

LINGUISTIC INNOVATIONS IN PAKISTANI ENGLISH: A CORPUS ASSISTED STUDY OF EDUCATIONAL ADVERTISEMENTS

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ABSTRACT

In an increasingly globalized linguistic environment, understanding how English adapts in postcolonial contexts like Pakistan is vital for capturing the dynamic nature of language and identity. This study aims to investigate the linguistic innovations occurring in Pakistani English as observed in educational advertisements, highlighting how Urdu-English code-switching, localized expressions, and stylistic patterns reveal a unique sociocultural blend. The research addresses a critical theoretical and sociolinguistics gap by exploring how advertising discourse both reflects and shapes the evolution of Pakistani English. Using a corpus-assisted approach, a data set of print and digital educational advertisements was compiled, coded, and analyzed for recurring linguistic features, borrowing strategies, and rhetorical devices. Text analysis tools and qualitative categorization were employed to measure frequency patterns, semantic shifts, and syntactic innovations. Evaluation metrics included discourse frequency, lexical innovation, and syntactic deviation from Standard British English. Key findings reveal a marked trend of hybridization, creative code-mixing, and the functional repurposing of English vocabulary in localized educational contexts. The study concludes that educational advertisements serve as active agents of linguistic innovation, reinforcing Pakistani English as a distinctive and evolving variety. Future research may explore cross-media comparisons or extend the study to other sectors such as health or technology advertising.

Keywords: Code-switching, Corpus linguistics, Language innovation, Pakistani English, Educational advertisements.

INTRODUCTION

English in Pakistan exists in a dual status as both a colonial inheritance and a contemporary instrument of power, prestige, and progress. First introduced via British colonization, English has matured from its use as a sign of imperial domination to its role today as a requirement for upward socio-economic mobility in Pakistan (Baumgardner, 1993). The language became institutionalized in elite administration, judiciary, and education during the colonial period, and post-independence it was maintained in its co-official status with Urdu, solidifying its positions in the government and higher education (Rahman, 1999).

The postcolonial development of English in Pakistan has resulted in the formation of Pakistani English (PakE), a variety established within the Outer Circle of World Englishes (Kachru, 1985). This indigenized form is not just a impoverished variety of British English but a dynamic system which mirrors the multilingual and multicultural nature of Pakistani society (Mahboob, 2009). PakE integrates local syntactic structures, phonological effects, and lexis, particularly through code-switching, lexical borrowing, and semantic change (Mukherjee & Hundt, 2011). Educational advertising is especially a fertile context in which to look at these shifts. Since institutions look for ways to recruit a bilingual population, they use hybridized language that fuses English and Urdu. This blend is not just stylistically deliberate but also ideologically infused, bearing cultural values, hopes, and an ambition to connect with the world. Research

on this discourse provides insights into both linguistic inventiveness and identity formation in the modern linguistic context of Pakistan (Zubair & Khan, 2020; Mehmood et al., 2012).

Research Objectives

- i. To discover and classify the most frequently used types of linguistic innovations, i.e., lexical, syntactic, semantic, and pragmatic features, in Pakistani English education advertisements.
- ii. To find out the incorporation and use of Urdu words and phrases into English Language in these advertisements and how these insertions demonstrate hybridized structures of language.
- iii. To examine the pragmatic functions of the language innovations in terms of their persuasive, emotional, and attention-grabbing capacities towards the target audience.
- iv. To assess the patterns and degrees of code-switching and lexical borrowing from Urdu and other local languages in educational advertisements on different media channels.
- v. To examine how these linguistic forms mirror the more general sociocultural and educational environment of Pakistan, such as identity concerns, modernity, class, and education ambitions.

Research Questions

- i. What types of linguistic innovations are most commonly found in Pakistani English educational advertisements?
- ii. How do Urdu words and phrases get integrated and adapted into English in these advertisements?
- iii. What pragmatic functions do these linguistic innovations serve in attracting and persuading the target audience?
- iv. To what extent do educational advertisements in Pakistani English exhibit code-switching or borrowing from regional languages?
- v. How do these linguistic features reflect the sociocultural and educational context of Pakistan?

To summarize, this research delves into the indigenization of English within Pakistani educational advertisements, a domain where English functions as both a tool for global communication and a marker of status and intellect. The study aims to identify and classify the prevalent linguistic innovations – lexical, syntactic, semantic, and pragmatic – employed in these advertisements. It will specifically investigate the integration of Urdu elements into English, analyzing the resulting hybridized structures and their pragmatic roles in persuasion and audience engagement. Furthermore, the research will examine the extent of code-switching and lexical borrowing from Urdu and other regional languages across different media, ultimately exploring how these linguistic choices reflect broader sociocultural and educational dynamics within Pakistan, including aspects of identity, modernity, class, and educational aspirations.

LITERATURE REVIEW

Literature review is crucial for the identification and justification of research gap addressed in the study on hand. This section highlights and review the parameters of the current research study. Pakistani English (PakE), shaped by colonial legacy and post-independence evolution, has emerged as a vibrant, localized variety within the World Englishes framework (Kachru, 1985; Baumgardner, 1993). In educational advertising, PakE blends English with Urdu and other local languages, using code-switching, emotive language, and culturally resonant rhetorical tools to persuade audiences and reflect national identity (Zubair & Khan, 2020; Mehmood et al., 2012; Mahboob, 2009; Rahman, 1999). These linguistic innovations—lexical borrowing (e.g., chacha, biryani), semantic shifts (e.g., cousin), syntactic and morphological adaptations (e.g., timepass), and phonological features—demonstrate PakE's divergence from

Standard English and its alignment with Pakistan's multilingual reality (Baumgardner, 1993; Mahboob, 2004; Mukherjee & Hundt, 2011). Advertising discourse often prioritizes cultural effect over linguistic norms, leveraging non-standard forms to build rapport and influence choices (Fairclough, 1995; Gumperz, 1982; Crystal, 2003). Multimodal strategies, combining text and visuals, further enhance persuasiveness (Kress & van Leeuwen, 2006). Despite widespread use across governance, education, media, and commerce, PakE faces challenges such as lack of codification, pedagogical shortcomings, and class-based disparities in proficiency (Mansoor, 2005; Mahboob, 2004; Baumgardner, 2006). Its future hinges on scholarly recognition, inclusive teaching practices, and adaptation to global influences, affirming its role as a legitimate and expressive linguistic identity (Canagarajah, 2006; Rahman, 2011; Kachru, 1992).

Sociolinguistic Environment of Language Use in Pakistan

The sociolinguistic environment of Pakistan provides fertile ground for the evolution of Pakistani English (PakE), a distinct variety shaped by sustained contact between English and local languages. A key feature of PakE is lexical innovation through borrowing and code-mixing. Advertisements frequently blend English with words like *tiffin*, *biryani*, or *shadi hall*, creating discourse that resonates with audiences by combining cultural authenticity with global prestige (Baumgardner, 1993; Rahman, 2011). Such practices demonstrate how speakers draw on their bilingual repertoires to communicate effectively and persuasively.

Lexical development in PakE often involves transliteration of Urdu words and semantic extension of English terms. Mahboob (2009) illustrates this with the word *discipline*, which in Pakistani schools extends to notions of moral conduct and social order, diverging from conventional British English meanings. This shows how English adapts to encode local cultural values. Similarly, syntactic innovations reveal the influence of Urdu grammar. Mukherjee and Hundt (2011) identify systematic differences in verb usage, prepositional phrases, and noun clause structures, reflecting transfer from Urdu. These features are not errors but evidence of creative accommodation and indigenization.

PakE also reflects sociolinguistic diversity tied to ethnicity, class, education, and region (Mansoor, 2005; Rahman, 1999). Code-mixing and borrowing serve communicative functions such as signaling solidarity, emphasis, or topic change (Malik, 1994; Muysken, 2000). Such hybridity not only meets pragmatic needs but also indexes identity and cultural affiliation, positioning PakE within the global framework of World Englishes (Kachru, 1986; Schneider, 2007).

To sum up, the defining features of PakE—lexical borrowing, semantic extension, and Urdu-influenced syntax—highlight the adaptability of English in Pakistan's multilingual context. These innovations are systematic, socially meaningful, and central to the indigenization of English, contributing to its growth as a dynamic variety of World Englishes (Manan et al., 2015). The upcoming section highlights theoretical aspects of the current study.

Theoretical Frameworks in Language Variation and Change

According to Tribble (2010), AntConc and WordSmith are resources that reveal the grouping of words as well as the appearance of new words in the corpus. In doing this, the current research plans to find unique expressions and sentence forms in the genre and track their presence within the ads. Experts define advertisement discourse by its key goal: to persuade. A company uses different methods to get people to act by using emotion, facts and catchy visuals. When it comes to advertising in education, putting a new spin on words helps build appeal and credibility.

Fairclough (1995) points out that to blend with modern, accessible and successful views, companies are more likely to use relaxed and mixed language or vocabulary. Pakistani

Companies in education regularly integrate both hybrid and new words into their advertising, aimed at enticing the middle class. Even saying, officially, "Did you pass your matric?" Sign up for our English bolna course! or Admission is available for Europe Standard College are cases of localizing the language for function and sense of identity. Kress and van Leeuwen argue in their book that advertisements use language, images and typography to construct meaning at the same time. Both culturally suitable symbols and bilingual names stretch Pakistan's advertising messages, making them unique. While researchers often consider all kinds of ads, educational ads have been given less attention.

Nonetheless, they are a good place to study innovation in language, because they usually target bilingual readers and must explain difficult topics briefly. Zubair and Khan's 2020 research demonstrates that educational institutions in Pakistan mix English words with local terms to demonstrate prestige and be understood by students. A Hafiz-e-Quran concession may come with "free bus service," which combines Islamic beliefs and language.

As for as, the Code-switching and code-mixing in Pakistan is concerned, particularly within educational advertising discourse, are not random deviations but socially motivated and strategically deployed linguistic practices that reflect the bilingual and multicultural character of Pakistani society. Rooted in the post-colonial South Asian linguistic ecology (Rahman, 1999; Mansoor, 2005), these practices allow speakers and advertisers to negotiate identities by combining English, associated with modernity, prestige, and global connectivity, with Urdu and other local languages, symbolizing cultural authenticity and emotional resonance (Rahman, 2011). As noted by Gumperz (1982), Auer (1998), and Muysken (2000), such alternation functions as a pragmatic tool serving emphasis, solidarity, and persuasion. In advertising, expressions like "*Enroll now – taleem ka naya dor*" or "*Apki success hamari guarantee*" illustrate how English provides authority while Urdu evokes emotional closeness, aligning with Malik's (1994) observation that code-switching in South Asia builds familiarity and attention. Empirical studies (Khattak et al., 2014; Manan et al., 2015) confirm that these hybrid practices are reinforced by globalization, elite linguistic preferences, and digital communication, where Roman Urdu-English blends dominate platforms like Facebook and WhatsApp (Crystal, 2003; Androutsopoulos, 2006). From a World Englishes perspective (Kachru, 1986; Mahboob, 2009), such hybridity contributes to the nativization of Pakistani English, creating localized norms of intelligibility and persuasive appeal. Importantly, corpus-assisted methods using tools like AntConc enable systematic identification of recurring hybrid forms and persuasive lexical patterns (e.g., "future," "success," "guarantee"), revealing both structural innovations and functional appropriations in Pakistani English educational discourse. Thus, code-switching and code-mixing in this context emerge as constitutive features of Pakistani English, serving communicative, cultural, and commercial functions while exemplifying the creative adaptation of English to Pakistan's multilingual landscape.

Lexical Borrowing and Semantic Shifts in Pakistani English

Lexical borrowing and semantic shift are among the most important language phenomena that lend Pakistani English (PE) its uniqueness. Lexical borrowing pertains to the borrowing of words from other languages, in this instance predominantly Urdu, Punjabi, and other local languages, into English usage, while semantic shift pertains to a modification of the meanings of already existing English words in the Pakistani context. These are not haphazard processes but result from the sociocultural demands, contact of languages, and identity formation in a multilingual setting such as Pakistan (Kachru, 1983).

In the case of Pakistan, lexical borrowing is motivated by the necessity to describe local realities, cultural concepts, and institutional frameworks that have no precise equivalents in indigenous varieties of English. Thus, for instance, terms such as "madrasah" (school or seminary), "biryani" (local rice preparation), "thana" (station house), and "shadi" (wedding)

find regular usage in English-language dailies, advertisements, and even scholarly writing in Pakistan. The borrowings are usually italicized in formal prose but tend to occur freely and unmarked in everyday usage and writing, testifying to their incorporation into local English vocabulary. As Baumgardner (1993) observes, these borrowings are enriching Pakistani English and the sociocultural integration of English into local environments.

Semantic changes are also crucial in constructing the uniqueness of Pakistani English. Terms borrowed from Standard British or American English can acquire new meanings or shades of meaning in PE because they are used in a different cultural environment. For example, the term "cousin" in Standard English usually doesn't mean close day-to-day contact, but in PE, it might be used to denote a near-sibling because of the joint-family setup common in Pakistan. Likewise, the term "uncle" in Pakistani English applies not just to one's paternal or maternal uncle but to older men in general, sometimes as a mark of respect—this contrasts with its limited application in native English. Rahman (1991) stresses that such semantic broadening is culture-driven and indicates how English accommodates to describe the socio-relational forces of Pakistani society.

Along with cultural and family words, educational and bureaucratic jargon in Pakistan has also created lexical and semantic innovations. Words like "marksheet", "test session", and "supply paper" are generally comprehensible in Pakistan but may be unclear or incomprehensible to native English speakers. For example, "supply paper" is an abbreviation for supplementary examination, which is a word that has been shortened and locally modified. These terms evolve as a result of Pakistani and South Asian education forms and evaluation customs (Mahboob, 2004).

The power of lexical borrowing and semantic change is seen even in the field of advertising and marketing, particularly in education advertisements. Institutions employ terms such as "coaching center", "matric coaching", or "O-Level experts", blending local education words with international English descriptors. This linguistic hybridity is constructed to appeal both to the local consumer and to aspirational values tied to English education. As Mehmood et al. (2012) note, hybrid expressions of this type express a wish for prestige and modernity while preserving cultural specificity.

Notably, the process of lexical borrowing and semantic change is part of how Pakistani English emerges as an authentic and separate variety in the World Englishes paradigm. Researchers like Kachru (1992) opine that non-native English varieties are not to be assessed in terms of native variety norms but valued for their functional and sociolinguistic functions in their respective contexts. The borrowed vocabulary and locally inserted meanings in Pakistani English are examples of this dynamism, meeting communicative requirements and expressing local identities.

Corpus linguistics thus empowers the researcher to make objective, evidence-based claims about the nature of language innovation, particularly in a multilingual and post-colonial context like Pakistan where English operates alongside indigenous languages. It not only supports descriptive analysis but also opens up space for critical interpretation, helping us understand how educational institutions craft their language to appeal to a linguistically diverse audience. In this manner, corpus linguistics becomes not only a methodological basis but also an analysis tool by which Pakistani English's linguistic creativity and hybridity can be adequately explored and admired.

Advertising in Pakistan is an extraordinary linguistic and cultural event that becomes a site of intersection between world influences and local customs. The research on ads in the Pakistani context has also attracted interest for its revealing insights into the employment of language, construction of identities, and socio-cultural introspection. Ads, particularly in print and broadcast media, contribute importantly towards the constructions of public opinion and

shaping consumer practices, and the language they use is very far from being neutral. It is charged with the persuasive tactics that reflect the cultural and ideological foundations of Pakistani society. One of the notable features noted in the literature is the application of speech acts in advertisements. On Searle's (1969) theory of speech acts, language serves not only to report information but also to accomplish things. In Pakistani commercials, different speech acts including directives ("Apply now," "Visit today"), commissives ("We promise quality education"), and expressives ("We care about your future") are all commonly employed to persuade and engage viewers. These speech acts all serve as instruments of persuasion, directing viewers to do something, guaranteeing advantages to them, or emotionally resonating with them particularly in advertisements for education or healthcare. Studies by Iqbal and Danish (2013) have established that Pakistani ads use such behaviors to build credibility and authority and thereby shore up the message's credibility.

Also, semantic analysis of Pakistani advertising slogans shows abundant usage of associative meaning and embedded culture-based expressions. Advertisers tend to use slogans that borrow upon commonly shared values and aspirations and use emotive vocabulary in order to make their products or services appealing. With respect to education advertisements, slogans such as "Securing your child's future" or "Quality education for a brighter tomorrow" are created not just for readability but also to appeal to parental concern and aspirations. Such slogans are crafted with positive undertones in order to form public opinion through both denotative and connotative terms. As Rizwan and Zubair (2015) contend, slogans in Pakistani ads tend to blend informative and emotive language together to produce a culturally appropriate and memorable impression. Semantic layering plays an important role in brand identity and message recall in the crowded market where attention is fleeting.

One of the most characteristic aspects of Pakistani advertising discourse is its use of hybrid language a conscious combination of English and Urdu, popularly called code-switching or code-mixing. This hybridity has several communicative and sociolinguistic functions. On the one hand, it is a projection of Pakistani listeners' bilingual or multilingual experience, who in general feel at ease switching between English and Urdu. Conversely, it is a stylistic option that communicates modernity, professionalism, and international connection, especially when English is employed in technical or high-end vocabulary. For example, expressions such as "Admissions Open" or "Limited Seats Available" are commonly used in advertisements for schools and universities, sometimes followed by Urdu sentences such as "Taleem ka behtareen moqa" (the best opportunity for education). This fusion not only increases the message's coverage but also speaks to various social classes and levels of education. As discussed by Mansoor (2005), such hybridization shows how English in Pakistan has evolved localized forms and functions and has constructed what some scholars refer to as "Pakistani English" a unique variety influenced by its specific sociocultural environment. Hybrid language use furthermore enables advertisers to have a balance between tradition and modernity, evoking national identity in a veiled manner while presenting global standards. Combined, these studies indicate that Pakistani commercials are rich soil in which one can examine how language, culture, and identity converge in a post-colonial and globalizing world. Whether through the strategic deployment of speech acts, the semantic richness of slogans, or the innovative use of hybrid language forms, advertising in Pakistan reflects broader societal shifts and offers valuable insights into contemporary linguistic practices. The relevance of these insights becomes even more pronounced when examining educational advertisements, where the stakes of persuasion are tied not just to commerce, but to social mobility, aspirations, and national development.

The literature review clearly brings to the foreground the importance of linguistic innovation in the case of Pakistani English, and more specifically from the perspective of advertising

discourse. As illustrated in various studies, the linguistic attitude observed in Pakistani ads is not random or surface-level but is symptomatic of deeper sociolinguistic realities, cultural affinities, and identity contestations in a postcolonial and multilingual setting. The strategic employment of code-switching and code-mixing between Urdu and English exposes a new linguistic trend that is expressive and adaptive of hybrid identity. Scholars like Mansoor (2005) and Rahman (1999) have highlighted how English has in Pakistan developed so as to include local semantic patterns and expressions, creating what may be referred to as "Pakistani English." Such a variety is not only influenced by local culture and native linguistic structures, but also serves to mediate social mobility and access to prestige, particularly in the education and business contexts.

Additionally, the research indicates that Pakistan's advertisements, particularly educational ones, utilize a rich repertoire of speech acts (Searle, 1969), semantic strategies, and convincing rhetorical mechanisms to appeal to their target audience. They use directive speech acts, metaphorical slogans, and emotionalizing words in an effort to stir aspirations, fears, and values. The employment of sentences like "Secure your future with quality education" or "Apply now for a brighter tomorrow" are not only informative, but also serve as linguistic actions that can persuade and guide behavior. As Iqbal and Danish (2013) highlight, such acts are constitutive in building trust and authority in the discourse of advertisements. Further, hybrid use of language enables advertisers to extend the reach of their message, appealing to both urban elites who are English-speaking and rural or semi-urban segments more attuned to Urdu. This dualism is important in a linguistically stratified country such as Pakistan, in which language frequently stands for education level, class, and socioeconomic ambition (Abbas & Rasool, 2016).

Pakistani educational advertisements, as shown through the lens of speech act theory (Austin, 1962; Searle, 1969), function performatively by employing directive, commissive, and expressive acts to persuade, motivate, and influence audiences. Directives such as "Join now" or "Admissions open" compel immediate action, while commissives like "Guaranteed success" project institutional confidence and promises of outcomes, and expressives such as "We understand your struggle" foster empathy and relational trust (Levinson, 1983; Habermas, 1984). These linguistic strategies are reinforced by Aristotelian rhetorical appeals—ethos, pathos, and logos—through credibility claims ("Cambridge Certified Faculty"), emotional resonance ("Give your child the future they deserve"), and logical proof via statistics ("95% students achieved A+") (Cook, 2001). Importantly, the persuasive power of these advertisements is heightened by code-mixing between English and Urdu (Baumgardner, 1993; Rahman, 1991), which creates local relevance and emotional immediacy, while multimodal features such as bold typography and visuals further enhance impact (Kress & van Leeuwen, 1996). Collectively, these strategies reveal advertisements as cultural products that blend globalized English discourse with localized linguistic and cultural norms, shaping ideologies around education as both a commodity and a pathway to aspiration in Pakistan's competitive academic landscape.

Methodology

The present study adopts corpus-assisted discourse analysis approach, combining the quantitative rigor of corpus linguistics with the qualitative depth of discourse analysis to explore linguistic innovations in Pakistani English educational advertisements. A specialized corpus of 150 advertisements was compiled, covering a four-year period (2020–2024) and sourced from diverse platforms including leading English-language newspapers (e.g., Dawn, The News), institutional websites, and social media platforms such as Facebook and Instagram, ensuring both representativeness and diversity. The data collection process was guided by clear inclusion criteria and employed a mixed sampling strategy; purposive sampling to ensure the

presence of linguistic phenomena under investigation (e.g., lexical innovations, code-switching) and convenience sampling to facilitate access to readily available online material. The data analysis was conducted using AntConc software, supported by manual discourse observation, enabling the study of lexical frequency, syntactic patterns, code-switching/mixing practices, and graphological features. This methodological design allowed the researcher to examine both the structural and sociocultural dimensions of linguistic creativity in Pakistani English advertisements within educational contexts.

RESULTS AND DISCUSSION

The analysis of educational advertisements reveals that Pakistani English is a localized, dynamic, and evolving language form, distinct from standard British or American English. The strategic integration of Urdu lexicon, the adaptation of English syntactic structures, and the creative blending of both languages into hybrid phrases demonstrate a contextualized English that resonates with the multilingual reality of Pakistani society. Expressions such as “Tayyari shuru karo aaj se – Enroll now!” exemplify linguistic innovation at both lexical and syntactic levels, prioritizing communicative effectiveness through familiarity and emotional appeal. These patterns align with the phenomenon of nativization, where global languages like English are reshaped according to local linguistic and cultural norms.

The linguistic innovations observed in educational advertisements strongly reflect Pakistani cultural identity and bilingual consciousness. The deliberate use of Urdu terms in English sentences is a cultural marker, anchoring global English within local experience and enhancing relatability. Hybrid discourse in advertising acknowledges the audience's linguistic reality, blending English (modern aspirations) with Urdu (cultural belonging). Globalization increases English use in Pakistan, but local users reconstruct English to suit their linguistic habits and cultural expectations. This mirrors the teachers' emphasis on incorporating real-life communication tasks in the classroom, acknowledging the bilingual reality of students. Both advertising and effective pedagogy recognize the importance of bridging the gap between global English and local linguistic and cultural contexts.

The linguistic features of Pakistani English in advertising align with Kachru's (1985) model of World Englishes. Similar patterns of code-switching, lexical innovation, and syntactic flexibility are found in other Outer Circle Englishes like Indian, Nigerian, and Kenyan English. Imperative structures and local insertions are common in Indian and Pakistani English advertising, demonstrating English reappropriation and hybridization. However, Pakistani English also has unique traits shaped by its socio-political history and Urdu's role, featuring more pronounced code-switching.

The effectiveness of educational advertisements relies on reader engagement, with language playing a central role in capturing attention and generating emotional appeal. The mixed use of Urdu and English serves a dual persuasive function: English keywords evoke professionalism and global relevance, while Urdu inserts appeal to national pride and cultural comfort. This creates a persuasive linguistic rhythm, balancing English's cognitive authority with Urdu's emotional pull. Visual and graphological features further reinforce persuasion.

This strategy has pedagogical implications. Just as advertising uses code-switching to connect with the audience, teachers can use students' existing linguistic knowledge to make English learning more engaging and effective.

The linguistic innovations in educational advertisements, which aim to engage a bilingual audience by blending English with local cultural and linguistic elements, resonate with the pedagogical needs expressed by teachers in the questionnaire data. Teachers emphasize the importance of incorporating real-life communication tasks and making the syllabus more flexible to facilitate interactive learning. The advertisements, by utilizing a hybrid linguistic style that bridges the gap between global English and local understanding, implicitly

acknowledge the linguistic reality of the students – a reality that teachers are actively trying to cater to in their classrooms. This suggests a potential alignment between effective advertising strategies that leverage local linguistic norms and pedagogical approaches that aim to make English language learning more relevant and engaging for Pakistani students.

The findings derived from the teacher questionnaires highlight several critical challenges that must be effectively addressed to improve the overall quality and efficacy of English language teaching practices in Pakistan. A significant concern revolves around syllabus constraints, where teachers consistently express the sentiment that the current English syllabus often restricts their ability to fully implement communicative language teaching (CLT) methodologies. This perceived limitation stems from an observed overemphasis on grammar instruction and written exercises, which consequently reduces the instructional time available for engaging students in speaking and listening activities. Furthermore, the lack of flexibility within the syllabus is identified as a major impediment, as teachers often feel that it limits their autonomy to adapt the curriculum to better align with their students' specific needs and to incorporate more authentic, real-life communication tasks. In addition to syllabus-related challenges, teachers also voice concerns regarding textbook limitations, suggesting that the prescribed textbooks can sometimes hinder their ability to employ creative and interactive teaching strategies in the classroom. Compounding these issues are the practical difficulties posed by large class sizes and limited resources, which further exacerbate the challenges of implementing effective communicative language teaching in Pakistani secondary schools. To effectively address these multifaceted challenges and foster a more supportive environment for English language teaching, several key recommendations emerge as crucial. Firstly, there is a clear need for syllabus reform, advocating for a fundamental restructuring of the English syllabus to place a greater emphasis on communicative language teaching approaches, ensuring a balanced focus on developing all four essential language skills: reading, writing, speaking, and listening. Secondly, increased flexibility and teacher autonomy are paramount, calling for granting teachers greater freedom to adapt the syllabus content and integrate real-life communication tasks that are directly relevant to their students' lives and experiences. Moreover, the importance of teacher training and development cannot be overstated, emphasizing the provision of ongoing professional development programs to equip teachers with the necessary skills and knowledge to effectively implement communicative language teaching methodologies in their classrooms. In addition to pedagogical considerations, resource provision is also crucial, highlighting the need to ensure that schools are adequately provided with the necessary teaching resources to support effective English language instruction. Finally, recognizing the impact of class size on teaching effectiveness, class size reduction is recommended as a vital step towards creating a more conducive learning environment that facilitates communicative language teaching and enhances student engagement.

The findings from both the analysis of educational advertisements and the teacher questionnaire converge to underscore the importance of recognizing and embracing the unique linguistic landscape of Pakistan. Pakistani English, as evidenced in advertising, is a vibrant and evolving variety that strategically blends global English with local linguistic and cultural elements to achieve communicative effectiveness. Simultaneously, teachers express a clear need for a more flexible and contextually relevant syllabus that allows them to incorporate interactive and communicative teaching methodologies that resonate with their students' bilingual reality.

The linguistic innovations observed in advertising demonstrate a successful strategy for engaging a bilingual audience by leveraging their familiarity with both English and Urdu. This approach highlights the potential benefits of incorporating similar contextualized and hybrid linguistic strategies within the classroom to make English language learning more accessible, relevant, and engaging for students. Recognizing Pakistani English not as a deviation from a standard but as a dynamic and functional variety is crucial for developing pedagogical approaches and curriculum reforms that are truly

responsive to the linguistic and cultural context of Pakistani secondary schools. Future efforts in English language education should aim to bridge the gap between the globally recognized forms of English and the locally evolved and contextually meaningful Pakistani English, fostering a learning environment that values and leverages the linguistic richness of the students.

Conclusion

This study provides robust and compelling evidence that Pakistani English, as it is manifested in the specific context of educational advertisements, is demonstrably a distinct and dynamic variety of English, characterized by a rich and multifaceted array of linguistic innovation and hybridization. The findings of this research challenge traditional, often prescriptive, views of English language use and powerfully highlight the creative and resourceful ways in which language is actively adapted and shaped in multilingual and postcolonial contexts like Pakistan. The meticulous analysis of the data reveals that the observed linguistic features are not random, arbitrary, or unsystematic; rather, they are consistently structured and patterned, reflecting the complex and dynamic influence of a confluence of sociolinguistic factors and communicative needs. The strategic and purposeful use of code-switching, lexical blending, and syntactic adaptation provides compelling evidence of the agency and active role of Pakistani English speakers in shaping the language to effectively serve their specific purposes. This research makes a significant and valuable contribution to the growing body of scholarly work on World Englishes and the ongoing and complex processes of language localization and change. It underscores the critical importance of recognizing, documenting, and celebrating the diversity and dynamism of English as a global language, particularly in its localized forms that emerge in postcolonial societies.

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