

ANALYSIS OF PAKISTANI ENGLISH IN ACADEMIC WRITING AT THE TERTIARY LEVEL

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Abstract

This study explores the unique characteristics of Pakistani English (PakE) as it is manifested in the academic writing of Pakistani tertiary level students. Pakistani English can be described as an institutionalized and localized form of English that is influenced by the linguistic influence of Urdu and local languages, cultural and educational practices of Pakistani society. A qualitative descriptive method was used to analyze a hundred essays and assignments across different disciplines. The purpose of this study was to determine the lexical aspects of PakE, the grammatical structures, and the analysis of the differences in the discourse patterns of PakE and Standard English. The results indicate a wide usage of localized words, Urdu influenced phrases, and hybrid lexical forms that do not conform to the native English standards. Article variation, tense simplification, unnecessary prepositions, and inconsistency of subject-verb agreement were also notable. On the discourse level, students tended to use elaborate introductions, reflective commentary and circular organization. On the whole, the research shows that PakE is a contextually based systematic type and emphasizes the necessity to consider it in the context of the World Englishes framework and help students to achieve the global academic writing standards.

Keywords: Pakistani English; Academic Writing; Tertiary Education; World Englishes; Lexical Features; Grammatical Structures; Discourse Patterns

1. Introduction

1.1 Background of the Study

1.1.1 English as a Global Language and the Rise of World Englishes

English is a language that is used in the majority of the international world, as a medium of communication, education, commerce and technology (Crystal, 2012). It is spoken in different places globally as lingua franca (linking language) that unites individuals of all languages and cultures (Graddol, 2006). English proliferation all over the world can be attributed to colonization, trade, and the modern globalization, which enabled it to establish itself in most of the non-native societies (Kachru, 1992).

The term World Englishes was coined to refer to the fact that English has developed in different regions of the world and it is based on local cultures and language influences (Schneider, 2007). Every regional variety of English bears the phonological, grammatical, and lexical features and still has a common part of intelligibility (Jenkins, 2015). Kachru (1992) in his three-circle model has classified English varieties into the inner circle, the outer circle, and expanding circle, where the countries such as Pakistan fall under the outer circle showing that the varieties of English are institutionalized but non-native. This model understands that English is no longer a possession of

the native speakers but it is a universal tool that is employed to carry out different functions in different countries (Schneider, 2007).

1.1.2 History and Establishment of Pakistani English (PakE)

Pakistani English (PakE) came about as a consequence of historical, social and political factors that can be traced back to the period of the British colonialism (Baumgardner, 1993). The British rule brought English in the Indian subcontinent, and it has been used as an important language after Pakistan became an independent country in 1947 (Rahman, 2010). The English language gained strong hold by the Pakistani people through the decades through its governmental, educational, media, and administrative uses (Mahboob and Talaat, 2008).

Pakistani English is a different variety of World Englishes because it has lexical, grammatical and phonological peculiarities (Mahboob, 2009). Pakistani English also uses vocabulary borrowed in Urdu, local and regional languages like Punjabi, Sindhi, and Pashto, and it forms hybrid expressions that present local identity (Rahman, 2020). It is also structurally different depending on the syntax and morphology of local languages (Talaat, 2002). Researchers like Schneider (2007) have observed PakE to be an institutionalized variety i.e., it is applied in the formal fields and it has been stabilized in the linguistic features. This acknowledgment demonstrates the role of Pakistani in the world variety of English.

1.1.3 Academic Writing in Higher Education in Pakistan

Academic writing is an essential part of higher education because it allows a student to convey ideas, learn to think critically and interact with the international academic society (Hyland, 2016). The English language is mostly used as the medium of instruction in the tertiary level in Pakistan, particularly in research institutions and universities (Mahboob, 2003). The students also have to write academic assignments, theses, and research papers in English, and thus having a good command of academic writing is the key to success in academics (Rahman, 2010). Nevertheless, the academic writing of the students is normally under the influence of the Pakistani English (not Standard British or American) (Baumgardner, 1993). This is observed in the use of words, grammars and the way one talks as it has elements of interference of local languages (Mahboob and Talaat, 2008). These differences do not always reflect the linguistic weakness but show how the English language naturally evolves in Pakistan (Mahboob, 2009). These features are relevant to learnings on the teaching of academic writing and the appreciation of the validity of using Pakistani English as a global English usage (Rahman, 2020). Consequently, the study of Pakistani English in academic writing among tertiary students is essential in terms of knowledge of how English is utilized in academic and cultural purposes in Pakistan. It throws light on the influence of linguistic identity, policies of education and communicative practices in defining written English among students of higher education (Schneider, 2007).

1.2 Problem Statement

Most of the universities and other institutions of higher learning in Pakistan primarily use English to teach and do other educational assignments, which include writing of essays, assignments, reports and research papers in English (Mahboob, 2003). This requirement, nonetheless, does not eliminate the fact that the academic writing of many Pakistani students has some influences of the local languages, including Urdu, Punjabi, Sindhi, and Pashto, giving it unique lexical, grammatical, and syntactic characteristics that do not correspond to the standards of Standard English (Rahman, 2020). Word selection, sentence constructions, collocations, preposition use, and discourse construction are examples of local influences of language used by learners and these are influenced by the native language used by the learners (Baumgardner, 1993; Mahboob and

Talaat, 2008). Despite the fact that Pakistani English (PakE) was identified as a specific variety of English possessing its own peculiarities, the data on the manifestation of the latter in academic writing is still scarce (Schneider, 2007). The vast majority of the current research addresses the spoken Pakistani English or the general language teaching or is a language description and not a tertiary level academic writing. This knowledge gap in the literature implies that researchers, educators, and curriculum developers do not have much information on how to overcome particular challenges that Pakistani students encounter when they have to write in English, in terms of academic purposes.

Moreover, as far as the literature about PakE does not involve elaborate research in academic literature, it is hard to comprehend how the writing of students can indicate their linguistic identity, sociocultural background, and experience in the educational process. In the absence of such comprehension, academic writing improvement, designing of suitable teaching strategies, or English language support program development could be ineffective to some extent. Thus, to investigate the existence and nature of Pakistani English in tertiary-level academic writing is significant so as to shed some light on the lexical, grammatical and discourse characteristics of the language and also to guide the teaching and policy practice in higher education in Pakistan.

1.3 Research Objectives

1. To identify and describe the lexical features of Pakistani English used in tertiary students' academic writing.
2. To examine the grammatical structures of Pakistani English commonly found in students' academic texts.
3. To analyze how the discourse patterns of Pakistani English differ from those of Standard English in academic writing.

1.4 Research Questions

1. What are the lexical features of Pakistani English present in tertiary students' academic writing?
2. What grammatical structures of Pakistani English are commonly used in students' academic texts?
3. How do discourse patterns in Pakistani English differ from those in Standard English academic writing?

1.5 Significance of the Study

The importance of this study is that it gives an analytical insight into the difference between Pakistani English (PakE) as a variant of a larger order of World Englishes. This study examines the lexical, grammatical, and discourse peculiarities of academic writing among tertiary students, which allows determining the characteristic features of PakE and contributes to the field of linguistics and develops the understanding of varieties of English in South Asia.

Educators and students can also find the research meaningful since it brings to light general tendencies, lexis of PakE, and variations in scholarly writing. These insights can be used in designing teaching programs, curriculum, and instructional resources that serve to enhance the proficiency and confidence of students in writing academic texts using the English language. In addition, the study is relevant to the study of applied linguistics in that it records the localization of English in Pakistan and contextualizes the results within the context of the World Englishes. It offers a demonstration of the sociolinguistic and educational determinants that influence the use of language in academic writing of the 3rd level which gives an opportunity to rely on in the future research in ESL/EFL situations.

1.6 Delimitations of the Study

This research study has its limitations which delimit the scope and focus of the research study. To begin with, the study is narrowed down to written scholarly materials including, but not limited to, essays and homework done by undergraduates. The other types of communication such as spoken English, presentation or informal writing are not covered in this research. Second, the article targets the linguistic properties of Pakistani English in academic texts in particular, and is not trying to deduce the results to cover all the varieties of English used in Pakistan. Only texts gathered in a few selected universities are also analyzed which may not be the entire spectrum of writing practices in the entire country. These limitations make the research scope appropriate and manageable without being irrelevant to the research objectives.

2. Literature Review

2.1 Concept of World Englishes (Kachru's Three Circles Model)

World Englishes Concept World Englishes had been created to appreciate the plural and the localized versions of English spoken worldwide (Kachru, 1992). The Three Circles Model, a model suggested by Kachru, divides the varieties of English into three groups, namely, Inner Circle, Outer Circle, and Expanding Circle. Inner Circle consists of nations where English is the native language like the United States and the United Kingdom. The Outer Circle includes the nations whose status has been institutionalized through the implementation of English, even though it is colonial, when colonizing a country, like Pakistan, India, and Nigeria. Expanding Circle means the nations where English is a foreign language and has no official status like China and Japan (Kachru, 1992; Crystal, 2012).

The model used by Kachru underlines the fact that English is not one of them as it is a global resource that is influenced by local culture and languages. It further reinforces how the varieties of the Outer Circle, such as Pakistani English, assume specific linguistic features despite the fact that they are mutually intelligible to the native English (Schneider, 2007). According to scholars, the awareness of World Englishes is essential to the process of comprehending language difference, identity, and pedagogies of ESL/EFL (Jenkins, 2015; Mahboob, 2009).

2.2 Development of Pakistani English (PakE)

History, social and political factors also contributed to the emergence of Pakistani English (PakE) as a different variety after the British colonial rule (Baumgardner, 1993; Rahman, 2010). The use of English in administrative, legal and educational spheres was instituted during the colonial rule and it remained institutional in significance even after the independence of Pakistan in 1947 (Mahboob and Talaat, 2008). The Pakistani English over time received the influences of Urdu and local languages, developing its own lexical, phonological and syntactic peculiarities (Rahman, 2020). It has also been found that PakE is institutionalized and stabilized i.e. it is very common in the formal setting and is regular in its usage (Schneider, 2007). It is used in governmental communication, media, legal documents, and, most importantly, higher learning fields where academic writing is very dependent on English (Mahboob, 2003; Hyland, 2016). It is observed that the process of creating PakE as both a local and a global product is influenced by a set of local linguistic structures and global English norms, resulting in a hybrid type that is characterized by the sociocultural and educational background of Pakistan (Talaat, 2002).

2.3 Lexical and Grammatical Characteristics of Pakistani English

The Pakistani English language has peculiarities of lexics (borrowings of Urdu and regional languages, hybrid expressions, localized technical terms) (Mahboob, 2009; Rahman, 2020). They may be such words as *prepone* (to move a meeting forward), *timepass* (to waste time), and *air*

dash (to fly quickly) that are not typical in the British or American English (Mahboob and Talaat, 2008). These vocabularies indicate the social, cultural and communicative requirements of the Pakistani speakers and writers. Regarding grammatical characteristics, it is possible to point out such patterns as simplified verb tenses, variation of subject verb agreement, unnecessary preposition usage, and non-standard use of articles (Baumgardner, 1993; Mahboob, 2009). As an instance, Pakistani students can spell out “*He did mistake*”, in place of “*He made a mistake*”, due to transfer of the Urdu syntax. There are also such features as non-standard pluralization (*informations*), the omission of relative pronouns, and local discourse markers that impact sentence structure (Rahman, 2020).

These lexical and grammatical features will be important to examine the written academic texts because they demonstrate how a student will compromise between academic English norms and their native language. The analysis of this nature can serve in the process of teaching strategies, the design of the curriculum, and the study of applied linguistics within the Pakistani context (Hyland, 2016; Schneider, 2007).

2.4 Academic Writing in ESL/EFL Contexts

Academic writing is an essential skill of ESL (English as a Second Language) and EFL (English as a Foreign Language) students as it helps them share ideas, to debate effectively, and engage in academic communities (Hyland, 2016). It is indicated that ESL/EFL learners tend to experience difficulty in their selection of lexicon, grammatical competences, cohesion, and discourse structuring as a result of their first language interference, as well as being under exposed to native like writing models (Flowerdew and Peacock, 2001). The language of academic writing in South Asian setting, such as Pakistan is affected by the language, academic training and the teaching practices used (Rahman, 2010). The problems are usually wrong use of articles, tenses, redundancy, and unusual sentence constructions, and they are usually indicative of local language transfer (Mahboob, 2009). Nevertheless, research notes that students acquire hybrid forms of writing that exhibit a compromise between Standard English norms and local use which is an aspect of emerging World Englishes (Jenkins, 2015; Mahboob and Talaat, 2008). These patterns are critical and teachers need to study them to develop an effective learning process and help learners to create properly written academic English texts without the need to dismiss the validity of the localized varieties of English (Hyland, 2016).

2.5 Studies on South Asian English Varieties

South Asian varieties of the English language, such as the Indian English, the Bangladeshi English, the Sri Lankan English, and Pakistan English, have been widely recorded in terms of lexical, grammatical and phonological characteristics (Kachru, 1992; Schneider, 2007). It has been studied that there tend to be structural similarities among these varieties because of their historical, cultural, and linguistic ties as well as local distinctive attributes (Rahman, 2020; Mahboob, 2009). In Pakistani English, linguists have looked into the lexical borrowings, syntactic borrowings and discourse patterns that characterize it compared to the British or American English (Mahboob and Talaat, 2008). An example is that PakE uses vocabulary of Urdu origin, local expressions and unorthodox collocations that are common in Pakistan but non-standard in other countries (Rahman, 2020). The comparison with other South Asian Englishes shows both universal traits of the Outer Circle and the variation in the context, which illustrates the diversity and versatility of the English language in the postcolonial environment (Schneider, 2007). The studies have addressed the significance of being aware of local English varieties in academic, social, and educational settings

because they define teaching, curriculum, and assessment of the mastery of English among students (Jenkins, 2015; Hyland, 2016).

2.6 Identified Research

Although a lot has been conducted on Pakistani English and World Englishes, there is a lack of empirical research conducted on the use of PakE in academic writing at tertiary level. The majority of the research is given on the spoken varieties, general descriptions of PakE, or the comparison with other types of English varieties but written academic writings are under-researched (Mahboob and Talaat, 2008). Most of the previous studies have focused on lexical and phonological characteristics, whereas systematic studies of grammatical structure, discourse structure, and how the two interrelate in academic texts are rare (Baumgardner, 1993; Talaat, 2002). No research on how tertiary students mediate between local lingual and Standard English appropriateness in essays, assignments, and reports is also lacking. It is significant that these gaps are addressed as this way can contribute to the fact that educators, linguists, and policymakers can know the peculiarities of challenges and strengths of academic writing of Pakistani students. It also has a contribution in the studies of applied linguistics and World Englishes by operating a record on how English is modified to match local academic environments in South Asia.

3. Research Methodology

3.1 Research Design

In this study, the research design is qualitative descriptive research design that has been used to analyze the characteristics of the Pakistani English in the academic writing of tertiary level students. The qualitative descriptive analysis is the best due to the fact that it enables a close examination and interpretation of the patterns of lexical, grammatical, and discourse patterns in written texts. The research concentrates on outlining the unique features of the Pakistani English as they arise naturally in the academic essays of students, and not as an error count or statistical analysis on the frequency. This will provide a comprehensive idea of how the local lingual factor determines academic writing in the Pakistani situation.

3.2 Population and Sampling

The study population will be tertiary level university students in Pakistan who communicate in English as the main medium of academic communication. In their studies in different academic fields, these students constantly create written assignments, essays, and reports in English as a coursework. The population is restricted to the students who actively perform academic tasks in English in the established universities because the study explores the characteristic features of Pakistani English being used in academic writing. The researcher used purposive sampling to guarantee relevancy and authenticity whereby one hundred academic essays and assignments, which were given by students in various departments, such as the social sciences, natural sciences, and humanities, were used. Purposive sampling was selected due to the fact that it allows selecting data that is most representative of actual academic writing practices in the higher education. Only the texts which were created with the true purpose of academic use and the typical use of natural language were taken into consideration. This sampling approach was such that the sample writings would give abundant linguistic information and thus the study would be able to capture the lexical, grammatical and discourse attributes of Pakistani English as they occur naturally in the tertiary level academic contexts.

3.3 Data Collection Method

The information used to conduct this research was obtained through genuine academic texts that were written by undergraduate learners in Pakistani higher institutions. The researcher collected a

hundred essays and assignments submitted by students as their regular coursework and made certain that the texts were an authentic use of academic language and not the writing samples created by the students. Students were told the purpose of the study before collecting the documents and their consent was taken. All the personal information, names, roll numbers, institutional identifiers were also taken out to ensure the confidentiality. The gathered assignments were a variety of academic disciplines including social sciences, humanities, and natural sciences, which provided the opportunity to include a variety of writing styles and topics in the study. The choice of activities was based on written assignments where students had to share their views, demonstrate ideas, and build coherent arguments so that the texts included adequate linguistic elements in the analysis of academic writing. This approach permitted the investigator to gather naturally occurring data that best capture the existence of Pakistani English in the real academic situations and therefore the results are reliable, context based, and representative of real student writing practices.

3.4 Data Analysis Procedure

A qualitative descriptive method was used to analyze the collected essays, and it provided the opportunity to examine lexical, grammatical, and discourse features of the Pakistani language in academic writing in detail. All the texts were first read several times to become familiar with the texts and find similar patterns in the use of language. Lexical, grammatical and discourse markers which showed influences of local languages were well observed and emphasized. All the identified features were compared with the Standard British and American English norms with the help of the established linguistic references and corpora to identify deviations or localized usage. The features were systematically grouped into lexical and grammatical groups and the characteristic peculiarities of the Pakistani English could be described in a systematic way. Lastly, the results were discussed as per the existing literature on the topic of World Englishes and ESL/EFL academic writing, the discussion being an insight into how students find language bargaining between the rules of standard English and their native language. This method guaranteed a context sensitive and rich analysis that conveys the authenticity of the tertiary-level academic writing in Pakistan.

3.5 Ethical Considerations

The ethical aspects were strictly observed during the research. All student participants were anonymous and confidential because names, university information, and other identifiers were removed in the texts. All participants agreed to participate in the study, and the information was utilized only in the course of research. Besides, the research also provided dignity to the rights of the participants and free participation as required by the research ethics guidelines.

4. Findings

One hundred academic essays and assignments submitted by tertiary-level students in Pakistan as the analysis showed apparent and stable patterns that depict the impact of Pakistani English (PakE) on academic writing. The results are described in connection with such three main linguistic domains that are discussed in the paper: lexical characteristics, grammatical frameworks, and the discourse patterns. Comprehensively, the findings indicate that academic writing of Pakistani students presents unique features of combining the forms of Standard English and the localized forms of language practices influenced by Urdu and the local languages. These results allow to conclude that the Pakistani English is a new but relatively stable variety of the World Englishes and that its representation is highly noticeable in the academic writing at the advanced level of education.

4.1 Lexical Features of Pakistani English in Academic Writing

The analysis shows a strong use of local vocabulary, blended phrases, and expressions containing the cultural meaning which is commonly known in Pakistan, but is substandard in the British or American version. Most of the essays contain Urdu-inspired words like “*load shedding*”, “*class fellow*”, “*garbage thrower*”, “*miscommitment*”, and “*time waste*” that are direct translations of Urdu words or locally accepted hybrid constructions. Students use Urdu idiomatic expressions like one “*behind time*”, “*do one leveling*”, and “*give respect*” in their speech, which are grammatically correct but are not employed in native forms of English. Also, there were words that are typical of South Asian Englishes such as “*prepone*”, “*avail the opportunity*”, “*thrice*” and “*yester-night*” in several of the essays.

The other interesting lexical characteristic is the regular use of culturally oriented words including: “*zam zam*”, “*tiffin*”, “*matric system*”, “*hostel life*”, and “*government servant*”. These terms were used at a natural level by students in their writing hoping the commonality of knowledge in the context of Pakistani academia. Besides, English terms were occasionally applied with meaning not native to the Pakistani language, such as “*issue*” applied as a synonym of “*problem*”, “*scene*” as a synonym of “*situation*”, and “*arrangement*” as a synonym of “*event preparation*”. Such lexical options show that the students develop meaning using a Pakistani cultural prism which is reflected in their academic writing. On the whole, the patterns of lexicon point to the big role of localized lexis in the academic text, which proves that PakE is not a mere spoken form of English but currently controls the written academic communication.

4.2 Grammatical Structures Common in Pakistani English

The grammatical analysis reveals that most of the students writing often tend to follow the structural pattern based on the Urdu syntax. The most frequent ones were nonstandard use of articles (particularly, missing of “*the*” in the cases where it had to be used and excessive use of “*the*” in general statements such as *the education is important, students face the problems*, etc.). Also, the subject verb agreement fluctuation was common, like “*people is*”, “*students has*”, and “*she go regularly*”, as there was a direct impact from the Urdu grammar, which does not indicate verbs number marked as in English.

Other findings include the prevalence of redundant prepositions like; “*discuss about*”, “*order for*”, “*emphasize on*” and “*concerned to*” that are typically common in the South Asian English. The other remarkable aspect is the simplification of tense structure especially a replacement of a present perfect or past perfect by a simple past. There used to be a tendency among the students to write that “*They had finished their studies last year*” or “*He had gone yesterday*” which are typical characteristics of PakE. Equally, direct translations of Urdu were giving out constructions such as “*He did a mistake*” as opposed to “*He made a mistake*”, and “*She is having a fever*” as opposed to “*She has a fever*”.

Patterns of pluralization were also distinctive of PakE with some examples of noncount nouns in plural like “*informations*”, “*equipments*”, “*furnitures*”, etc. Relative pronouns were left off in most essays, particularly in the sentence where the reader has to state that “*a book he/she was reading had helped him/her*”. The lack of similar connectors like “*that*” or “*which*” is similar to Urdu sentence structure. These syntactic elements show that students balance Standard English and Urdu-based syntactic structures in their academic writing, and there is a general PakE grammatical pattern among the corpus.

4.3 Discourse Patterns Influenced by Pakistani English

The discourse analysis shows that Pakistani students are more likely to structure their academic writing in the patterns of the Urdu academic prose that is more linear, descriptive, and elaborate than the standard writing traditions in English academic prose that are shorter and less elaborate. There were several essays with long introductory sentences, generalized sentences, and culturally based rhetorical tools like moral teachings, using religion, and the use of poetry. Students often introduced their essays with general philosophizing, like the following: *“Education is the light which brings mankind together”* / *“Life is full of difficulties”*, which make a person strong which shows patterns of culturally preferred discourse in the Pakistani writing traditions.

The essays depended more on the coordination to create the cohesion as opposed to subordination, resulting in the use of long sentences joined by the use of the words *“and”*, *“but”*, and *“so”*. There was also the use of discourse markers like; *“basic”*, *“actually”*, *“as well”*, *“thusly”*, *“more ever”* and *“on the other hand side”*, which were used in most cases inappropriately or redundantly. The structure of paragraphs was characterized by a preference towards circular development, i.e. repetition of the idea to underline it, as opposed to the development through the use of a critical line of thought. These patterns align with findings in previous research on South Asian English, where writers often blend local rhetorical traditions with English academic styles.

The other important discourse feature was the existence of politeness strategies, which were guided by cultures. The expressions like *“it is humbly said”*, *“with due respect”*, or *“I beg you to think of”*, were often heard among students even in scholarly essays where such constructions are not common in Standard English. Additionally, some essays had moral suggestions or personal comments instead of a summary actually, and provided an analysis, which indicates a preference among the cultures on judgmental closure. These features of discourse allow suggesting that Pakistani English academic writing is a combination style determined by the educational practice and the language identity.

The results prove that Pakistani English is highly represented in the academic writing of tertiary students on the levels of lexical, grammatical and discourse. Individually, the use of localized vocabulary, grammar that is influenced by Urdu, and rhetorical habits that are shaped by culture is natural to the students when writing academic texts. Although these aspects remain heterogeneous to the norms of the Standard English language, they are indicative of the development of the English language in Pakistan as an independent, valuable, and useful language. The findings substantiate the thesis that Pakistani English is not a mere deviation but an institutionalized and locally suitable version of English that is being applied in educational and social areas. These results are relevant in the academic writing pedagogy, curriculum design, and teacher education because they inferred the necessity of pedagogical strategies that would acknowledge the validity of PakE and the demands of international academic communication.

5. Discussion

This paper has shown that Pakistani English (PakE) has been playing an important and discernible role in the tertiary level academic writing of Pakistani tertiary-level students. The lexical, grammatical, and discourse patterns that are evident in the corpus are firm evidence that students are not simply committing errors in Standard English, but a set of localized linguistic repertoire being drawn on by the Urdu and other regional languages. This goes to show that Pakistani English is a valid and accepted form of the overall World Englishes. These findings are explained in the discussion below in reference to the existing literature, research questions and in reference to the sociolinguistic context of English in Pakistan.

The lexical results of this study validate the previous studies by other scholars like Baumgardner (1993), Mahboob (2009) and Rahman (2020) who have reported the hybridity of PakE vocabulary. The common occurrence of localized language and hybrid constructs in the writing of Pakistani students in their academic writing including *class fellow*, *time waste*, *load shedding*, and *prepone* can be seen as Pakistani scholars adjusting English to their communicative and cultural requirements. These lexical options are deeply rooted in Pakistani society and daily communication that they are used in the course of academic prose naturally. Rather than considering this a weakness, the findings imply that students rely on a lexicon they are more conversant with in development of ideas more readily and in a more accurate manner within a Pakistani educational setting. This is in line with the World Englishes scholars argument that local varieties adapt to local need hence should be accepted as legitimate language forms.

The grammatical patterns that can be found in the essays also support the existence of a stabilized Pakistani form of English. The frequency of articles use, subject-verb agreement, non-standard plural forms and constructions are influenced by the Urdu syntax on English writing. The patterns are close to what had been found in already existing studies on PakE but an important point is brought by it: these grammatical forms are not only used in informal communication but are also common in more formal academic writing. The systematic interlingual transfer in which the structural structures of Urdu influence the production of English is not accidental but is the reason why students tend to write: "*He did a mistake*", or: "*She is having a fever*". This usually happens with the varieties of English spoken in the Outer Circle, where the local language interferes with the organization of institutionalized English. These patterns have continued to be entrenched in academic writing, which means that Pakistani students operate in a blue-eyed system as opposed to a blue-eyed English model. Consequently, their English writing has a hybrid format of both languages.

The patterns of discourse observed in the data are especially valuable, since they emphasize the rhetorical traditions, which Pakistani students carry to the academic writing. A lot of students were fond of elaborate introductions, moral or philosophical utterances, and culturally based thoughts, that is typical of the Urdu academic and literary discourse. Such tendencies of discourse indicate that students think about writing as a process of reflection and expression as opposed to being analytic and argumentative. This is unlike what is expected of Standard English academic writing which is more concise, logically sequential and straight forward. The use of prolonged coordination and repetition, as opposed to complex subordination, also shows an impact of regional traditions of rhetoric. The same patterns of discourse have also been reported in the South Asian academic writing, suggesting that the rhetorical decisions that learners make are influenced by the larger cultural practices and not personal lack of performance.

A critical point that stands out in the findings is the conflict between the Standard English norm and the local writing practices. Although Pakistani English is considered to be a legitimate variety, Standard British or American English continues to be emphasized in assessment, teaching, and curriculum development in academic institutions in Pakistan. This causes a disparity between the inherent linguistic inclinations and institutional demands in students. Students can thus find it hard to conform their writing to the Standard English models that are usually foreign or do not tally with the local language models. In part, this is the reason why numerous features of PakE are found in the academic writing even after formal training in Standard English.

The above conclusions extend to the attitudes to language and linguistic identity. PakE features are prevalent in academic writing, and this fact indicates that the linguistic identity of students is

inseparably linked to local language activities. The use of Urdu terms, rhetoric and the vocabulary, which reflects culture, shows that English writing in Pakistan is not only a professional act, but also a cultural identification. This questions the fact that academic writing should be strictly structured according to the norms of the native speakers, particularly in the multilingual environment when English is used as a second and frequently hybrid language.

In addition, the results support the position of researchers like Jenkins (2015) and Schneider (2007) that English is no longer the native norms but rather should be perceived in the context of local realities. The fact that there are local linguistic features does not imply that there will be a hindrance to communication; instead, these features enable Pakistani students to be able to carry a meaning in a means that would be culturally relevant as well as linguistically natural. Nevertheless, the conflict between local linguistic identity and global scholastic requirements is still a challenge to teachers, curriculum developers and policy makers.

In general, the discussion shows that Pakistani English is not a set of deviations and mistakes with respect to Standard English. Rather, it is an orderly, expressive, and functional form, which is historically, culturally, and linguistically shaped. The paper shows that academic writing at one of the tertiary levels in Pakistan is an intermediate between local and international English conventions. It is vital to acknowledge this hybridity in order to create more efficient teaching methods, curriculum development, and make ourselves more aware of the linguistic realities of the Pakistani students.

Conclusion

This paper has discussed the presence of Pakistani English in the academic writing of undergraduate writing learners on lexical, grammatical, and discourse-level writing structures against the Standard English norms. At the lexical level, the research determines vocabulary elements and phrases characteristic of the Pakistani English, including localized or culturally entrenched vocabulary such as “*cousin-brother*”, “*out of town*”, “*government machines*”, or “*co-education system*”, which contrast with the Standard English counterparts, i.e., “*cousin*”, “*out of town*”, “*government agencies*”, or “*co-ed institutions*”. The Pakistani English also exhibits semantic extensions of some English words, such as, the term “*good name*” is commonly used to signify “*full name*”, and this is not the case in Standard English. Pakistani English grammar patterns are also characterized by some unique patterns. As an illustration of this, students will often use continuous tense where Standard English would use simple tense (e.g., “*I am having two questions*” instead of “*I have two questions*”), or they can insert unnecessary prepositions under the influence of Urdu structure (e.g., “*I am discussing about the issue*” rather than “*discussing the issue*”). Article variation is also another characteristic like in the case of “*He is going to give the test*” versus the Standard English version of “*He is going to take a test*”, where the variation in the use of an article and verb are varied. Interlanguage influence is another cause of subject-verb agreement problem in Pakistani English such as the use of “*the results shows*” etc. rather than “*the results show*” etc. In the discourse level, rhetorical preferences of Pakistani English writing tend to display culturally influenced preferences, including those of circular argumentation or narrative argumentation as opposed to linear argumentation, characteristic of academic writing in the Standard form of the English language. Sometimes students can be too dependent on repetition, such as using connectors such as “*moreover*”, “*thus*”, or “*on the other hand*”, and some are used in a robot-like manner when they are expected to be used in a logical manner with minimal transition. Moreover, the Pakistani students tend to be extremely formal or overstated in tone, i.e., they use such phrases as “*It is humbly stated that...*” and so forth, because politeness is an inherent

part of Urdu academic style, whereas Standard English is more direct and to the point. It is based on these vocabulary, grammar, and rhetorical structure variations that the study will attempt to provide a general concept of how the Pakistani English serves as a localized English and how it either follows or falls out of the Standard English academic writing conventions.

Recommendations in Future Study

1. Increase the Size of the Corpus to a Broad and more heterogeneous Sample

Future research should also look at a broader range of academic literature employed in various universities, regions and fields in order to provide a more comprehensive overview of the Pakistani English characteristics in various academic environments.

2. Comparative Study with Other Varieties of South Asian English

The comparative studies that may be carried out with Bangladeshi, or Sri Lankan English might provide more information about common and unique language patterns and may be used to position Pakistani English more precisely within the general picture of World Englishes.

3. Test the Influence of Instructional Practices on Development of Academic Writing

The research ought to be expanded on the effects of teaching strategies, curriculum structure, and teacher orientation on the writing of students. The longitudinal study would show the influences of exposure to other pedagogical strategies on the development of the Pakistani English characteristics in academic writing by the learners.

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