PERCEPTIONS OF PAKISTANI ENGLISH TEACHERS TOWARDS STANDARD BRITISH AND AMERICAN ENGLISH: A COMPARATIVE STUDY

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Abstract

The study explores the attitudes and opinions of Pakistani English teachers on Standard British English (SBE) and Standard American English (SAE). Although most studies have been done on learner attitudes, this paper refracts the same to the teacher, whose role is very important in influencing linguistic norms in EFL. A survey involving 60 English teachers in the government and privately owned institutions in Pakistan was conducted using a mixed-method approach, whereby a questionnaire, which included closed-ended and open-ended questions, was used to gather the data. The results indicate that there is an acute effect of academic preparation of teachers, exposure to media, and the practices of the institution on the preference of variety among the teachers. The paper also examines the relationships between the linguistic backgrounds and pedagogical decision-making amongst teachers. The findings can be added to the current discussion of World Englishes and can be applied to the teaching training and language policy in Pakistan.

Keywords: Teacher perceptions, British English, American English, World Englishes, EFL, Pakistan, language attitude

Introduction

The English language in Pakistan is a pluricentric space in a dynamic environment that was historically shaped by the British colonial rule and is now affected by the cultural and media superiority of the American culture. Although the attitude of learners towards SBE and SAE has been investigated (Ali et al., 2021; Evans, 2010), that of teachers is not well researched. Not only are teachers the users of English, but also the judges of linguistic quality in the classroom, so they are important in terms of pedagogy. The present study will have a tripartite objectives: firstly, it ncludes evaluating the attitude of Pakistani English teachers towards SBE and SAE, the second issue is the evaluation of what influences their preference which may be in terms of education, exposure to media, and institutional norms and lastly, the discussion of implications to teacher education and curriculum.

English is a commonly spoken language throughout the world yet it is not a unitary and uniform language. Rather it exists in very different forms, which are termed varieties. English has two most important and prestigeb forms or varities: Standard British English (SBE) and Standard

American English (SAE). The two varieties are found in different countries across the globe including our county Pakistan where English is a foreign language and is taught in schools, media, and in everyday life. This brings a different scenario of exposing learners and teachers to a blend of British and the American influence (Kachru, 2005).

The relationship between Pakistan and English is very historical. The British colonialists created a good education and administrative system and British English has been the conventional norm in schools and universities. But over the past few decades, the American English has become more and more prominent. The obvious reason is that it has much to do with the political relationships of Pakistan and the United States, the impact of American popular culture in the form of Hollywood movies and TV shows, and the increasing popularity of the American-oriented digital media such as YouTube and social networks (Rahman, 2020). Consequently, contemporary Pakistani society is exposed to the two major and significant varieties of English, without an explicit state declared or institionally authorised policy to favourable attitude being followed towards either one.

Such absence of uniform policy in the use of language is likely to pose practical difficulties in education. Teachers who are meant to teach the future generation of the English users are usually left to go through these two varieties without any clear guidance. They may be conditioned to one type but they are subjected to the other via the modern media. It can also cause conditions of confusion in the classroom regarding the pronunciation, spelling, or vocabulary that should be taught (Ali et. al, 2021). Although the preferences of the students have been researched upon, there has been little research on the teachers themselves- the people who actually determine how and in which ways the English language is learned and used.

This research gap poses a definite problem. Without knowing what teachers feel about British and American English, we have no chance to develop effective teacher training programs and language education policies. Individual preferences and beliefs of the teachers always affect how they teach and what type of language models they introduce to the students (Sifakis, 2019). In the absence of research on these perceptions, the educational planners are operating with partial information, which can influence the uniformity and quality of the English language teaching in Pakistan.

As such, this research is important in that it puts the emphasis on the teachers instead of the learners. Through studying the attitudes of Pakistani English teachers, the study will be able to give insights that can directly be applied in the development of teachers and curriculum planning. It is possible to develop the training materials that will answer the specific questions of the teachers about the reasons of the preference to one type of the variety or to the other in order to be prepared to face the reality of World Englishes and to be confident and self-confident in their work.

To inform this investigation, the research questions used in the study are as follows:

1. What are the attitudes and preferences of Pakistani English teachers towards Standard British English and Standard American English?

2. What factors such as their own education, media consumption, or institutional rules—influence these preferences?

3. How do these attitudes and influencing factors relate to the teachers' own classroom practices and pedagogical choices?

By answering these questions, this research hopes to contribute valuable, practical knowledge to the fields of teacher education and sociolinguistics in Pakistan.

Literature Review

This section follows a narrative review approach. This means it will tell the "story" of existing research on the topic by summarizing and connecting key findings from different studies. The goal is to build a clear picture of what is already known about attitudes towards English varieties as well as to identify where the focus has been, and finally to point out where the gaps are—specifically, the lack of focus on teachers.

Research on attitudes towards different varieties of English has witnessed a considerable attention and expansion within the paradigm or framework known as World Englishes (Kachru, 2005). This was the conception of such scholars as Kachru (1985), who perceives that English does not belong to Britain or America alone anymore. It is a universal language that has numerous valid forms of use in such countries as India, Singapore, and Nigeria. Other studies like those by Bernaisch (2012) and Hundt et al. (2015) indicate prestige hierarchies among Englishes, which usually involve SBE. Under the teacher-centered research, results by Sifakis (2019) indicate that the preferences of teachers are determined by personal learning background and organizational demands. Recent publications, such as Rahman and Rahman (2023), underline the importance of digital media in changing the attitude of teachers towards SAE in South Asia. Nevertheless, there is still a gap in the contextualized research of Pakistani teachers who work in a special sociolinguistic environment. One of the main questions in this direction is: how do individuals feel about these various Englishes? Which of them do they find good, correct or prestigious?

A great part of this study has been devoted to the attitudes of learners and students. The research always indicates that Standard British English (SBE) has been the most prestigious variety of English in the world. In an example, Bernaisch, (2012) discovered that the British English was the most prestigious English variant in Sri Lanka. In the same way, Hundt, Zipp, and Huber (2015) found out that in Fiji, British English had the highest favourability and then, American English. These results would indicate the presence of the long-term legacy of British colonialism in influencing the language attitudes around the globe. Nevertheless, the American culture is also very strong. One research conducted by Evans (2010) on Chinese students revealed that the students admired the British English as it was pleasant and polite, but preferred the American English as a casual and modern perception. This demonstrates that attitudes are not straightforward; they may be divided and people can appreciate various varieties due to a variety of reasons.

The variety of methods used in these studies are also noteworthy. Such tools as surveys with rating scales (Likert scales) and closed-ended questionnaires, listening tests when the participants listen to recordings of various accents have been used by researchers (Zhang and Hu, 2008; Tokumoto and Shibata, 2011). Other researchers, such as Cavallaro and Chin (2009), also employed open-ended questions to have more information as to why people prefer what they do. One of the similarities is that the attitudes of people are strongly influenced by the exposure. When one listens more to American English in the films and on the Internet, there is a high probability that he or she will foster a positive perception about it.

More importantly, nearly all of this considerable amount of research considers students as the primary actors. Research works that puts emphasis on teachers is minimal. This is a major gap.

Teachers do not simply listen to language; instead, they generally tend to speak as they are highly influential people in the classroom. Their personal attitudes to the better or more correct English can have a direct impact on what they teach and how they correct their students (Sifakis, 2019). A teacher with a strong belief in Britain English as the only correct variant may mark American spelling wrong which may be a confusing situation to a student who sees American English everywhere in the Internet.

The little research that does cover teachers points at the critical role of the teachers. Indicatively, studies conducted in the area of language teacher cognition, affirm that personal experiences and beliefs of teachers is the greatest contributor to their classroom decisions (Borg, 2003). The Pakistani situation as reported by Rahman (2020) reflects an ambiguity in the language-in-education policy of the country that has allowed teachers to use their own training and habits. Most Pakistani English teachers were themselves educated in a system historically modelled on British English, but are now surrounded by American media (Ali et. al, 2021). We do not know how they personally navigate this conflict, or what it means for their teaching. Recent scholarship in applied linguistics and discourse analysis in Pakistan demonstrates a wide-ranging engagement with topics such as syntactic theory, sociolinguistic attitudes, language education, and the intersection of language with gender and identity. For instance, Ali et al. (2020) explored Pakistani students' perceptions of British and American English, revealing nuanced identity issues and sociolinguistic dynamics that are often shaped by gendered expectations and opportunities within educational settings. Similarly, Arshad et al. (2024) conducted a comparative analysis of ad-positional phrase structures in English and Urdu through the lens of X-Bar Theory and the Theta Criterion, identifying both convergences and divergences between the two languages.

The affective dimensions of language learning have also been a focus, as seen in Adeel and Ishtiaq (2025), who investigated language anxiety among undergraduate English learners. Their findings indicate that both anxiety levels and attitudes toward English vary by gender, with significant implications for academic achievement. Ismael and Ishtiaq (2025) examined attitudes toward code-switching in higher education, highlighting both the pedagogical benefits and challenges of bilingual classroom practices, and underscoring the evolving and context-dependent nature of language use in academic environments.

The relationship between language, literature, and philosophy is another area of interest. Gill et al. (2024) analyzed themes of love and spirituality in Elif Shafak's *The Forty Rules of Love* through Sufi philosophy, illustrating how literary texts can engage with complex semantic and philosophical issues. Majid and Ishtiaq (2019) employed stylistic analysis to uncover the syntactic and thematic intricacies of E.E. Cummings' poetry, while Majid et al. (2020) assessed the presentation of syntactic structures in primary-level English textbooks, noting gendered differences in students' engagement with literary and grammatical content.

Critical discourse analysis has emerged as a prominent methodological approach. Gill, Ishtiaq, and Khan (2025) utilized a feminist perspective and the transitivity framework to examine digital media representations of Reham Khan, while Gill et al. (2025) conducted a corpus-based genre analysis of the inaugural speeches of Donald Trump and Joe Biden, shedding light on the rhetorical and structural features of political discourse. These studies collectively emphasize the importance of gender as a critical lens for analyzing language use and representation.

In the realm of syntactic theory, Raza et al. (2025) compared the null-subject parameter in English and Pashto, though their study would benefit from a more robust methodological framework and a clearer discussion of educational implications. Ismael et al. (2025) provided practical recommendations for code-switching in higher education, though their focus on student perspectives suggests the need for broader stakeholder engagement. Ullah et al. (2025) examined gender-based differences in English language achievement, offering valuable data for policy but highlighting the need for more nuanced analyses that move beyond binary gender categories.

The integration of technology in language education is addressed by Luqman et al. (2025), whose case study on computer-assisted learning in English classrooms offers practical insights, albeit with limited generalizability due to its single-institution focus. Theoretical contributions include Ishtiaq and Gill's (2024) application of Chomsky's X-Bar Theory to Urdu, Pashto, and English, and Ishtiaq et al.'s (2022c) advocacy for a unified approach to syntactic patterns in English. Research by Ishtiaq et al. (2022b) and Ishtiaq et al. (2021a) further explores transliteration challenges and the semantic density of religious texts, respectively, highlighting the significance of syntax in cross-linguistic and cross-cultural communication.

Alam et al. (2025) offer a nuanced perspective on Pakistani English in undergraduate academic writing, arguing for the legitimacy of local linguistic features and advocating for a balanced approach to academic writing instruction that recognizes both World Englishes and standard norms. Their qualitative study, while insightful, is limited by its focus on public sector institutions and could benefit from a broader scope. The authors' call for pedagogical strategies that empower students to code-switch and critically reflect on their linguistic choices aligns with broader movements toward the decolonization of English language teaching (Canagarajah, 2013; Kirkpatrick, 2020).

Additionally, Alam et al. (2025) investigated the use of Pashto (L1) in English language classrooms at Kohat University of Science & Technology, finding that strategic L1 use can enhance comprehension and reduce anxiety, though overreliance may hinder English exposure. Their study, while supportive of selective L1 use, is constrained by its small sample size and single-institution context. The authors recommend further research into context-sensitive L1 use and teacher training, emphasizing the need for a balanced and reflective approach to language choice in EFL classrooms. Collectively, these studies highlight the dynamic and context-dependent nature of language use in Pakistani educational settings, the influence of gender and sociocultural factors, and the ongoing negotiation between local linguistic realities and global academic standards. Despite the central role teachers play in shaping language attitudes and classroom practices, little is known about how Pakistani English teachers perceive and negotiate standard British and American English. A comparative study of their perceptions would fill this gap and offer important insights for English language teaching in Pakistan.

Therefore, while we know a lot about what students in Pakistan and elsewhere think, we know almost nothing about what their teachers think. This study aims to fill that exact gap. By reviewing the literature, it is clear that understanding teacher attitudes is the logical and necessary next step. Without this knowledge, efforts to improve teacher training or update language curricula in Pakistan will be missing a key piece of the puzzle. This review sets the stage for an investigation into the perceptions of the very people who are shaping Pakistan's linguistic future: its English teachers.

Methodology

This part explains the strategy and the research instruments to be utilized in this study. This study aims at examining how Pakistani teachers of English perceive British and American English. The study employed a mixed-methods design in order to do this. This implies that it involved a mix of the numbers (quantitative data) and specific personal response (qualitative data). Combining both pieces of information provides a more comprehensive and multidimensional idea about the thoughts of the teachers (Creswell and Creswell, 2018).

The research design of the study is descriptive and exploratory. The reason is that the issue of the attitude of teachers in Pakistan has not been extensively researched before. The design also seeks to explain what these attitudes are, and to delve deeper into the causes of the same.

Participants

The sample of the researchers was 60 English teachers (30 male and 30 females) of Khyber Pakhtunkhwa and Islamabad public and private universities, colleges and language institutes. They represented various schools of learning to represent the various teaching conditions. Purposive sampling was done using the Participants and the minimum time of teaching experience for an English teacher to be a particopant in the presentvstudy wasthree years.

Data collection Instrument

The primary source of information collection was a self-reported questionnaire modified according to Ali et al. (2021). The questionnaire had two large sections:
Ten closed-ended questions about the demographic and professional background and five open ended questions about attitudes, preferences, and factors that influence them.

Data Collection Procedure

The data collection was carried out in six weeks. The researcher informed the heads of English departments in different institutions about the study and requested their permission. The questionnaire was subsequently circulated via a personal method and through the internet (via Google Forms) to make it convenient. Participants were informed that they were free to participate and the participation would remain anonymous. They were informed about the rationale of the research, and their consent was collected prior to the completion of the questionnaire by a short information sheet.

Data Analysis Plan

Data analysis of the two parts of the questionnaire was carried out and then combined.

1. Quantitative Data Analysis

The researcher keyed the responses on the 10 closed-ended questions into a computer program (Microsoft Excel). The analysis involved a descriptive statistics. This is merely the process of summarizing the data in a simple manner. The researcher used frequencies and percentages. As an illustration, the analysis revealed such findings as: 65 percent of the teachers claimed that their textbooks are taught in accordance with British English rules, 40 percent of the teachers claimed that they use American English pronunciation during the lessons. These percentages assist to demonstrate the key trends and patterns in the group.

2. Qualitative Data Analysis

The thematic analysis was done on the written answers to the five open-ended questions. This is one of the typical ways of discerning patterns within qualitative data (Braun and Clarke, 2006). It was to be done in a number of stages:

Familiarization: All the responses were read and re-read by the researcher in order to get a general idea of the content.

Creation of Original Codes: The researcher used short labels (codes) and identified and highlighted interesting or important phrases in the responses. In keeping with that, a statement, such as I use British spelling because it is what our exams use, would be coded as an Institutional Pressure.

Searching on Themes: The codes were subsequently combined into larger and general ideas known as themes. An example would be such codes as "Institutional Pressure, Textbook Dependency, and Examination Syllabus all built around a theme (Influence of the Education System).

Reviewing and Defining Themes: The themes were checked again and refined in order to ensure that it reflected the data. All the themes were then precisely defined and outlined further. These themes emerge clearly in the final results with direct quotes of the responses of the teachers. This renders the results credible and based on the real words of the respondents.

Through this mixed-method approach, which involves the combination of the general tendencies of the numbers with the specific and personal justifications of the written answers, the study will be able to offer a coherent and credible knowledge of the perception of the Pakistani English teachers.

Data Analysis and Findings

Findings

The present section provides the findings of the information gathered on the sixty Pakistani English teachers. Descriptive statistics were used in analyzing quantitative data. Thematic analysis of qualitative answers (Braun and Clarke, 2006) was used to determine the recurring themes. The results have been presented based on the three research questions that inform this study.

Research Question 1: Teachers' General Preferences and Attitudes

Analysis of the quantitative data revealed clear patterns in teacher preference. Overall, a majority of teachers expressed a professional preference for Standard British English (SBE).

Table 1: Teacher Preference for English Variety (n=60)

Preferred Variety	Number of Teachers	Percentage
Standard British English (SBE)	35	58.3%
Standard American English (SAE)	22	36.7%
No Strong Preference / Both	3	5.0%

Preferred Variety	Number of Teachers	Percentage
Total	60	100%

As Table 1 shows, more than half of the teachers (58.3%) stated they prefer SBE for their teaching context. Over a third (36.7%) leaned towards SAE, and a very small number (5%) reported having no strong preference. Analysis of the quantitative data revealed clear patterns in teacher preference. Overall, a majority of teachers expressed a professional preference for Standard British English (SBE).

The open-ended responses provided rich context for these numbers. Teachers who favoured British English consistently used words like *"authentic", "standard", "formal",* and *"academic"* to describe it. One teacher from a public university wrote, *"British English is the foundation. It has a historical and grammatical purity that we should uphold in education".* Another commented on its prestige: *"For official exams, higher studies abroad, and formal writing, British English is still the recognized standard".*

Teachers who preferred American English described it as *"practical", "modern", "global",* and *"easier".* A teacher from a private language institute explained: *"My students will encounter American English daily on the internet, in apps, and in movies. Teaching them this variety is more relevant to their real-world use".* Another mentioned its accessibility: *"The accent feels more neutral and the simplified spelling is less intimidating for beginners".*
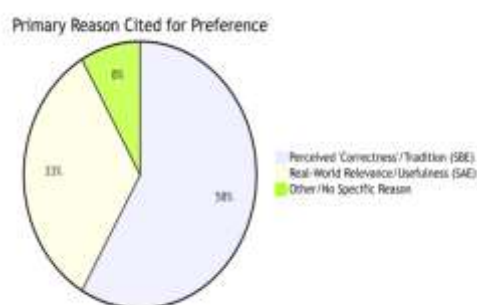

Figure 1: Primary Reason Cited for Preference
  "Perceived 'Correctness'/Tradition (SBE)" : 58
  "Real-World Relevance/Usefulness (SAE)" : 33
  "Other/No Specific Reason" : 8

The descriptive statistics demonstrated the preference patterns in that more than 58% of teachers reported a preference for SBE. They cited its perceived formality, academic prestige, and historical legitimacy. Against this, 36.7% of teachers showed their favour in respect of SAE. They emphasised its global utility, simplified spelling, and relevance to digital media.

Research Question 2: Factors Influencing Teacher Preferences

Thematic analysis of the qualitative data identified five major factors that shape teachers' attitudes. These are presented below in order of how frequently they were mentioned by participants.

1. Teacher Training and Educational Background (Most Influential Factor)

This was the most powerful theme. 53 out of 60 teachers (88%) directly linked their current preference to their own education. Most teachers, especially those over 35, were trained in a system deeply rooted in the British tradition. This can be witnessed from the noteworthy quote of one of the public college teachers (42 years old): *"My own professors drilled British pronunciation and Oxford spelling into us. That is the model I learned, so that is the model I teach. It's what I know best"*. However, teachers from newer, private-sector M.A. or M.Phil. programs were more likely to have been exposed to both varieties and showed more flexibility.

2. Institutional Requirements and Textbook Dependence

Many teachers felt their personal preference was secondary to external demands. For example, 47 of the total teachers i.e. 78% cited institutional pressure as can be witnessed from the description and detail about both National and Board Examinations and Prescribed Textbooks. The syllabi and marking schemes for major Pakistani exams (like those by the Boards of Intermediate and Secondary Education) are traditionally based on British conventions. Teachers felt compelled to teach SBE to prepare students for these exams. Likewise, most government-prescribed textbooks use British spellings (colour, centre) and lexical items (lift, lorry). Teachers stated they simply follow the textbook to avoid confusing students. One of the government school teacher stated: *"It doesn't matter what I like. The exam paper will mark 'color' as wrong. My first duty is to make my students pass their exams"*.

3. Exposure to Media and Digital Content

This was a key factor driving preference for American English, especially among younger teachers as 31 teachers (52%) f the total population mentioned media influence.

Teachers who regularly consumed American TV shows, YouTube channels, and podcasts reported a higher comfort level and positive attitude towards SAE. A private university lecturer, (29 years old wrote: *"I grew up watching American sitcoms and now use YouTube for professional development. The American accent is just what my ear is used to now. It sounds normal"*.

4. Perceptions of Student Needs and Futures

Teachers often based their preference on what they believed was best for their students' futures. For instance, for the purpose of Higher Studies Teachers associating students with UK universities leaned towards SBE. Contrary to this, for the obvious purpose of jobs and global communication, teachers focusing on IT, business, or general global communication leaned towards SAE, citing it primarily as the *"language of technology and international business"*.

For example, one of the university teachers reported: "*If a student aims for a Master's in the UK, I emphasize British style. If they talk about working in a multinational here or going to the US, I switch to highlighting American norms"*.

5. Personal Aesthetic and Linguistic Appeal

A smaller but passionate group of teachers (about 15 teachers, or 25%) based their preference on personal taste. For instance, the pro-British camp described SBE as *"elegant"*, *"melodious"*, and *"rich"*. Against this, the pro-American group described the SAE as *"dynamic"*,

"straightforward", and *"clear".* One of the college professors noted: *"I simply find the non-rhotic British accent beautiful and scholarly. The dropped 'r' in 'car' has a classic feel to it".*

Research Question 3: Preferences in Specific Language Domains
When asked about specific areas like spelling, vocabulary, and pronunciation, the teachers' preferences showed interesting variations, indicating that their choice is not monolithic.

Table 2: Preference by Linguistic Domain (n=60)

Linguistic Domain	Preferred Standard	Number of Teachers	Percentage	Common Justification
Spelling	**American (SAE)**	38	**63.3%**	"Simpler," "More phonetic," "Common in digital tools."
	British (SBE)	22	36.7%	"Formal," "What our books use."
Vocabulary	**British (SBE)**	41	**68.3%**	"Taught in textbooks," "Required for exams."
	American (SAE)	19	31.7%	"Heard in media," "Used in software (e.g., 'truck' not 'lorry')."
Pronunciation	Mixed/Contextual	28	46.7%	"Depends on the word/audience."
	British (SBE)	18	30.0%	"My training," "For teaching."

	American (SAE)	14	23.3%	"Easier for students to imitate."

Key Insights from Table 2

Data in the above table in respect of aspects such as spellings, vocabulary, and pronunciation provide insights that are quite meaningful and significant. For example, it demonstrate, very interestingly, the fact that there is a strong shift towards American spelling (color, analyze) for its perceived simplicity, even among teachers who generally prefer British English. Cob=ntrary to the trend in spelling which relies heavily on SAE, in case of vocabulary, the participants tended to demonstrate the dominance of British lexical items (flat, boot, fortnight) compared to American alternative vocabulary. This preference can be ascribed as heavily tied to the textbook and exam ecosystem. However, it is interesting to note that the third aspect relating to pronunciation proved itself as the most mixed area of the three aspects. Almost half the teachers (46.7%) reported using a mixed or adaptive approach. They might use a British-style pronunciation in a formal lesson but switch to an American-influenced one when explaining a concept casually or when mimicking media dialogue. This suggests a pragmatic, rather than rigid, approach to spoken English.

Theme of Conflict and Pragmatic Adaptation

A significant finding that emerged across the data was a sense of internal conflict and subsequent adaptation. Many teachers, especially those who personally enjoyed American English, felt a professional obligation to teach British norms. For example, it can be very markedly noted in the following remarks of an experienced teacher. *"In my heart, I like the sound of American English. But in my classroom, I wear my 'British English hat' because the system demands it. It's a bit of a double life"*.

The "As Long As You're Consistent" Rule

A common pedagogical strategy emerged. Faced with the variety mix, many teachers told their students: *"You can choose either British or American English, but you must be consistent. Don't write 'colour' in one sentence and 'color' in the next"*. This was cited as a primary way to manage the lack of a national standard.

It can be safely concluded that the findings paint a picture of Pakistani English teachers as navigators of a complex linguistic landscape. Their attitudes are not based on a single factor but are a product of their own training, institutional constraints, exposure to global media, and perceptions of their students' needs. While a traditional preference for British English persists, especially in formal and written domains, the influence of American English is strong and growing, leading to pragmatic and often context-dependent teaching practices.

Discussion

This research shows the multifaceted nature of the relationships between the Pakistani English teachers and the British and American English. The attitudes of teachers are very complex, influenced by the old traditions of institutions and new world influences. It is understandable why the trend towards SBE has been so high, as it was a prestigious language in history, and the tendency at SAE is the development of globalization. Such results imply that teacher

development programs focused on variety awareness and pedagogical flexibility are needed as advocated by Kirkpatrick (2022).

The second section relates the findings and results obtained after and anlaysis section above to the existing research. This assists in taking the larger significance of the numbers and quotes i.e. attempting to decipher it as completely as possible rather than merely documenting it as in the analysis section above, and commenting on what it all signifies to the English teaching in Pakistan.

Finding a Way between Two Standards.

The most significant conclusion is that the Pakistani teachers do not merely select a different English and discount the other. On the contrary, they are always in between them. Most (58.3) respondents indicated that they use British English in their professions. This is understandable with reference to the history. The British English language has several roots within the education system of Pakistan and the old colonial policies up to the current exam boards (Rahman, 2020). According to the remarks made by the participants, BSE has been perceived as the right and official English in schools.

Preference is not however the same thing as practice. The story is different when we consider particular areas of the language. As an example, 63.3% of teachers actually use American spelling in favor of their own preference due to the fact that it is easier. This indicates that there is an evident disconnect in between what the system considers valuable and what is practical to the teachers in their day-to-day living. This is the main conflict of the experience of a Pakistani English teacher.

The Textbook and the Power of the Classroom.

The most powerful influence on the attitude of a teacher is the training and his or her present teaching setting. A total of 88 percent of teachers directly related their opinions to the way they were taught. This is in line with what Borg (2003) refers to as teacher cognition - the belief that teachers are teaching according to their personal deeply held beliefs and experiences, rather than policy.

The institution in itself is a force. The teachers are attached to the books and tests. When a textbook has words in British language such as lorry and an exam test has marked the text wrong, the teacher is obliged to do so even when he or she uses truck and color at home. This involves what one of the teachers has termed a double life. They instruct their students by British rules in classes, but at home or online allow them more American English. This indicates that, teachers are not free agents; they are directed, at times even compelled, by the system within which they operate.

The silent Revolt of American English.

Although British English is the official language, American English is gaining dominance in the form of culture, and media. More than half of the teachers (52) reported that movies, YouTube and social media influence their attitudes towards English. The American English is considered normal by younger teachers and in particular since it is the one that they read and hear most frequently in popular culture.

This media impact is altering things in a low profile manner. American English is not problematic with British English in formal texts, but it is taking over as the default English in unofficial, global, and virtual worlds. Teachers recognize this. They are aware that their students require American English in order to comprehend videos, games, and the internet. Thus, despite

teaching British spelling to take an exam, a teacher could employ American pronunciation in order to demonstrate a point in a YouTube tutorial. This is the area that American English is building its ground on in practice, and in the day-to-day use.

The Teachers as Practical Decision-Makers.

One of the most interesting pieces of information is that of pronunciation, perhaps. Nearly fifty percent of the teachers (46.7) adopt a mixed or adaptive approach. They do not adhere to a particular accent. This may occur as when they read the text formally off the textbook in a more British accent but when they casually speaking to students or providing a more up-to-date example they may switch to a more American accent.

This is flexibility which demonstrates that teachers are pragmatic. Their key task is to be comprehended and to prepare their students into the real world. Pakistani students have both types in the real world. As such, teachers most frequently recommend not to use only British, but to be consistent. The doctrinal way of solving the inadequacy of a national standard is their plain rule, to choose a style, and to adhere to it in a single piece of writing. It gives students freedom to make choices without being ambiguous.

As a Relation to the Bigger Picture: World Englishes.

Our results are part of the world concept of World Englishes (Kachru, 1985). This concept states that English does not belong to England or America anymore. Other countries such as Pakistan evolve their version of using the English language legitimately. The results of the current research reveal that the core of this process is Pakistani teachers.

They are not mere depositories of the British or American regulations. They are active filter and adapters. They steal the standard of their textbooks, combine it with world English of media, and amalgamate it with the needs of their students. By doing so, they are gradually developing a Pakistani attitude towards English one that acknowledges both of its traditions but can be adapted to contemporary application.

Implications of the Study

The findings of this paper indicate the following relevant issues in the future of teaching English in Pakistan:

1. Teacher Training Needs an Update In case teacher training by teachers themselves is the greatest source of influence, then current training programs should open them to both of the major varieties. Teachers must be able to understand the evident disparities in spelling, vocabulary and pronunciation in order to teach them confidently as opposed to merely repeating the old traditions.

2. Exam and textbooks must be relevant to the reality. The great reliance on British based textbooks brings about a conflict. Is it time to gradually make curriculum designers start to implement the concept that both types are, okay? Will exams permit both colour and colour in case they are used consistently? This would alleviate the pressure of the two life of a teacher.

3. There should be a distinct pragmatic approach. The fact that the teachers adapt and mix especially in speaking is not an indication of confusion. It is a trait of language ability and usefulness. This flexibility should not be punished by teachers developing ways to celebrate and sharpen it, but instead of seeing it as not being pure.

In a nutshell, Pakistani English instructors do not all-out pick a side in the dilemma between the British and the American English. They are good sailors and exist in the world where the two co-exist. They admire the conventional wisdom of the British English as a source of formal

education, but they also have the pragmatic value of the American English as a medium of global communication. Their career is a juggle act, and their best piece of advice, namely, always be consistent, is very sensible and helpful to their students in a world of multiple Englishes.

Conclusion

This paper highlights the combination of historical, institutional and individual influences in determining the attitudes of Pakistani English instructors toward SBE and SAE. It promotes the inclusive teacher education that trains educators to find their way around the realities of World Englishes in the classroom. The research may be expanded in the future with the use of interviews or classroom observations to get a better understanding of the way the attitude becomes teaching practices.

The research question that was developed was the following: how do Pakistani English teachers feel about British and American English? With the shift of attention toward the instructors, this study offers an essential new insight into a complicated attitude of the country towards the English language.

The results create a vivid picture. Pakistani teachers do not subscribe to either of the standards passively. They are energetic, intelligent, navigators who work in an intersection of two strong international types. The professional and institutional pressure to Standard British English is great, and it is based on history and textbooks and examination systems. Meanwhile, Standard American English is powerfully, practically, and culturally enticed by media, digital life, and global opportunity perceptions.

The most notable finding is probably the way of how teachers cope with this reality. They are incredibly pragmatically adaptive. Even though they might have British rules in writing and the examination, they are not bound to the rule in that they can vary in speech and use whatever variation they think is the clearest and most pertinent at the time. Their slogan to the students, in the form of such a simple but effective means of controlling linguistic diversity, is to be consistent, not pure.

These findings have implications in practice. They propose the idea that the teacher training programs need to be specifically focused on the features of both major varieties by going beyond the single-model approach. Additionally, the curriculum and assessment developers can question whether the official materials can recognize the coexistence of both varieties and lessen the tension of the two lives that numerous teachers complain about.

Within the larger framework of World Englishes, this article demonstrates how Pakistani teachers are leading the way in the process of establishing a local, practical language strategy. They are sifting the world influences with the demands of the local, thus developing a classroom practice that is responsive and realistic. The fact that they are adapting and resilient to their careers is not an indication of confusion, but rather their attitudes and strategies.

In recap, the English in Pakistan is being written not only in policy documents, but also in a thousand classrooms as teachers make daily decisions. This study demonstrates that these educators are qualified, conscious and very practical. They pay deference to the tradition of the language as they equip their students with the global future, finding a way to bypass the chequered history of British English and the rampant present of American English.

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