created not one or two but many different varieties of English. These varieties differ from each other in respect of vocabulary, grammar, pronunciation, accent etc. But these varieties share something in common, that is English language. The varieties of English language which comes from the countries where English is not the native tongue of its speakers and is usually the second language is referred to as non-native varieties of English (Lowenburg, 1986). These include Pakistani English, Indian English, Singaporean English, Chinese English, etc. to name a few. Local expressions and terms are immersed in the non-native variety of English as well its accent also differs because of the different local languages from those countries.

The literature review chapter has established by mentioning different studies that the non-native varieties of English do actually exist. As a participant also explains; “the non-native varieties are merely simplified versions of the English language with the addition of local accents” (P18). In this research, awareness of participants is being analyzed that if participants are aware of the existence of these varieties and why do they think these varieties exists. Participants were asked during the interview whether non-native varieties such as Pakistani English, Indian English, and Singaporean English

actually exist or not? To which majority of the participants agreed that “yes, they do exist” (Kamran). Only one participant disagreed that such non-native varieties do not exist. According to Salma, “*actual English to vohi hai na jo British hogi ya American hogi* [actual English is British English or American English]. According to her these variations are not a different variety, they are just given a name and actual English language is either American English or British English. She shows negative attitude towards non-native varieties as well stating that these varieties should not exist because “*vo kharab karti hai language ko, English language ko kharab karti hai* [it destroys the language, it destroys the English language]”. Other than her all the participants have agreed that non-native varieties do exist.

When asked whether these varieties exist or not a participant replied:

Only the change is permanent and it should be. And we in the future may have many other varieties too. (Saad, p.3, lines 2-4).

According to him language is always changing and we may have many more varieties of English in the future as well. Another participant also agrees and states that “you can’t avoid them. It is not being created by will. They are there” (Nadia). Varieties are not something that someone is creating. They are being created naturally. When non-native English speaking communities are speaking in English language and suppose they do not have a term for something that is common in their culture. They will use the term that they use in English. The accent is already different as they have different mother tongue. So this is just a small part of how a language variety is created. But it is definitely not by choice. It just happens.

Another participant explained the existence of variety in language by saying that:

Yes I think that it’s (like) that in every country because like in Pakistan different varieties exist. Some people speak it different while other people speak in another way, According to their own language, their mother tongue. (Raheel, p.2, lines 11-13)

So according to him every country has different varieties. People everywhere speak in a different way than other people. And it is due to their different mother tongues. As Sridhar (2008) also said that people have their own mother tongues so the variation in varieties occurs. According to Hasan, the varieties “vary from region to

region” as well. “Every culture has their own impression” in creating a different non-native variety of English (Kamran).

It is the ability of the language that it is flexible. It accepts change. This is one of the features of language, “we borrow words” (Saad) from other languages and add them in our language as per our convenience. Another feature of language is that how we can translate it as well. We can translate words and expressions as our suitability. “Language can never be purely” (Saad). It is always changing and evolving and is never permanent. With the passage of time, and this global era, new words, new expressions are being added in the dictionaries every day.

Khan says that “Chinese and we for example speak and use exact words just like we translate some things we don’t know about the slangs” (Khan). According to him this translation creates the diversity in language. People translate the words and expressions according to their own variety. If they have a concept in their culture or society to which they don’t have English word, they translate it into a word from their language. In this way new words are added in English language and this creates a non-native variety of English.

Majority of the participants who agreed of the existence of non-native varieties of English are of the view that the difference is of accent. “There is different accent” (Wajid). The difference in varieties exists, but “the main difference is accent” (Kamal). Kamran is of view that the difference does exist but it “may not a formal standardized English structure but just in spoken” (Kamran). This indicates that people are aware that the difference does exist. Because majority of the participants hear different varieties of English like in social media, electronic media etc. therefore, they link different varieties of English with accent and spoken English only. Grammatical aspects among these non-native varieties of English “are almost same” (Faisal), the main difference in these varieties are of vocabulary and pronunciation.

It is just the accent. People from different regions use different accent (Faisal, p.2, lines 24-25).

This indicates that the participants are aware of the existence of non-native varieties of English. Yu (2010) investigated attitudes of Chinese students towards world Englishes and found that they are aware of existence of different varieties of English.

They do recognize this different variety although, majority does consider just the accent is different in these varieties but at least there is some awareness there.

4.2.2.2 Non-Native Varieties of English language and Identity

Language and identity go side by side. Our language is our identity and in turn our identity is represented through our language. Language is an important aspect of identity. Our identity is constructed through our language and our language constructs our identity (Nortier, 2018). In the semi-structured interviews the participants were asked a question related to identity and language in order to analyze what they think about that. They were asked do they think having their own variety of English give people their identity. For example, if I am speaking in Pakistani English then I am representing myself as a Pakistani. They were asked if it is a good thing or not or do they feel proud of the fact that their non-native English accent signify their identity.

Few of the participants were of the view that not English language but your own native language gives you your identity. A participant said; “I think Urdu *bolne mein*” [I think while speaking in Urdu] (Faisal). He is saying that in speaking Urdu is their identity. If English is spoken with Pakistani accent than it will “not be meaningful” (Faisal) or something to be proud of. Salma also agrees that “there should not be any identity for this other language. Our identity will be our national language”. Our identity is created by our mother tongue. We use other language just to communicate and make other people understand what we are trying to say. This other language should not be an indication of our identity.

Language is “identity casting” as Kamran indicated:

As far as the international communication is concerned in multiple ethnicities and multiple people from various nations are communicating together than their choice of words and the way they talk communicate their country of origin. So yes you may say its identity casting. (Kamran p.2, lines 33-35)

This indicates that people are aware of the importance of language in representing your identity. The way you speak and the way you communicate shows from where you belong. It casts an identity over you and represents you in that specific way. When asked whether this thing, this representation of your identity through language is a good thing or not, Kamran replied; “it is not good or bad. It is the right of

every culture to reflect". Every culture is reflected in the language that the people of that culture speak. Another participant said the same thing as:

If you are asking about the identity, yes definitely. Because there are many people and you start to speak in English in Pakistani accent. The other people sitting there might start thinking of you as Pakistani because they know this accent is being followed by the Pakistanis. But I am not saying it is bad or good. Yes it gives you an identity. It is a reality. It is a reality that it gives you an identity in international market. Yes. (Kamal, p.3, lines 6-10)

There were few participants who do not agree with the other participants. For example Saima agreed that "it is a good thing" that your language indicates your identity but she also said that she "doesn't like it". She does not like the fact that her English language accent and her English language suggest from where she belongs. She is of view that if we are speaking English we should speak it in a way that they speak. "It is not a good thing as they know that we are from this country" (Saima). She wants to say that we should be able to copy their language as much as so that people cannot recognize our identity.

Nadia gave example of her own native language and its relation with identity. She stated that if someone is speaking in Punjabi, for example, the accent, the words, the helping words etc. they represent that they are from Faisalabad for example, or from Gujranwala. "The same thing happens with English language" (Nadia). When we speak we are identified by our accent, our words, and our way of talking, from where we belong. And it is something "that you cannot avoid" (Nadia). It is just as it is. This does not only happen in Pakistan or India or English, it is a phenomenon with every language. With some distance within countries or cities, the accent and the way we talk changes somewhat. Same is the case with America. It has 50 states and in all the states English language is used and spoken commonly. But that English language and the way they use their language indicates from which state the person belongs such as Midwest American English, New England American English (Han, 2019) etc. So this indicates that the participants are aware of this phenomenon and how their language represents their identity, whether they see it as a good thing or a bad thing but they are aware that this does happen. Our language does represent our identity.

4.2.2.3 Acceptability of Non-Native Varieties of English language

Acceptability of Pakistani English depends also on the acceptability of non-native varieties of English language. Participants were asked in the questionnaire do they think is it good or bad for the non-native varieties to exist in the world? They were further probed in the semi-structured interviews with questions related to non-native varieties of English.

Majority of the participants showed positive attitudes towards non-Native varieties of English language. A participant explained:

It is good for such varieties to exist as it enables the existence of a global community that understands and speaks the same language and it also enables native speakers to understand the non-native English speaking community. (P5)

“The world is a global village nowadays” (P77), there are so many different varieties existing in the world. These varieties have made the communication easier. It has now “become easy for non-native English people to understand the message of the speakers” (P42). People who know English language can now communicate with others easily. Having non-native varieties is “good because a lot of Pakistani/Indian or people who speak non-native variety don’t know specific accent. So at least they can deliver what they think in their own words” (P23). Non-native speakers of English language who know English language can communicate and make other people understand what they want to convey. Non-native English speakers often hesitate and find it difficult to convey their thoughts to native speakers properly. But as P70 said; “by these varieties of English we can also deliver our thoughts and views to natives”. Another participant expressed his views as:

Not all people have opportunity to study in educational institutions promoting British/American English so some non-native touch should be there (P.59 lines 8-9).

Not everyone can speak in standard American or British English. Many people don’t get the opportunity to learn. And if any time they are expected to use English language they get confused. So “these varieties should exist” (P27) as people who could not learn and who hesitate to speak in English language can talk comfortably in their own variety of English using the terms they feel more at ease with. According to Davies (2009), in informal situations people use their local variety of English. The reason he

concluded that seemed to be holding back use of local varieties in formal setting is more about the uncertainty by local community than the hegemony of western power. This indicates that not only in Pakistani in other countries as well people are comfortable using their own variety. So in today's global era the "existence of non-native varieties of English is good for communication among people from different regions of the world" (P78). The varieties of English language have expanded the use of English language. More and more people are communicating in English every day. Through the use of these varieties "one can understand or explain himself internationally" (P68).

Different non-native varieties are developed in different countries. They incorporate the local expressions. "Every language has its versions depending upon regions" (P48). Different regions have different English varieties. English language has created multiple varieties and it has extended the use of English around the globe (P73). These varieties show "variations of different cultures and communities" (P71). Every non-native variety of English is distinct and represents different regions, different cultures and different countries. These varieties "help us to know more about different segments of the society" (P69).

Few participants were of the view that "it is good for different varieties to exist, so that people from different areas may communicate with more ease and comfort" (P6). Non-native varieties of English develop for the ease of the people. It includes the words and expressions which the non-native English speakers use in their everyday lives. These varieties are simple versions of the standardized English language and so people are bound to feel "comfortable with using their own variety of English" (P1). People can easily express their thoughts the way they can express in their native tongue. To express your thoughts in a different language is not easy and these varieties of English make it easy for people to make people understand what they want to convey.

Participants were further inquired about their thoughts on non-native varieties of English during the semi-structured interviews. They were asked whether it is good for the non-native varieties of English to exist or not? to which a participant responded; "yes it must exist. I am a great admirer of all these varieties" (Hasan). According to him through the different varieties we can know other people. We can get to know about their culture, their society, their way of living. This creates diversity and also enables people of different languages to communicate to each other and share their thoughts easily. Another participant shared the same thing that "accent difference should exist"

(Khan). According to him most important thing is to convey our message. Due to these varieties maximum of people whether local or foreign will be able to understand our message. So it is good that these varieties exist.

When the participants were asked why it is good for non-native varieties to exist, few participants replied “only then there will be diversity” (P80). When there will be different varieties of English language, there will be “diversity” (P24). This is “what brings variety in the world giving each nation its own distinct identity” (P2). Different varieties do not only create diversity but it also gives different nations their distinct identity. They can represent themselves internationally using their own variety of English language. A participant raised a point that “the varieties does not hinder any progress or should be thought as a barrier” (P34). Different English varieties do not hinder the progress of English language. English language is considered as the standard language and is used all around the globe. Its significance is widespread and the varieties will not get in the way of development of English language.

During the interviews participants were asked another question related to non-native varieties of English. They were asked if people from different countries come together and are communicating in their own variety of English language, will they be able to understand each other properly or there will be a barrier in communication. All of the participants agreed that “they will understand each other” (Raheel). Only Kamal disagreed and gave his experience. He described his experience working with Chinese people and how it was hard for him to understand them “because of their accent and then shortage of vocabulary” (Kamal). But other than that everyone was of the view that they will understand each other. “There will be some issues to understand different varieties of language” (Wajid) but “still they could understand it” (Raheel) because of the common language that is English.

English is recognized as an international language. So I think the issues will not be that much as expected (Hasan, p.4, lines 1-3)

The participant raised a point that because English is recognized as an international language, people have a general understanding of language. So even when people will be communicating in their own variety of English, “barrier may happen” (Saad). But “this is the beauty of language that different accent speakers can

communicate in the same language” (Saad). Another participant shared his perspective on this:

I don't think so it is casting any barrier in communication rather it's good that every person is not shy of speaking himself when we would standardized the English language as the American or British then the people would get shy to speak that language. (Kamran, p.3, lines 14-18)

What Kamran is trying to say is that because of the varieties of English language people feel more confident in speaking English. So what if they are not using a standard American or British accent. At least they are communicating in English language. People hesitate and are reluctant in communicating with native English speakers because they are not confident about their accent but with acceptance of non-native accents in this global era they do not feel reluctant now.

Participants were also asked during interviews whether they think the importance of standard American or British English will decline with the emergence of these non-native English varieties. Majority of the people disagreed, “*ke standard ki importance* [they don't think that the importance of standard] will be low” (Wajid). Rather “its importance will increase” (Khan) because more people will be speaking in English language. There are more non-native English language speakers in the world now-a-days than the native speakers (Alasmari, 2018). This indicates that how importance of English is evolving rather than declining. “They do not hesitate to speak English” (Saima) and are confidently using English language even with their own native accents. Kamran elaborated his response:

It would rather strengthen the importance of English because people belonging to multiple cultures are comfortable in speaking their accents their way of accent for the same language and It I think it would rather more globalize the language. (Kamran, p. 3, lines 21-23)

People from different cultures, different language are able to communicate more easily now and that shows how important English language has become. Language is not considered as a barrier in communication now as majority of the population is aware of English language. And if they cannot communicate in their native languages they can at least have a communication using English language. Hassan raised a point that English will not lose its importance easily. It has become an international lingua franca

(Jenkins, 2006) and is the most commonly used language worldwide. “From the last five to six decades we have witnessed America or the British leading the world, through economically, through their educational institutions” (Hasan). No non-native variety can compete with that so soon.

Two participants however were reluctant and said that its importance will definitely decrease. Nadia is of view that if we look previously at Persian language, “it was the language of the learned people, but it lost its significance after Urdu evolved” (Nadia). Saad said the same thing that “we speak the language of the one who comes in power” And right now American English language is a power that is why that’s important. He also said that “when we have varieties we have options”.

4.2.2.4 Refusal of Non-Native Varieties of English

Few participants showed negative attitude towards non-native varieties of English that these varieties should not exist. According to (P3), “English is an international language. There should be no non-native varieties”. As English language is considered as the international standard language, therefore the participants are of view that these varieties may “destroy the original native language” (P12). Non-native English varieties vary from the native Standard English. They are infused with the terms and expressions from their local languages and their accent also differs. Therefore people think that the non-native varieties may interrupt the importance and significance of the Standard English language. Another participant says the same thing that “a mixture of accent put bad effect on language” (P44).

During interviews participants were asked is it good for the world to have many different varieties of English language? All of the participants agreed that it is good that there are many varieties of English language. Just one participant disagreed saying “it should not exist because *jo doosre log hote hain na foreigners unko phir samajhna mushkil hota ha* [then the foreigners have difficulty in understanding]” (Faisal). Majority of the participants have agreed that it is good and favorable for the world to have different varieties of English language.

Some participants are of the view that the existing Standard English language is correct and has a proper structure whereas; “Pakistani English has no proper structure” (P45). This shows the negative attitudes towards non-native varieties of

English language and how people compare non-native English varieties with the Standard English and thinks negative about non-native varieties of English. As (P47) says that “we need to improve our English vocabulary and accent”. This indicates how people still favor Standard English variety and is reluctant about non-native English varieties. They think that this non-native variety is something not right and needs to be corrected and learned in a right way. A participant during interview when asked whether these varieties should exist or not replied negatively. He is of the view that varieties should not exist and language should be kept original.

It is always good to have things in original. If somebody can go as closer as possible to the exact that is always appreciable. (Kamal, p. 3, lines 2-3)

A participant is of the view that “there should be one native version only as it is easy for others to understand” (P58). Participants were also asked during interviews whether these non-native varieties should exist or not to which a participant replied: “it should not exist” (Faisal). He was of the view that foreigners will have difficulty in understanding the non-native English variety. So there should be just one standard native version of English language. He exemplifies that while watching English movies we sometimes need the subtitles to understand the English, in the same way foreigners will also have difficulty understanding their variety of English language. Participants think that because the varieties means variation in accent, vocabulary and grammar might make it difficult for others to understand what they are saying. Another participant also agrees that “it is not good because understanding of one variety is difficult for the other one” (P62). What she means to say is that people speaking in one variety of English might not understand a person who is speaking in another variety of English. Their vocabulary might be different. So (Faisal) is of the view that it is not good for the world to have these many varieties of Standard English language.

There were also few participants who were quite “neutral” (P) about their response. Such as:

It is not a matter of good or bad, language is for communication not to impress someone. It is ok if someone is able to communicate in any variety. (P7, lines10-11)

One participant is of the view that “it is not possible for any language to have only one accent” (P16). This indicates that the participants are aware that there are

variations in any language. He is aware that English language is not just one language with one accent and one grammar. Another participant responded among the same lines by saying that “it is part of globalization and increased social interaction among different communities” (P28). This indicates that participants are aware that globalization has created different varieties of English language. “It is vital in today’s era to know the language English itself to operate successfully, no matter the accent employed by the people” (P33). English language is important nowadays. It is used in all the institutions and is also a language of status. “It is a fact that there are more non-native English speakers in the world than native speakers” (P54). There are just a few countries left which can be seen as native English speaking countries. Majority of the countries have now non-native English speakers. That is why the varieties are bound to be created. “It expands a big horizon for the development of this language. The effects of his trend have yet been assessed but it points towards the development” (P54). This indicates that few participants are aware of the global Englishes phenomenon and how the formation of these varieties has expanded the horizon. And the varieties are most likely to develop further.

There were few participants who responded in a mixed way. On one hand a participant says that “these varieties rule out prejudice and hegemony of language symbolically” (P49) but on the other hand he is saying that “variety makes it difficult to understand in some situations” (P49). There is different school of thoughts when it comes to the phenomenon of World Englishes and so what the participant is saying is not wrong. The scholars have debated the same thing as well as how on one hand diversity and variety in language is a good thing and how it is also not a good thing. One major debate was in 1985, where two scholars had two schools of thoughts. Kachru was of view to keep updating different varieties of English language and on other hand quirk was in favor of keeping English language as a standard only and discouraged the development of different varieties of English language (Kilickaya, 2009). A participant summarizes it in following words:

With English being the mode of communication most widely used in the world, it is therefore important to lean and communicate in English. And this gives a rise in non-native varieties. It is neither good nor bad. It is quite normal to have varieties of language at places where English is used as the second language (P32. Lines 7-11).

Overall it can be seen that there is awareness among the Pakistani populace regarding non-native varieties of English and acceptance to a certain extent as well. People are aware that different varieties exist, although they think of just the accent but at least some awareness is there. People are aware of the importance of these varieties as well as how they have made the communication better among people with different languages. Language is not that much a barrier now-a-days as it was considered before.

4.2.3 Awareness of Pakistani English

Pakistani English is the non-native variety of English language that is spoken by people in Pakistan. It incorporates the terms and expressions used in local culture of Pakistan. The findings in previous sections indicate that the participants are aware of the existence of non-native variety of English. Though still preferring standard American and British English, they at least acknowledge that non-native varieties do exist and are being used in many different countries all around the world. Pakistani English is also a non-native variety of English language as English is not the native tongue of Pakistani people. This section evaluates whether there is awareness about Pakistani English among the English speaking populace of Pakistan or not. The participants were asked about Pakistani English in the questionnaire and were further enquired during the semi-structured interviews. The sub-themes underlying the main theme are analyzed and discussed in the given section.

4.2.3.1 Recognition of Pakistani English

Participants were asked about Pakistani English in the questionnaires and in the semi-structured interviews as well in order to analyze do they recognize this variety of English and are they aware of it. During the interviews participants were asked whether they have heard of the term Pakistani English. Except for two participants, all the other participants agreed on knowing about the term Pakistani English. Some participants have heard about it in “social media” (Wajid) and others in “novels, documentaries and books” (Nadia).

Participants were asked during interviews to explain what they can about Pakistani English. They were asked if they had to explain it to someone who has never heard of the term what would they tell what Pakistani English actually is? When asked

what Pakistani English is, a participant simply replied; “our local people are talking in English, that is what we can say is Pakistani English” (Saima). The English language spoken by the people of Pakistan is referred to as Pakistani English. One participant explained Pakistani English in the following words:

Pakistani English or Paklish is the group of English language varieties spoken and written in Pakistan. Pakistani English is different in respect to vocabulary, syntax, accent and spelling (P46, lines 16-18).

As explained Pakistani English is the variety of English used in Pakistan by Pakistani people. It includes the terms and expressions used commonly by Pakistani people. Hasan explained Pakistani English and said that to “introduce your own grammar and syntax in English or the foreign language in order to convey or convince our audience which are Pakistanis or maybe subcontinent” (Hasan) is Pakistani English. As described we use the terms, structures, grammar, and vocabulary taken from our own local culture in English language. It is done when English language is lacking in the terms and expressions which are used commonly in Pakistani culture. Hassan gives an example of the term ‘barat’. When inviting someone for the wedding “we write on invitation card that barat will be on that time” (Hasan). There is no concept of barat in the English communities so they do not have a term for it. Same is the case with the term pilgrimage or in our local terms “Haj” (Hasan). ‘Haj’ is a word used by every Pakistani with a significant meaning behind it. Pilgrimage is a substitute word for it but it does not carry the same significance that the term ‘Haj’ does for the Muslims. That might be the reason that another participant feels like “Pakistani use simple vocabulary” (Raheel) while talking about Pakistani English. Because Pakistanis “use cultural words of Urdu language in Pakistani English” (P73), so it is simple and easy for the local audience to understand.

Another participant replied among the same lines that “because every culture has few things which are native to that culture” (Kamran) they are easy for them to understand. He also says that while talking in English and mixing these jargons, they become a part of the language just like “many words from the native Urdu, native Bengali, native Punjabi were absorbed in English language during the time of English rule” (Kamran), such as the term “bangle’ that the women wear is purely from Bangladeshi language” (Kamran). The word bangle is now immersed in the English language that it is not recognizable whether it is an English word or Bangladeshi word.

Same is the case with Pakistani English where “we mix both Urdu and English” (Wajid). Another participant responded that “this is why we have amalgamation of these cultures as when we use English language in Pakistani context they don’t have the words related to our culture that is why we use our own words in English” (Saad) as per convenience to make people understand and “that’s why you have to introduce, you have to inject your cultural structure, grammar” (Hasan) in English language. It makes it easier for people to get your message.

Participants were also asked during the interview whether they have felt the difference in the English that they speak from the English that Americans or British speaks and how are they deferent. To which majority of the participants answered that it “is about the accent” (Nadia). The main thing that the majority of people have felt different in their English variety with other varieties is that “the accent is different” (P16). According to the participants “most important thing is just the accent. The accent is general Pakistani accent not the foreign accent” (Khan). As said people have Pakistani accent and not foreign accent. This is because this English language is not the native tongue of Pakistani people. “In Pakistan there is always a touch of local languages” (P40). So it is bound to be different and people are bound to note accent as the first thing they notice different from the foreign. According to Raheel:

The accent of Pakistani people is very different from the accent of the native speakers. We speak clearly very much. Every word we speak that is very clear but natives speaking is very difficult to understand for Pakistanis (Raheel, p. 1, lines 22-23).

Participants may feel their accent as simple and foreign to be difficult in understanding because although “Pakistani speaks English but their accent of English speaking is most probably related to Urdu language” (P30) or their other mother tongue. And because English is not our mother tongue it is certain that people will find native English accent difficult to understand. Pakistanis “are Urdu-speaking, Punjabi, Sindhi, or Balochi. Since the dialect changes after every 30 kilometers; hence the accent also changes its shapes and varieties” (P6). Our English accent is infused with the touch of our local languages spoken all around Pakistan. Few participants have notices that Pakistani English is “different in the way we pronounce words” (P8). People are of the view that not only accent but also the way people pronounce words is also different among Pakistanis and Americans or British. “In Pakistan, we pronounce sounds simply

and differently from the native English speakers. For example, we utter 't' as 't' but their sounds more like 'f'" (P78). Tariq Rahman in 2015 wrote an article about Pakistani English describing its various features such as phonological, morphological, lexical etc. this indicates that the participants are aware about different features of Pakistani English. This also indicates that Pakistani English is in nativisation stage where it's being established into various features.

Another difference that participants have noticed is "the difference of the vocabulary, slangs and the local phrases" (Nadia). According to Saima, "they have different words that are not usually spoken in our language". American, British and Pakistani culture is quite different. They have different concepts, different things, and different rules so that is why they have different names for different things as well. They use some words or concepts which are not usually found in our Pakistani culture. "Some forms of English used by British or American are not used here" (P13). In the same way we have some concepts which are unfamiliar to them. Even their way of speaking is also different as a participant gave an example of how "Pakistani and British English share the words, but having different meaning such as in Pakistani 'timing' refers to schedule while in British English usually refers to a person keeping track of how much time a task takes" (P7). This indicates that Pakistani English has passed the stage of nativisation where the variety of English has established distinct phonological and lexical features.

As stated by a participant, "Pakistani use simple vocabulary while the other people, the natives, use some difficult vocabulary as well" (Raheel). The participants possibly think this because of the familiarity. They are familiar with their own culture and their own concepts, so they find them simple to understand. And they find native vocabulary difficult because they are not familiar with the concepts like the natives are. A participant talked about the process of word formation and how because English is not the native language of Pakistan "the word formation consist of hybrids and blends with Urdu" (P32). In Pakistani English Urdu Language words are added in English language to make the language variety suitable for the people of Pakistan for-example. Saad explains the difference in vocabulary in a different way:

As far as our culture's different as we have the worst word I don't want to speak but as I have read in that context, they use it as a positive, but if that word we use in Pakistani context, this is totally taken in negative direction. That's why I

said that semantically, pragmatically we are far behind them. We can use English but we don't know in which context the words are used. (Saad, p. 2, lines 15-17)

It is not only a matter of using Urdu language words in English it is also about the way we are using the words. In English language only the words does not matter, the context, and situation matters as well. Language is structurally as important as semantically and pragmatically. As Saad said as well that the way different words are used in different contexts also matters. Different cultures and societies have different social rules and those social rules are represented through language. If we see the example Saad gave, that a word which is used by Americans as a positive is taken in a negative sense when used by Pakistani people.

As the findings in above section shows the participants are quite aware about the Pakistani English variety. They are aware that the vocabulary is somewhat different, they are aware of the accent difference, they are aware of how the culture affects the language. But in spite of being aware about it majority of the participants are not in favor of Pakistani English. And this is indicated by the expressions they have used while talking about Pakistani English. According to Nadia, Pakistani English is about "missing the phrases, and adding like prepositions and helping verbs". What she is indirectly saying is that Pakistani variety of English is lacking in the phrases, prepositions and grammar. It is not something formal and standardized. This indicates that Pakistani English is far from reaching the fifth stage called differentiation stage. Pakistani English is not yet socially established or accepted.

As another participant responded "Pakistani English is only for the ease. That is not too much proper English. That is not proper English" (Saima). According to her Pakistani English is not proper English. Proper as in not proper language with rules and structure and which everyone speaks. It is something that people use just for the ease of conversation. According to her People use Urdu words in English language just for their comfort and it cannot be called a proper language. They find it easy to just substitute a word they do not know of English into Urdu for their comfort.

Another participant expressed his views that Americans "have fluency. We don't know how to deal with this English language, we cannot be so fluent" (Saad). His use of the words 'we cannot' and 'do not know how to deal with this language' shows

his unacceptability towards Pakistani English. He is comparing Pakistani English with American English accent that Pakistani people can never be as fluent in English language as Americans are. “They talk in a good way and we Pakistanis just translate some things” (Khan). Thus According to him Pakistanis just translates what they do not know of English language into their own native language. They “simplify” (Khan) the language. The “variety of English that we use in Pakistan has no proper accent” (P45). People still favor the Standard English accent and they like the way Americans talk as Khan said they talk in a good way. “Many words are mispronounced” (P32) in Pakistani English.

Few participants refer to Pakistani English as “some slang mixed with the language” (Kamran). Slang is something that is informal and not appropriate for formal use. When people mix slangs or expressions of local languages with English in their communication, which is entitled as Pakistani English. And by his use of the term slangs for the expressions of his local language shows his negative attitude towards Pakistani English. Another participant says that “we are polluting their English” (Saad). When we are mixing English language with our local languages we are not creating a different variety we are polluting the already existing Standard English language. Another participant is of the view that Pakistani English “do not use proper English words. They use half of Urdu language in speaking” (P30).

This indicates how in spite of being aware of the phenomenon of world Englishes, and non-native varieties people are still pessimistic about Pakistani English.

4.2.3.2 Reasons for Different Varieties of English

The participants were asked about different non-native varieties and then Pakistani English. They were asked during interview why do they think the differences in the varieties have occurred? Why are there so many varieties existing in the world right now. They were asked this to indicate whether they are aware about this or not. The participants gave different reasons on why there are different varieties of English language.

Few participants are of the view that “these differences do exist due to the people who use them from different backgrounds, different cultures and different ethnicities” (Kamran). Different societies and different cultures have different languages and their way to speaking also differs. This is what creates the variety and

diversity. Saima gave example of her own native language Urdu saying that the way Urdu is spoken somewhat differently in regions like Punjab, Lahore, Karachi, similarly English language have such differences and variations as well. Pakistani English “is affected by our regional languages and culture and so is modified according to our needs” (P2). Jilani & Anwar (2018) in his study also highlighted that Pakistani English is infused with local culture and norms. As a participant agrees that, “it is natural for a language to change with some local influence, our culture incorporates in our language” (P1). Because people living in Pakistan understand the local languages so it becomes easy for them to understand Pakistani variety of English.

Another participant is of the view that because “we are borrowing this language from someone else and we are not the original” (Saad) speakers of English language so the varieties are created. “Every country adds something to the foreign language like in our case adding one to two words in our native language while talking is a norm” (P59). As Pakistanis have borrowed English language from its original speakers in the same way other countries have also borrowed it from the natives as well. And this borrowing resulted in the creation of language varieties. “Every culture and every place have some specific words, local words” (Nadia) which when added to the language creates the variety in English.

A participant is of the view that “the difference exist because this is not our own language. We coin new words if we want” (P79). This coinage is also another reason that the varieties of English language exists. Words are coined according to the need of the hour. With the passage of time new concepts, new things, new developments are being made and this is resulting in developing new terms as well. As we Pakistanis are “non-native speakers, we tend to resort to other native languages, due to vocabulary and inability to understand formal/informal expression” (P5). Because different regions, societies and cultures are unique they have some concepts which are specific to them. And each region than “develops their own unique characteristics of the language spoken in that region” (P50). This creates the variety. In case of Pakistani English “we use our own jargons” (P66) from our own culture to make understanding easy. And this Pakistani English “has a south Asian touch” (P25).

Few participants are of the view that “being the third world country the differences must be there” (Hasan). A participant thinks that “our English accent is different because of not regularly or more frequently using English language” (P56).

Because English is not our mother tongue we do not use English language commonly. A participant talks about the accent difference in Pakistani English as:

The accent is because of our mother tongue you know. Because we all are from what you are calling the accents in Pakistan we don't have local languages like Pashto, Punjabi, Urdu, Sindhi. So every language has its own tone and its own accents and when you speak English it reflects in that like when some Pathan speaks English its accent caves. (Kamal, p. 2, lines 9-11)

Majority of the participants are of the view that because "English is not our language" (Raheel) so the differences in accent occurs. "Since we are not native speaker of English then the variety of English used in Pakistan is bound to be different as opposed to US/UK" (P33) English. As Kamal gave example that how in Pakistan we have native languages like Pashto, Punjabi, and Sindhi etc. so when we speak English language our local accent caves in and this shows the difference. "We have different accents with the mix of Urdu and English versions" (P72). Other participants are of view that "because people do not have proper language education so they just speak with their desi pronunciation to communicate" (P52). It shows that they think English can only be used properly by people who have acquired some formal education about it while the rest of populace can never reach the level of fluency and accuracy in English speaking.

A participant is of view that media has played a role in creating these varieties. According to her, "media made the English more conversational. Media has given us all the slangs, all the accents, all the types of English being spoken everywhere. It has created simplicity" (Nadia). Social media and electronic media have helped in creating the varieties. She explained that previously people would just read English like in books, magazines etc. They would translate the words and try to understand it. But with the media this has become so easy. Media has connected the people from all around the globe. "Now world is a global village. People learn from all sources available online" (P48). People do not meet and interact with foreigners in daily life but with social media and electronic media they are able to have a platform to interact with them. Media has given people a platform from where they can learn about different cultures, different societies, different languages and language varieties as well. This has created awareness about language varieties.

Participant's responses about Pakistani English were analyzed and assessed in this section. The findings indicate the awareness of Pakistani English among English speaking Pakistani populace. Analysis shows that people are aware about the Pakistani English. They are aware that it is a different variety spoken by Pakistani people. People are aware of the difference in accent, vocabulary, syntax and grammar among Pakistani English and American or British English. The analysis also indicates rejection of Pakistani English by people. People have used inferior expressions while talking about Pakistani English which indicate they are not yet ready to accept Pakistani English as a different variety of English language.

4.2.4 Acceptability of Pakistani English

The last and one of the major themes that emerged from the data, answering the second research question, is the social acceptability of English-speaking populace in Pakistan towards Pakistani English. The sub-themes, created through the responses given by participants in questionnaires and semi-structured interviews represent whether the participants are accepting towards Pakistani English or there is still resentment towards it. The participant's responses indicate whether they show positive attitudes or negative attitudes towards Pakistani English. They were asked in the questionnaire whether we need to bring our English closer to US/UK English or develop our own variety of English. Participants were also asked if they would willingly want to speak in Pakistani English. Some sub-themes that emerged under this theme are explained as follows.

4.2.4.1 Preference over Standard US/UK English

Majority of the population showed preference towards Standard US/UK English and showed reluctance to accept Pakistani English as a different variety of English. Participants are of the view that English language should be "kept universal and international" (P3). US/UK English is considered as standard language of the natives (Faisal). English language is used everywhere around the globe and therefore is taken as a Standard language. It has become an international lingua franca. English is a language that can be understood in any country as a participant (P62) indicated as well.

I think we should try to bring our English closer to UK English so that it can be understood in any country. (P62, lines 6-7).

Its importance can be seen everywhere and in every institution. As few participants indicated how bringing our English language closer to Standard English is important as it “increases your chances of getting a good job” (P47). Another participant said English language is important as “it is necessary to succeed in life” (P51). This indicates that people are aware of the importance of English language. People want to follow the Americans or the British and want to speak and use language like them. As a participant during interview said “if we are following them we should follow them sincerely” (Saad).

Majority of the participants who are of view that we should bring our English language as close as possible to the standard US/UK English are of the view that because this language belongs to the natives so we have to copy them as well (Nadia). Americans and British are considered as “the original speakers of this language” (P66). And as Kamal also believes, we should try to improve our English just like the natives in order to keep the language as closer to the original as possible. Majority of the participants want to improve their English according to the standards of American or British English. As Nadia said:

Definitely I would like to improve the Standard English. Because basically the English language comes from them. I have to copy them. I have to learn that. (Nadia, p.4, lines 24-25)

Majority of the participants are in favor to bring their English language “close to US/UK English” (P1). According to some participants English should be learned as original as possible rather than “speaking a wrong language” (P32). Participants have shown negative attitudes towards other varieties of English whether it be Pakistani English or any other non-native variety of English other than the standard US/UK English. In their words we need to “improve our English” (P31) and learn it like the natives. It has become an international lingua franca (Jenkins, 2006) therefore people have shown more positive attitudes and their support towards bringing your English closer to standard US/UK English rather than developing your own variety of English.

4.2.4.2 Readiness to Accept Pakistani English

Although majority of the population showed preference towards standard US/UK English, there were participants who showed positive attitudes towards Pakistani English and seemed ready to accept Pakistani English as a different variety of English as one of the participant said that we should be “proud about our English” (P55). Few of the other participants represented the same thought that we should feel proud of our own variety of English and our own accent “as it conveys what is being said” (P16). Another participant said that “we should support” our own variety of English and should be proud about it (P71). It shows how the participants are accepting towards Pakistani English; they are willing to use this variety of English and are even proud of it. One participant expressed this in her words by saying that we should “give importance of our own language” (P36). By giving importance to their native language they are promoting their culture as well. A participant has rightly expressed that Pakistan is his country and to “promote the accent of this country” (P4) it is important to support and use their native language in communication.

Similarly during the interview participants were asked whether they will be willing to use Pakistani English if given a choice and four out of ten participants said yes, that they were willing to adopt Pakistani English. As one of the participants willingly said “I would definitely opt for it” (Hasan) and he also expressed that he would prefer to use Pakistani accent rather than fake it. Another participant said the same thing that he “would like to speak Pakistani English” (Khan) and for him important thing will be to speak in his own native accent so that others can understand easily. It shows that participants are aware of difference in accent and how the local accent will be more easily understood by the local population. One participant even said that they never even faced difficulty communicating with native English speaker.

I will stick with Pakistani English as I haven't faced any difficulty in communicating my message to even native English speakers (P42, lines 29-30).

One of the participants, when asked the reason why they want to speak Pakistani English and not standard US/UK English, replied that he is “comfortable” in using Pakistani English (Wajid). Choosing Pakistani English to use rather than standard American or British English, a participant expressed his thoughts saying,

I would like keep using Pakistani English as it is my natural accent and I can speak it more frequently and comfortably. (P78, lines 5-6)

This indicates that participants are “comfortable” (P78) in using Pakistani English. As Pakistani English contains local terms from the culture, people feel comfortable in expressing their thoughts in a language which they can understand and comprehend properly. As another participant expressed the same thing that “we should continue with our own variety of English” (P16) as it is easy and conveys the thoughts accurately.

One of the main reasons that the participants gave when accepting Pakistani English and showing positive attitudes towards it is because they consider it as a part of their identity as (P8) chose Pakistani English because “it is my identity”. Many participants gave a simple reason for choosing Pakistani English over standard American or British English that is “I am living in Pakistan” (P75). According to the participants because they are “Pakistanis” (P67) it is “more convenient” (P59) for them to communicate in Pakistani English. It is more convenient and easy for people to communicate in a language which contains the terms and expressions which are easily understood by the people living in that country. This also indicates that the participants are aware that language is a huge part of their identity. They connect language with their identity and therefore are accepting Pakistani English as their language. They are choosing to develop and use Pakistani English “in order to not forsake their sense of individuality as a Pakistani” (P33). They are Pakistanis and they are willing to show that to the world proudly. As one participant expressed their thoughts beautifully:

I would stick to using Pakistani English to hold my identity as a Pakistani non-naïve speaker of English. (P5, lines 28-29).

Another response that came from the participants who are accepting of Pakistani English was because of the local culture. As a participant responded that, if we establish our own variety of English “we can adapt it according to our own culture” (P73). Pakistani English is a variety of English which contains indigenous terms from the local languages of Pakistan such as Balochi, Pashto, and Punjabi etc. (Rahman, 2015) it includes the expressions and terms which are commonly used and easily understood in local culture of Pakistan. So one reason that participants are willing to accept Pakistani English is because the “local audience can understand better” (P48). A participant (P49)

said that a story of their civilization when told using their local proverbs and emotions will be more effective as the local audience will be able to fully appreciate it and understand it better. So to create your own version of English and being proud about it is “the least we can give back to this country” (P8) as he rightly said.

4.2.4.3 Encouragement of Pakistani Accent

As accent is an important aspect of communication, participants were asked few questions about English accent as well. The participants were asked in the questionnaire whether using British or American English accent is important while speaking in English language. As response to this statement majority of the participants disagreed that having an English accent is not that important in a conversation. “Any non-native speaker is bound to have an accent” (P5) as English is not our mother tongue. As a participant have rightly said as well:

I don’t think so that American or British accent is important because English is not our mother language and it is just a kind of communication (P21, lines 19-20).

We are Pakistani and live in Pakistan. Our national language is Urdu and mother tongues are Punjabi, Balochi, Pashto, etc. Our English accent is not the same as the native speakers of English language. When we speak English, our accent is heavily influenced by our mother tongues. “Pakistani majority have Pakistani accent” (P59). We are “speaking to our people and not to American or British people” (P53). Pakistani people can easily understand each other when talking in English because of the same accent. Communicating with native English speaker is a different case. It “may be difficult to understand for other people” (P15) as they are not familiar with our accent but when talking to our own people accent does not really matter as (P38) also said:

If we are in Pakistani environment then it does not matter but when we visit abroad than it matters. (P38)

According to most of the participants “communication is important not accent” (P19). Most important thing is “to understand what the other person wants to say” (P31). Most of the participants have responded that communication is more important and “the interaction between the people is mandatory” (P79) not the accent. As a participant explained:

English is a language, a tool for communication, if communication is successful, no matter what the accent is, the aim is achieved. (P73)

Other participants think other things are more important such as, according to (P64) it is more important to speak English with good “fluency and accuracy”. According to the participants, “accent should be understandable” (P43). It should be clear. Your message should be clear for the other people to understand. Some participants feel like “correct pronunciation is important” (P36), others feel like the “context or vocabulary” (P35) is more important. But what matters most is “what you are saying” (P4). Also accent is just a way you talk. “Everyone has their own way of speaking” (P2). Accent is not universal. It “differs from person to person” (P8). It is a person’s own way of talking and thus should not be held important in a conversation. People should not be judged if they are speaking English with their own natural accent. It’s unique and it gives people their identity as a non-native English speaker. Otherwise “trying to speak in American/British accent appears fake” (P59) as well. If you are trying to copy the other person’s accent you are bound to sound artificial. A participant said if you “try to speak like American or British citizens, we can sound fake” (P78). Another participant expressed his views about talking in English accent in these words:

Being in this environment and cultural perspective of Pakistan I think it would not be that much easy for us or that much possible for us. (Hasan, p.1, lines 29-30)

According to him it would be difficult to copy or talk like the foreigners. English language can be taught, rules or English grammar can be taught, even pronunciation of words are taught in an English language class but accent is something that comes natural to people. It is not something to be taught.

Such responses about not following the English accent indicate the awareness among the participants about non-native varieties and at some level acceptance towards them as well. Nadia emphasized that importance to accent was given in previous times but in “global world the natural accents can work very well”. Accent is “no more important these days” (P49). We are living in an age where English is not the same. It has developed; it has evolved into different non-native English varieties. People are starting to become aware of these varieties and accepting them. “There is acceptance for non-English accents in today’s world” (P49).

Another reason that participants gave to not favoring English accent and using their natural accent is that we “feel more comfortable in our own accent that we call Pakistani accent” (Hasan). “You need to be able to express your thoughts in an effective way” (P54) and a person is best able to express himself properly in his own mother tongue, and in his own natural accent.

Interestingly, when asked during the interviews whether English accent is important while talking in English, seven out of ten participants said that yes “it’s very important” (Kamal). Only three people said that “accent is not that important” (Khan). In questionnaires majority of the participants have not found accent to be important but when probed further participants do think that English accent is important in a conversation so you “can convey your message easily” (Wajid).

4.2.4.4 Refuting the Use of English Language

Among the participants who showed acceptance towards Pakistani English and the participants who showed reluctance towards Pakistani English, there were few participants who overall showed unwillingness on the use of English language as a whole. A participant stated “I am not in favor of English” (P70) indicating to use your own language proudly and not favor a foreign language. Another participant responded to this question, whether to bring English language close to US/UK English or establish into own variety of English, that “we should not feel proud in speaking English” (P13). The reason the participant gave was because it is just a language and there is no point of feeling or not feeling proud about it instead “we should be proud of our native language” (P57). Another participant expressed her view over the choice between Pakistani English and standard US English saying “I really don’t want to use any other country language” (P36). This indicates how some participants are resilient towards the use of English language and considers it as not their own language but some other country’s language.

In the same way another participant responded strongly questioning “why should we?” (P35) be proud of establishing new non-native variety of English language. According to the participant if there is a need to establish some variety of English then why should it be a native variety of English? “It should be your mother tongue” that you need to establish and develop and make steps to improve. This shows how some

participants are overall not in favor of English language and would rather prefer to develop and promote their own non-native mother tongue. Another participant was not in favor of English language and said that they should “promote their own culture and language” (P70). This indicates that people have an idea that to promote their own culture and promote their own language is important to make progress as a nation. As one participant rightly said:

English is just a language which should only be used for communication purposes. Our native language is Urdu and Urdu is the language we should take pride in. (P18, lines 14-16)

Among the participants there were few participants who were neither in favor nor against Pakistani English or any non-native variety of English language. They were indifferent in their opinion. When given a choice whether to establish Pakistani English as a new variety of English or improve English according to the standard US English, a participant responded that if we can do either of them its good “but it doesn’t bother if we don’t do that” (P74). This indicates it doesn’t really matter for him what English language variety he is using in his conversation and what should be done about that. The main thing in a conversation is that the other person understands the message and what is being said to him. As one participant agrees that “both are okay, as long as the audience understands” (P48). It does not matter whether you are speaking in Pakistani English or standard US/UK English, what matters is the communication and the understanding of the message.

The aforementioned responses of participants in questionnaires and semi-structured interviews illustrated that there is acceptability for Pakistani English at some level. People are getting aware of the different non-native varieties of English; they are getting aware of the World Englishes phenomenon and hence are starting to accept non-native varieties of English language. But there is resilience still. Because of the colonial past, and English language being the language of power, its influence is still everywhere and is such that cannot be easily affected by the emergence of non-native English varieties. People still take standard US/UK English as a trademark and want to follow it.

4.3 Conclusion

In this chapter, the findings obtained from the analysis of data are analyzed focusing mainly on the content related to the objectives and research questions of the study. Participants were asked various questions about Standard US/UK English, Non-native varieties of English, and most importantly Pakistani English. The findings suggest that people are aware about the global Englishes, non-native varieties of English language and Pakistani English. They are not precisely aware of the jargons but are aware about the phenomenon. They are aware that different varieties of English language exist but they don't know to what extent they are different. Majority of the population believes that they are just different from the aspect of accent and somewhat vocabulary. Participants also seem aware about the fact that their local culture and local languages affect their use of English language and that's what creates the diversity in English language.

But in spite of being aware about World Englishes and these varieties of English, there is less acceptability for non-native varieties of English. People still favor standard accent and standard US/UK English. They have used some secondary words and expressions while talking about Pakistani English that indicate their negative perceptions about non-native varieties of English language. The participants are aware of how important English language is in today's era and feel that they need to excel in that language in order to excel in life. Among all this there are participants who are ready to accept Pakistani English and support it. They have shown positive attitudes towards non-native varieties of English and Pakistani English.

CHAPTER 5

CONCLUSION

5.1 Overview

In the present chapter the findings from the data is given in relation to the research questions of the study. The data for the study was collected from 80 questionnaires and 10 semi-structured interviews. One part of the questionnaire was analyzed quantitatively using SPSS 17.0. And the second part of questionnaire and the semi-structured interviews were analyzed qualitatively as per Holliday (2015) defined the steps of thematic analysis. The findings from the quantitative data and qualitative data are presented in the chapter in relation to each research questions and are interlinked with the theoretical framework employed in the study, so the overlap cannot be precluded. The chapter also presents the limitations of the present study and draws implications for further research in the areas of non-native varieties of English especially Pakistani English.

5.2 Findings

The aim of the research was to assess and analyze the perceptions of English speaking Pakistani populace about Pakistani English. The social acceptability of Pakistani English was also investigated. In this section the findings from the quantitative data and qualitative data are presented. The summary of main findings with respect to each research question of the study is presented.

The theoretical framework employed in the study is ‘the dynamic model’ given by Schneider (2007). In his dynamic model of world Englishes he gives five stages through which a variety of English pass in order to be recognized as a distinct variety of English language. The questionnaire and interview were designed keeping the theoretical framework in mind. It was done in order to distinguish on what stage Pakistani English stands at. Pakistani English has passed through the first stage where it was introduced in Pakistan during the British rule decades ago. It has also passed through the second stage of Exo-normative stabilization where British ruled over Pakistan and British

norms were being followed. This is still the case where organizations such as British council are at work to keep the importance of British English alive. The result of this study indicates that Pakistani variety of English is currently at stage three ‘Nativization stage’ and is going towards the stage four ‘Endo-normative’ stage.

According to the findings of this study, Pakistani English is currently in the third stage where it’s being distinguished as a variety having distinct phonological, grammatical, and lexical features. Many prominent scholars have worked on Pakistani English and provided with the features of Pakistani English with most prominent figure being Ahmar Mahbob (Mahboob, 2004). Schneider (2014) also says that in this stage the native and non-native English speakers show resentment to this variety. This is also happening right now with Pakistani English. As the findings indicate the participants have negative perceptions about Pakistani English and majority of the population is not in favor of Pakistani English. They still favor standard American/British English and are refuting this variety of English language. But the analysis also indicate Pakistani English moving towards stage four where it’s being organized and coded and also starting to get accepted. As Schneider (2014) states that the distinction between the stages is not clear-cut and the criteria on the stages might overlap. A number of participants indicate positive attitudes towards Pakistani English as well. They are aware of the differences and are accepting to use Pakistani English as their language. The participants are of view that Pakistani English is different as we have different local languages. There were few participants who agreed that they feel comfortable in speaking Pakistani English because it is simple and easy to understand because of the immersion of local languages and local cultures in Pakistani English. They now feel confident in communicating in English because of this variety.

Research question 1:

The first research question attempted to determine to what extent the English speaking Pakistani populace is aware of this distinct variety of English i-e Pakistani English.

- ✓ The analysis of the findings indicates that approximately 80% of the participants are aware of Pakistani English.
- ✓ There were participants who had heard of the term Pakistani English and were aware about the whole concept of world Englishes and global Englishes. But despite not hearing the term participants were quite aware with the concept of non-native varieties of English. The results showed that

participants were, to a certain extent, aware of the difference among Pakistani English and American and British English.

- ✓ Participants were aware of how the local terms and expressions from their own native language are included in English language to make this new variety of English. Few participants gave examples of Pakistani English as well, indicating their knowledge and awareness of Pakistani English.
- ✓ They were aware that the variation occurs because English is not our mother tongue.
- ✓ So it can be concluded that awareness about Pakistani English is there to a certain extent. The students and teachers in particular seemed to be more aware about world Englishes and Pakistani English. The need of the hour is to create more awareness about Pakistani English to initiate more acceptability.

Research question 2:

The second research question aimed to analyze how English speaking Pakistani populace perceives the variety of Pakistani English in terms of its social acceptability.

- ✓ In terms of the perceptions of people towards Pakistani English, the result indicates that approximately 65% of the participants have negative attitudes towards Pakistani English. Participants have used inadequate terms while talking about Pakistani English. They do not see Pakistani English as authentic, proper English.
- ✓ According to majority of the population standard American or British English is only proper, standardized, correct English. There is reluctance in people when it comes to any non-native variety of English. Among all this there are participants who are ready to accept Pakistani English and support it. A number of participants did show positive attitudes towards Pakistani English. They connected this variety with their identity that Pakistani English show their identity as Pakistanis. They are of view that this variety should be more developed.
- ✓ There were participants who were aware of the importance of the non-native varieties of English and how they have made the communication easier among people with different languages. So it can be said that there is acceptability for Pakistani English at some level.

- ✓ People are getting aware of the different non-native varieties of English; they are getting aware of the World Englishes phenomenon and hence are starting to acknowledge non-native varieties of English language. But there is still resistance and more awareness of Pakistani English is needs to be developed.

So it can be seen that although resentment is there towards Pakistani English but it's also moving forward and getting accepted slowly. What is needed is more awareness about World Englishes, global Englishes, non-native varieties of English and Pakistani English.

5.2.1 Discussion of findings

The major findings deduced from the quantitative and qualitative data are based on three major themes, Standard English, Non-native varieties of English language and Pakistani English. When asked about these three themes in open and closed ended questionnaires and semi-structured interviews the results coincide. Majority of the population still favor standard American and British English and their accent. The participants are aware of the importance that English language has all over the world, it being the international lingua franca and being used all over the globe. The participants have overall shown positive attitudes toward standard American and British English with the exception of minority of participants who have spoken in favor of their own native language and their non-native variety of English as well. The findings from the closed-ended statements, open ended questions and detailed interviews all shows the same end result that the participants supports standard American and British English more than their own variety of English. Most of the participants want to learn standard American or British English and be like them.

Another major finding related to non-native varieties of English was that people are aware about the phenomenon of world Englishes at a certain level. Their responses indicate their awareness about the differences in different English varieties, how these varieties are being created and the influence of their local culture and local languages on these varieties. The participants are aware of global Englishes phenomenon without exactly knowing the terms and jargons. When asked in the questionnaire whether they have heard of world Englishes majority of the participants disagreed. But during the data analysis of questionnaires and interviews participants showed awareness about

World Englishes and non-native English varieties. This indicates that there is a need of more awareness about non-native variety of English which will eventually result in more acceptances towards these non-native varieties of English.

Another finding related to non-native variety of English and Pakistani English is the acceptability of these varieties. The findings indicate less acceptance overall among the participants. Majority of the population still prefers standard American/British English. Few participants do not even consider Pakistani English as authentic English. During semi-structured interviews and open-ended questions the participants have talked negatively about these non-native varieties of English. They have used secondary words like ‘wrong’, ‘improper’, ‘informal’, ‘slangs’ etc. while talking about Pakistani English and this indicates their negative perceptions towards Pakistani English and non-native varieties in general. This also indicates lack of awareness about these varieties and how with more awareness more acceptability can be assured. In the data the students and teachers showed more awareness and more general acceptability towards these varieties indicating they are being taught about world Englishes in educational institutes. The participant’s among the age groups of 20-30 and 30-40 also showed somewhat more acceptance towards world Englishes indicating that this is a relatively new phenomenon and people are slowly being aware about them.

5.3 Limitations of the Study

The present study is limited to its focus on English speaking populace of Pakistan. The participants taken only belonged to the twin cities Rawalpindi and Islamabad. Due to time and feasibility constraints the study focused on a small number of participants. Only 80 participants were taken for the study thus the study cannot be generalized on the larger population. While the study cannot be generalized to all Pakistanis, it can safely represent the views of educated class in the cities of Pakistan. The participants were chosen on the basis of purposive sampling and those participants were chosen who were educated and spoke English language more frequently than the general public. More than half of the questionnaires were given to the participants by hand to fill out and others were sent to the participants by mail.

Another limitation is that the data collection methods employed in the study is only open and closed ended questionnaires and semi-structured interviews. More detailed study could also have been done by different data collection methods. Because of the

time limit the data may not be sufficiently analyzed. The fundamental elements involved in the following research suggest more extended fieldwork therefore the scope of the study became limited and restraint.

5.4 Recommendations

The present study opens up a number of possibilities for future researches related to world Englishes and Pakistani English. As world Englishes is a relatively new phenomenon, the scope of research in this area is quite large. Few suggestions for further research are given below:

1. It is recommended to the future researchers to explore Pakistani English further with different aspects and perspectives. Pakistani English is a less explored topic and can be worked upon in different ways.
2. Future researchers can also attempt to carry out research on the actual use of Pakistani English in Pakistan such as in electronic media, social media and print media. The researcher can make a corpus of Pakistani English as the previous significant researches that have given the instances of Pakistani English are quite old. And with the passage of time Pakistani English is developing so this will be something significant.
3. In the above research the features such as age, gender, occupation and mother tongue are not analyzed in a significant manner due to the time constraint. Further researchers can view participant's perceptions about Pakistani English and explore each variable in detail. These aspects may play role in participant's perceptions about Pakistani English.
4. The most significant factor affecting the attitudes of participants seemed to be the age factor. Future researchers can take age factor as a variable and study attitudes towards Pakistani English.
5. Another area of research in relation to Pakistani English can be the comparative research with other researches done on different varieties of English language. The researcher might find some similar results such as importance of Standard American or British English.
6. Future researchers can also do comparative analysis of attitudes of Pakistani English with other native and non-native varieties of English language.

7. Another research idea is that the researcher can investigate attitudes towards Pakistani English within family members. They can look at different variables such as social context, upbringing etc. and if these factors play any significant role in the attitudes of English language.
8. In the present study the ratio of female questionnaire participants is more. Other researchers can put equal or more focus on male perspective.
9. Another area of research is on the phonology of Pakistani English with respect to different varieties of indigenous languages spoken in Pakistan. The effect of indigenous languages on the native varieties of English pronunciation and accent can be studied.
10. The semi-structured interviews in the research were taken from limited participants. Further researchers can conduct more interviews in order to gather more data and be able to somewhat generalize the study.
11. The present research was limited to only two types of data collection that is questionnaires and semi-structured interviews. It is recommended for future researchers to explore the similar phenomenon using different types of data such as focus group discussion, participant observation etc.
12. In addition to the aspects discussed in this research, other research questions can be analyzed by viewing the data of present research from some different perspective.

REFERENCES

- Abbas, F., & Iqbal, Z. (2018). Language Attitude of the Pakistani Youth towards English, Urdu and Punjabi: A Comparative Study. *Pakistan Journal of Distance & Online Learning*, 4(1), 199-214.
- Afsar, A., & Kamran, U. (2011). Comparing Consonantal Phonemes of Pakistani Standard English and British Standard English. *Kashmir Journal of Language Research*, 14(1), 29-49.
- Alasmari, A. (2018). World Englishes and English as a lingua franca approaches in teaching Saudi ELF learners. *International Journal of English Language Education*, 6(2), 82-91.
- Ali, S., & Shehzad, W. (2019). Linguistic variation among South Asian Englishes: A corpus-based multidimensional analysis. *Journal of Nusantara Studies (JONUS)*, 4(1), 69-92. <https://doi.org/10.24200/jonus.vol4iss1pp69-92>
- Baker, W. (2009). The Cultures of English as a Lingua Franca. *Teachers of English to Speakers of Other Languages (TESOL Quarterly)*, 43(4), 567-592. <http://www.jstor.org/stable/27785045>
- Baumgardner, R. J. (1987). Utilizing Pakistani Newspaper English To Teach Grammar. *World Englishes*, 6(3), 241-252. <https://doi.org/10.1111/j.1467-971X.1987.tb00204.x>
- Baumgardner, R. J. (1995). Pakistani English: Acceptability and the Norm. *World Englishes*. 14(2), 261-271. <https://doi.org/10.1111/j.1467-971X.1995.tb00355.x>

- Bolton, K. (2013). World Englishes, Globalisation, and Language Worlds. 227-251. Stockholm University.
- Canagarajah, S. (2013). *Translingual Practice - Global Englishes and Cosmopolitan Relations*. 1st edition. Routledge.
- Cheema, S. K. & Singh, P. (2015). English Language in Pakistan - Tool of Empowerment of Weapon of Linguistic Imperialism. In P. Singh (Ed.), *Proceedings of ISER 5th International Conference*, 46-49. Singapore.
- Chien, S. C. (2018). *Attitudes towards varieties of English by Non-Native and Native Speakers: A comparative view from Taiwan and the UK*. [PhD thesis, University of Glasgow].
- Clement, K. A. (2011). *The World Englishes Paradigm and its Implications for International Students' Acquisition of Standard American English for University-Level Studies in the United States*. [Master's Thesis, Minnesota State University, Mankato].
- Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (3rd ed.). Sage Publications.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (4th ed.). Sage Publications.
- Crystal, D. (2003). *English As A Global Language* (2nd ed.). Cambridge University Press. <https://doi.org/10.1017/CBO9780511486999>
- Davies, A. (2009). Assessing World Englishes. *Annual Review of Applied Linguistics*. Cambridge University Press. 29(1), 80-89. <https://doi.org/10.1017/S0267190509090072>

- Fuertes, J. N., Gottdiener, W. H., Gilbert, T. C., Giles, H. & Martin, H. (2012). A Meta-Analysis of the Effects of Speakers' Accents on Interpersonal Evaluations. *European Journal of Social Psychology*, 42(1), 120–133.
- Getie, A. S. (2020). Factors Affecting the Attitudes of Students towards Learning English as a Foreign Language. *Cogent Education*, 7(1). <https://doi.org/10.1080/2331186X.2020.1738184>
- Gleason, C. S. (2001). *A Comparative Study of Standard American English and Non-Standard American English Accents*. [Masters Thesis, Eastern Illinois University].
- Han, L. (2019). A Review of the Major Varieties of English Language. *International Education Studies*, 12(2), 93-99. <https://doi.org/10.5539/ies.v12n2p93>
- Holliday, A. (2015). Qualitative Research and Analysis. In Paltridge, B., & Phakiti, A, *Research Methods in Applied Linguistics*. Bloomsbury.
- Hussain, Z., & Mahmood, A. M. (2014). Invariant Tag Questions in Pakistani English: A Comparison with Native and Other Non-Native Englishes. *Asian Englishes*, 16(3), 229-238. <https://doi.org/10.1080/13488678.2014.951465>
- Jabeen, F., Mahmood, M. A., & Rasheed, S. (2011). An Attitudinal Study of Pakistani English. *Interdisciplinary Journal of Contemporary Research in Business*, 3(5), 109-119.
- Jadoon, N. K. (2017). Pakistanization of English in Kamila Shamsie's Kartography. *International Journal of English Language and Linguistics Research*, 5(4), 1-17.

- Jenkins, J. (2006). Current Perspectives on Teaching World Englishes and English as a Lingua Franca. *Teachers of English to Speakers of Other Languages (TESOL Quarterly)*, 40(1), 157–181. <https://doi.org/10.2307/40264515>
- Jenkins, J. (2015). *Global Englishes; A Resource Book For Students* (3rd ed.). Routledge.
- Jilani, S. F., & Anwar, B. (2018). Lexico-Semantic Features of Pakistani English Newspapers: A Corpus-Based Approach. *International Journal of English Linguistics*, 8(4). <https://doi.org/10.5539/ijel.v8n4p50>
- Khalid, A. (2016). A Study of the Attitudes and Motivational Orientations of Pakistani Learners Toward the Learning of English as a Second Language. *Sage Open*, 6(3). <https://doi.org/10.1177/2158244016665887>
- Khan, H. I. (2012). The evolution of Pakistani English (PakE) as a legitimate variety of English. *International Journal of Applied Linguistics and English Literature*, 1(5), 90-99. <http://dx.doi.org/10.7575/ijalel.v.1n.5p.90>
- Kilickaya, F. (2009). World Englishes, English as an International Language and Applied Linguistics. *English Language Teaching*, 2(3), 35-38.
- Kirkpatrick, A. (2017). World Englishes. In Leung, C., & Street, B. V., *The Routledge Companion to English Studies* (1st edition). Routledge.
- Lee, K. Y., & Green, R. W. (2016). The World Englishes paradigm: A study of Korean University Students' Perceptions and Attitudes. *English Teaching: Practice & Critique*, 15(1), 155-168.

- Lowenberg, P. H. (1986). Non-native Varieties of English: Nativization, Noms, and Implications. *Studies in Second Language Acquisition*, 8(1), 1-18. doi:10.1017/S0272263100005805
- Lim, L. (2011). Revisiting English prosody: (Some) New Englishes as tone languages?, 97-118. In Lim, L., & Gisborne, N., *The Typology of Asian Englishes*. John Benjamins Publishing Company. <https://doi.org/10.1075/bct.33>
- MacArthur, T. (1998). *The English Languages*. Cambridge University Press.
- Maftoon, P., & Esfandiari, T. P., (2013). World Englishes and Linguistic Imperialism: Implications ELT. *The International Journal of Language Learning and Applied Linguistics World*, 3(1), 35-44.
- Mahboob, A. (2003). The English language in Pakistan: A brief overview of its history and linguistics. *Pakistan Journal of Language*, 4(1).
- Mahboob, A. (2004). Pakistani English: Morphology and Syntax. In Kortmann, B., Schneider, E., Burridge, K., Mesthrie, R., & Upton, C., *A Handbook of Varieties of English: A Multimedia Reference Tool* Vol. 2, 1045-1057. Berlin, Newyork. De Gruyter Mouton Publisher.
- Mahboob, A, and Nadra H. A. (2004). Pakistani English: Phonology. In Kortmann, B., Schneider, E., Burridge, K., Mesthrie, R., & Upton, C., *A Handbook of Varieties of English: A Multimedia Reference Tool* Vol. 1, 1003–1016. Berlin, Newyork. De Gruyter Mouton Publisher.
- Mahboob, A. (2009). English as an Islamic Language: A Case Study of Pakistani English. *World Englishes*, 28(2), 175-189. <https://doi.org/10.1111/j.1467-971X.2009.01583.x>

- Mahmood, M. A. (2009). *A Corpus Based Analysis of Pakistani English*. [PHD Thesis, Bahauddin Zakariya University Multan]
- Mahmood, M. A., Zahid, S., & Sattar, A. (2011). A Study of Acoustic Correlates of Stress in Pakistani English. *International Journal of Academic Research*, 3(5), 232-236.
- Mauranen, A. (2003). The Corpus of English as Lingua Franca in Academic Settings. *Teachers of English to Speakers of Other Languages (TESOL Quarterly)*, 37(3), 513–527.
- Nortier, J. (2018). Language and Identity Practices Among Multilingual Western European Youths. *Language and Linguistics Compass*, 12(5). <https://doi.org/10.1111/lnc3.12278>
- Pakir, A. (2009). English as a Lingua Franca: Analyzing Research Frameworks in International English, World Englishes, and ELF. *World Englishes*, 28(2), 224-235.
- Paltridge, B., & Phikiti, A. (2015). *Research Methods in Applied Linguistics: A Practical Resource*. Bloomsbury Publications
- Park, H. J. K. (2016). *It Is "Broken" and "Accented": Non-Native English Speaking Graduate Students Perceptions of Non-Native English Speaking Instructors English*. [PHD Thesis, Purdue University]. Proquest.
- Parveen, S., & Mehmood, A. (2013). A Study on Attitudes Towards Varieties of Spoken English in Pakistani Context. *Language in India*, 13(3), 652-667.
- Patil, Z. (2007). On the Nature and Role of English in Asia. *Linguistics Journal*, 2.

- Proshina, Z. (2016). The evolution of Englishes: The Dynamic Model and beyond (Varieties of English around the World G49). *World Englishes*. 35(4), 621-624.
<https://doi.org/10.1111/weng.12233>
- Rahman, T. (2015). *Pakistan English*. [PHD Thesis, Quaid-i-Azam Univeristy].
- Rahman, T. (2016). The Development of English in Pakistan. *Communicating with Asia The Future of English as a Global Language*. 13-27.
<https://doi.org/10.1017/CBO9781107477186.002>
- Rahman, T. (2020). English in Pakistan: Past, Present and Future. *Functional Variations in English*, 127-148.
- Raza, M. A. (2015). Language Attitude and English Language Learning in Pakistan. *Communication Studies and Language Pedagogy*, 1(2).
- Schneider, E. W. (2003). The Dynamics of New Englishes: From Identity Construction to Dialect Birth. *Language*. 79(2), 233-281.
- Schneider, E. W. (2007). Postcolonial English: Varieties around the World. *Asian EFL Journal*. Cambridge University Press.
- Schneider, E. W. (2014). New reflections on the evolutionary dynamics of world Englishes. *World Englishes*, 33(1), 9-32. <https://doi.org/10.1111/weng.12069>
- Schneider, E. W. (2020). Developmental patterns of English: similar or different? In Kirkpatrick, A. *The Routledge handbook of World Englishes* (2nd edition), 408-421.
- Shah, S. K., & Anwar, F. (2015). Attitudes of Parents and Children towards Multilingualism in Pakistan. *Journal of Literature, Languages and Linguistics*, 8, 22-28.

- Shamsie, M. (2011). Duality and Diversity in Pakistani English Literature. *Journal of Postcolonial Writing*, 47(2), 119-121.
<https://doi.org/10.1080/17449855.2011.557178>.
- Siddiqui, A., & Keerio, A. K. (2020). Analyzing the Linguistic Components of Pakistani English: An Indigenized Legitimate English Variety. *Linguistic Forum - A Journal of Linguistics*, 1(2).
- Soomro, A. H., Bango, Z. A., & Mahesar, I. K. (2018). An Attitudinal Study of English as a Foreign Language in Sukkur Sindh Pakistani. *Journal of Education and Educational Development*, 5(1), 123-138.
- Sridhar, K. K. (1986). Sociolinguistic theory and non-native varieties of English. *Lingua*. 68. 39-58.
- Sridhar, K. (2008). South Asian English. In Momma H., & Matto, M., *A Companion to the History of the English Language*. 404-412. Basil Blackwell Publishers.
- Surmi, M. (2018). Postcolonial English varieties in the Arab World: A preliminary study. *Asian Englishes*, 21(2) 158-171.
<https://doi.org/10.1080/13488678.2018.1464094>
- Swann, R. M. (2010). From Variation to Hybridity. In J. M. Swann, *The Routledge Companion to English Language Studies* (76-107). Routledge: Taylor and Francis Group.
- Taherdoost, H. (2016). Validity and Reliability of the Research Instrument; How to Test the Validation of a Questionnaire/Survey in a Research. *International Journal of Academic Research in Management*. 5. 28-36.

- Talaat, M. (1993). Lexical variation in Pakistani English. In R. J. Baumgardner (Ed.),
The English Language in Pakistan. Karachi: Oxford University Press.
- Walliman, N. (2011). *Research Methods: The Basic* (second ed.). Routledge.
- Yu, Y. (2010). Attitudes of Learners Towards English: A Case of Chinese College
Students. [Masters Thesis, The Ohio State University]

APPENDICES

Appendix A: Questionnaire

Questionnaire for MPhil Research Thesis

Name: _____ **Age:** _____ **Date:** _____

Gender: _____ **Occupation:** _____
Native/mother tongue: _____ **Highest Qualification:** _____

Willingness to be contacted for interview: Yes/No (please encircle one)
Email: ----- **Phone No.** -----

I am Fareeha Nadeem and this questionnaire (consisting of two sections) makes a part of the research I am conducting as an MPhil English linguistics student at NUML Islamabad. The objective of the research is to study the extent of awareness and perceptions of Pakistani populace regarding different varieties of English spoken in the context of Pakistan.

Your responses will only be utilized for academic purposes, and your identity will be kept confidential. The questionnaire will take about 20 minutes of your time. Please try to answer the questions as honestly as possible.

Section 1: Attitudes about Pakistani English

Kindly choose the appropriate scale to show your preference for the following statements in each case. Tick mark one scale only for each statement.

S.N.	Statements	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
1	I am a good speaker of English language.					
2	My English pronunciation is close to American or British English.					
3	I deliberately try to sound like an English speaker.					
4	I feel pressure from society to use correct accent of English.					

5	I feel that native speakers of English would have difficulty understanding my English accent.					
6	People's accent does not really matter as long as communication is understood.					
7	Many varieties of English exist in the world.					
8	Pakistani English is a different variety of English.					
9	Pakistani English is near to American English.					
10	I can recognize the difference between Pakistani English and US/UK English.					
11	I have heard of the term World/Global Englishes.					
12	English spoken normally by Pakistani people is not authentic English.					
13	I feel hesitant in speaking English because of my Pakistani accent.					
14	I feel impressed when listening to Pakistanis who speak with good English Accent.					
15	In an increasingly globalized world, it is important to understand both native and non-native varieties of English.					

Section 2

Please be as comprehensive as possible while responding to the following open-ended items. You may add an extra sheet if required.

1. Do you think using American or British Accent is important while speaking English? Why/why not?

2. You may have noticed that the variety of English that we use here in Pakistan is a little different from the UK/US English, Could you explain how it is different?

3. Do you think it is good or bad for non-native varieties like Pakistani English, Indian English, Chinese English, etc. to exist? Why good/why bad?

4. If given a choice, would you like to keep using Pakistani English or would you shift to US/UK English? Why?

5. Do you think we need to try to bring our English as close to US/UK English as possible, or we need to establish our own variety of English and feel proud about it? Why?

Thank you for taking out time to fill this questionnaire!

Appendix B: Interview Guidelines

Introduction

- Ethical concerns. The participants were asked if they are fine with the interview being recorded
- Introduction of the interviewee
- Introduction of the researcher and the research

Importance of English accent

- Accent important in conversation or not?
- Importance of accent in their professional life

Awareness of Pakistani English

- The term Pakistani English
- Difference of Pakistani English with other varieties of English
- Reasons for existence of variations in varieties

Importance of non-native varieties of English

- Existence of non-native varieties of English
- Perceptions on the existence of non-naïve varieties of English
- Non-native varieties of English and identity
- Communication barrier and non-native varieties of English

Importance of Standard US/UK English

- Importance of Standard English
- Level of intelligence
- Reputation and status

Acceptability of Pakistani English

- Attitudes towards Pakistani English
- Their choice among Pakistani English or native varieties of English

Appendix C: Interview Transcriptions

Appendix C.1: Interview no. 1

(S=interviewee, I=interviewer)

I: First of all do you think English accent is important in a conversation?

S: Yeah as far as originality is concerned, it should be followed because they are the native speakers of this language, we are not. This is something else that we have our own accent as we have our own pronunciation of different words.

I: So it is your own way of speaking? Accent is your own way of speaking right?

S: Yes. But I also appreciate if we can follow the native accent.

I: So in your student life, academic life have you felt the importance of English accent? Does it get appreciation?

S: Yes you can say as far as I am concerned I have been in inferiority complex because in the first semester I met my fellows. One of my fellows was so fluent I didn't recognize whether she is native speaker of her language or either she is foreigner or the Pakistani but after sometime I knew she has been in USA for 10 years that's why she was so fluent. But yes we can't ignore the importance of the native accent. Everyone appreciates it. Although we have our own accent of speaking English in Pakistan but everyone does appreciate if someone can have good English and elision and etc.

I: Accent beautifies your language. Do you agree with this?

S: Exactly and as far as my opinion is and it also builds our confidence as I am not in comprehension English but if I can speak fluently it also makes us confident.

I: So you have heard of the term world Englishes and Pakistani English right?

S: Yes.

I: If you have to explain it to someone, what will you say Pakistani English is? What is Pakistani English?

S: Pakistani English as we are not natives of this language, we have just borrowed this language because we are the blind followers. We don't know even our identity we have been learning the English and now we are trying to follow the Chinese and don't know what we are going to do in the future but yes as far as international or this language is concerned, this has become an international lingua franca. So this is why we are the blind followers, we are not slaves right now but yes we are mentally slaves.

We just follow them. We say that we are different from them this shouldn't be the case as we have our own identity our own culture this is the real depiction of their culture. Whenever we are reading or studying them this should be the depiction of their culture this doesn't suit our culture. This is why we have amalgamation of these cultures as when we use English language in Pakistani context so this is why they don't have the words related to our culture that is why we use our own words in English.

I: So have you personally noticed any difference in English that we speak and English that Americans speak?

S: Of course. Our pronunciation and when they speak, they have the native speaker, they have fluency we yes exceptions are there but we cannot be so fluent as far as we have been used to grammar translation method. And we don't know how to deal in that direct language. First we translate it into Urdu, then our mother language, this is very different.

I: ok but is it only the pronunciation or accent that is different?

S: Not as far as my personal perception is that even we don't comprehend at that level as I think that I should go abroad whether in what context we can't see the words but we can't feel immediately the meaning of those words pragmatically or semantically.

I: So you think there are some words that we use with different meaning and British or Americans use with different meanings?

S: Exactly. As far as our culture's different as we have the worst word I don't want to speak but as I have read in that context, they use it as a positive, but if that word we use in Pakistani context, this is totally taken in negative direction.

I: Ok so meaning wise the words differ?

S: Yes that's why I said that semantically, pragmatically we are far behind them. We can use English but we don't know in which context the words are used.

I: So we have just English knowledge, just the knowledge of grammar, just the knowledge we don't know how to communicate properly in English?

S: Yes that's right. As a student of language I know that that shouldn't be the case that if someone wants to learn any language they should be taught him or her with grammatically so this is the dilemma of Pakistan society even I don't think so they pay heed to this too much as we everyone is communicating we just point out that this was the pronounced wrong or this something else whatever.

I: Ok so why do you think this difference exists in different varieties?

S: I think you are the best when you are you. No one can change your originality as we are not original. We are borrowing this language from someone else. So this should be the case because we are the replica of the English. Not replica they say that synonym of Americanism, British say that Americanism, Americans have polluted our language. From those two dialects we are polluting it more than those two accents.

I: So you agree that these non-varieties, they exist.

S: Exactly

I: Do you think it should be like that or no? Should the varieties exist or not?

S: Only the change is permanent and it should be. And we in the future may have many other varieties too. Because only as we borrow language features that how we borrow the words how we translate the words language can never be purely so this is what we can say we have many languages and that's even Pakistan "burushski" if you have heard this language. We don't have transcription of this language. This is the only language in Pakistan which is spoken. We don't have transcriptions. That's why whenever we go to any rural area of that city we have another difference and in other village we have another difference. This happens.

I: Ok so it's not on choice. The varieties just exist?

S: Exactly even we are living in the same home brother and sister may have the different vocabulary.

I: Do you think having your own variety of English it gives the people of that country its identity? that I am using Pakistani English it shows that I am Pakistani. Do you think it's a good thing?

S: If we see at national level, if we are sitting in NUML, yes everyone can differentiate whether I am going to speak the native accent or Pakistani but in village if I am speaking English no one can differentiate whether I am speaking the original accent or whatever because they don't know these people don't know about the accent.

I: So you think it is good for the world to have like different varieties of English?

S: Yes because this is good in some way that when we speak English we hear we are thought as we have good status and they also follow us as far as those are concerned this happens.

I: So tell me if people from different countries come together and they are communicating in their own variety of English, do you think they will be able to understand each other better or there will be a barrier in communication?

S: Barrier may happen as far as we are Pakistani we may have psychological barrier but as far as language is concerned these are just accents, this is I think the beauty of language that different accents speakers can communicate in the same language. If we are speaking in other language this may be different, but yes they can interact.

I: So they will be able to understand each other even when the varieties are different?

S: Yes

I: So English is considered as an international language. It has become an international language right? So do you think emergence of these non-native varieties will make English loose its importance?

S: Yes i think so. When we have varieties we have options. If someone have if we are using the different accents of the same language this happens as in power was UK, United Kingdom, after that the phenomenon of Americanism happened. The origin of this language is from the British and then American accent has been started because of their power even we have both pronunciations in the dictionaries, we may say that when we speak this the one who comes in power yes that will be followed.

I: Ok so why do you think English language has gained importance?

S: I think as far as I know this is due to the language, the language has been used, they had power, and they had everything due to which we have followed them. Due to the power the language also has been followed blindly and spoken.

I: So do you think English language your level of intelligence?

S: Not at all. Not any language

I: But as you also said earlier that your reputation may increase in people eyes when you know English or when you are speaking in English properly, people look at you differently. Is it right?

S: Yes. I also said that because we are the blind followers of them. I don't think so this should be the case that if I am speaking English I am good and if I am translating in my mother language or Urdu that it decreases or increases my status in my perception. Because we can learn something in English but we cannot be creative in language I think.

I: If given a choice would you consciously want to speak in Pakistani English or improve the Standard English?

S: As far as my concern is I don't think so I will be able to speak the native accent. I'll be unconsciously speaking the Pakistani accent as we have grown up in this environment.

I: So you think we should try to develop Pakistani English or our own variety of English? Do you think there should be steps taken for it?

S: Not at all. I believe in the originality. If we are following them we should follow them sincerely. But this also is not possible practically because language is change.

Appendix C.2: Interview no. 2

(K=Interviewee, I= interviewer)

I: Do you think English accent is important in a conversation?

K: Yes it's very important.

I: Any reason?

K: Reason is for personal exposure like when I was doing my masters in English one of my professors was from Scotland. Though he used to deliver his lecture in English but I was unable to understand just because of his accent. But later on I got familiar with his accent and started understanding what he is saying for the initial few weeks I was unable to understand him.

I: So you think English is important to better understand the message accent.

K: Yeah understanding. Accent is important for the better understanding of the language.

I: So you have lived outside of Pakistan for your saying in UK, so you must have noticed the difference in English language?

K: Not really. The accent yes slangs might be different you know. Generally more or less it's the same but other than the accent yes of course.

I: In your occupation, in your professional life have you felt the importance of English accent? Does it get appreciation?

K: It's not a big problem because all we have the same accent almost because we have all learnt the English. We don't have the English as mother language. So locally I don't think there is a bit problem. I mean I never feel the problem.

I: Do you believe that accent beautifies your language? How much do you agree?

K: No it doesn't. I don't think it beautifies. It makes you more closer to the original.

I: Is it a good thing?

K: Yes of course it is a good thing. Speaking any language in its proper accent is always good.

I: Is it because it is their language? We have adopted from Americans or from British so is it because of this that we should like you know follow them or follow their accent?

K: Not because of this reason. But because of the genuine value or originality of you know whenever you learn some language it is not only the vocabulary things but the accent must also be learned because then and only then it comes to the closure.

I: Have you ever heard of the term World Englishes or Pakistani English?

K: No I never came across like that.

I: But if I ask you like if you hear the word world Englishes or Pakistani English, what do you think it refers to?

K: Basically it refers to accent. Basically it refers to accent and mixing of other languages while you are speaking it. I mean with the local slangs and local words.

I: You have noticed the difference in accent and vocabulary let's say?

K: Yeah you may say you are right actually.

I: So why do you think this difference in vocabulary or difference in accent exists?

K: Vocabulary is just the matter of study you know. You don't do the lot of study and the accent is because of our mother tongue you know. Because we all are from what you are calling the accents in Pakistan we don't have we have local languages like Pashto, Punjabi, Urdu whatever Sindhi. So every language has its own tone and its own accents and when you speak English its reflects in that like when some Pathan speaks English it's accent caves and that English same is with Sindhi and Punjabi you know.

I: Do you think these non-native varieties actually exist? Like I say Pakistani English, Indian English, Singaporean English. Do you think these exists?

K: Yeah they do, but they all refer to accent.

I: The main difference is of accent?

K: Yeah main difference is accent and at some places you mix the local words you know.

I: What do you think, should these varieties exist or not? Is it god for these varieties to exist?

K: I mean it's always good to have things in original but what is their yeah we have to accept it. If somebody can go as closer as possible to the exact that is always appreciable.

I: Do you think having your own variety of English give the people identity? Like I am speaking in Pakistani English, does it create a different identity?

K: Ok if you are asking just about the identity, yes definitely. Because there are many people and you start to speak in English in Pakistani accent. The other people sitting their might start thinking of you as Pakistani because they know this accent is being followed by the Pakistanis. But I'm not saying it's bad or good. Yes it gives you an identity.

I: So It is just there?

K: It is a reality. It is a reality that it gives you an identity in international market.

I: If people from different regions or countries come together and they are communicating in their variety of English or in their accent do you think they will be able to understand each other better or there will be barrier like for example you said that you had Scottish teacher and you had some difficulty. Do you think such thing will happen if people from different countries come together and they are talking in their accent?

K: Definitely. Like when Chinese speak English, I do work with the Chinese. It's hard for me to understand them.

I: Their English? When they are speaking in English?

K: Yeah when they are speaking in English. Still at this stage I find myself difficult to understand them.

I: Because of their accent?

K: Mainly because of their accent and then shortage of vocabulary.

I: Alright so English is considered as international language right? Do you think emergence of these varieties it will make importance of English less? like will it lose its importance if there are different varieties of English?

K: No No. that is still important because at least you can understand. You can at least guess what, if not understand, you can at least guess what he wants or what he's saying. Even if the language is not there like if three people are sitting one Chinese, one Turkish, and one Pakistani. They are speaking their own language, they will definitely not understand each other but one doesn't matter what accent they are

following but when they will speak in English, at least minimum you will understand what they are saying.

I: Ok ok so why do you think English language has gained this much importance that it is used everywhere?

K: It is because of the history you know. Because the British rule was all over the world. As the people say the sun never lowers in British rule at time. Now it is definitely closing to one very smaller Ireland but once it was all over the world.

I: Do you think English language defines your level of intelligence? Like you are more intelligent if you know English?

K: Not at all. Not at all.

I: But is it true that your reputation increase in people's eyes when you speak English or when you know English like people look at you differently?

K: Differently what exactly do you mean by differently?

I: Like if someone is speaking in good English you are impressed. People are impressed.

K: Yeah yeah. In Pakistan, yes. In Pakistan I can tell you I don't know about, in India too. In India too. People are proud of speaking in English rather using their own yeah but again its refers to the colonial rule you know.

I: Lastly if given a choice would you consciously want to speak in Pakistani English or improve the Standard English?

K: I will definitely try to improve it. It is because I love the languages to be as original as possible they are.

I: Is it because it is still considered as the standard and original?

K: Not because of that, just because I believe that the languages must be learned as closer as possible to the original to the origin.

I: So you think we should take steps to improve this English language along the accent.

K: One must try yes.

Appendix C.3: Interview no. 3

(R=Interviewee, I= interviewer)

I: Do you think English accent is important in a conversation?

R: It's important I think in education level I think it's important. We also need to speak in our national language like that is Urdu. So we need to spread our own language as well. Yeah.

I: So in your education life when you were a student or now that you are a teacher have you ever felt the importance of English accent like have you noticed that it gets appreciation?

R: Yes yes I have not very much because I met some of foreigner friends so they did not know how to speak in English. So that time I felt that English is also very important for us because we can speak with international speakers as well. And we can communicate with the other people from outside our Pakistan. That's why I think it's important.

I: English language or English accent?

R: English accent is also important because I think I have felt it because speaking to foreigners like in our university I mean we are speaking in our own accent so it's little bit difficult for them to understand our accent that's why English is important.

I: Accent beautifies your language do you agree? Or is it just a way of speaking?

R: I think accent is also important.

I: You must have heard of the term Pakistani English or world Englishes?

R: Yes

I: What is it? How will you explain Pakistani English to someone who doesn't know what is it?

R: I think that Pakistani English is like the accent of Pakistani people is very different from the accent of the native speakers like we speak in a different in our own way we speak clearly very much every word we speak that is very clear to the other person. But while native speaker speaking so very difficult to understand for Pakistani or any other country people.

I: Is it only the accent that is different or vocabulary difference or grammatical difference? Is there any other difference also or just the accent difference?

R: Yeah little bit differences in vocabulary because Pakistani use simple vocabulary while the other people the native people use some difficult vocabulary as well.

I: Why do you think this difference exist that you have noticed. Why do you think this exists?

R: Yeah the difference exist because this is not our own language. We can coin new words if it's our own language but it's not our own language so we have to learn the other language the English vocabulary so we don't have so much we don't understand the native speakers every time that's why our vocabulary and our accent is different from those people.

I: Ok ok. What do you think do these non-native varieties exist? Like Indian English, Pakistani English are they real? Do they exist?

R: Yes I think that it's that in every country because like in Pakistani different varieties exist some people speak at in a different while other people speak in another way. According to their own language their mother language.

I: Do you think it's a good thing? Should it be like that or no? Should the varieties exist or no?

R: I think it should not exist but I think we need to learn like the native speaker but it still exists.

I: So why do you think varieties exist then? If they exist?

R: Yes varieties I told you before that the varieties exist because of the person's native language like their flow of speaking, their way is different so that's why these varieties exist.

I: Do you think having your own variety of English it gives people identify? Like if I am speaking in Pakistani English people can understand they will know that I am form Pakistan. Is it a good thing? Do you think it happen?

R: Yes it happens they can understand it.

I: Is it a good thing?

R: I think it's a good thing.

I: That other people can know from where you belong?

R: Yeah but I don't I don't like it if we are speaking that language if we are speaking English so we should need to speak in that language and that accent. It's not a good thing as they know that we are form this country or that country because sometime we need to speak in their language.

I: Ok. Do you think it is good for the world to have these many varieties? Is it a good thing to have so many varieties of one language?

R: I am neutral about it like yeah it's sometimes good and sometimes bad.

I: Ok what do you think if people from different countries come together and they are speaking in their own English accent, their own English variety do you think they will be able to understand each other better or there will be a barrier in communication?

R: They will understand each other but it will be very difficult understanding will be very difficult but still they could understand it.

I: Because of the common language?

R: Yes because of the language that is common.

I: Ok so English is considered as an international language right?

R: Yes

I: What do you think do you think emergence of these non-native varieties will make English lose its importance?

R: No I think it will not lose.

I: Why do you think English language has gained this much importance?

R: Because of specially it has gain more importance in our Asian countries and I think the most common reason would be the colonialism of those people because British colonized our sub-continent that's why we have given so much importance to English. So I think its colonization.

I: Do you think English language defines your level of intelligence?

R: No

I: Is it true that people's reputation increase if they know English like people look at you differently?

R: Yeah yeah specially in our Pakistan they give more importance to those who are good at English. And they think that he is the most intelligent person.

I: So if given a choice would you consciously want to speak in Pakistani English or keep using or improving standard English?

R: I will improve.

I: Is it because it is still considered as the standard language?

R: Yes I think it is being considered.

I: So you think we should take steps to improve Standard English?

R: Yes yes