

## AN INVESTIGATION OF THE USAGE OF ENGLISH ARTICLES IN STUDENTS' AND TEACHERS' SPOKEN DISCOURSE

Sumera Umrani<sup>1</sup> Perah Chandio<sup>2</sup>

### Abstract

*This paper investigates the usage of English articles by students and teachers at a public sector university in Pakistan. Through sociolinguistic interviews and simple quantitative analysis, the study finds that participants habitually drop the indefinite specific article at higher rates (53%) than the definite (41%) or non-specific indefinite article (42%). L1 interference from Sindhi and Urdu, languages that lack functional article equivalents, emerges as the primary explanatory factor. Additional contributing factors include inadequate pedagogical attention to the article system and teachers' tolerant attitudes toward non-standard usage of English. The findings align with studies on South Asian Englishes while diverging in the specific pattern of null-marking. The study contextualises these tendencies within the broader trajectory of Pakistani English (PakE) as an evolving variety of Global English, noting parallels with features already observed in Indian English. Recent scholarship on PakE nativisation and English medium instruction policy in Pakistan further underscores the sociolinguistic complexity underlying articles' (mis)use.*

**Keywords:** Pakistani English (PakE), English articles, L1 interference, (mis)use of articles, World Englishes, linguistic norms

### 1. Introduction

Pakistan is a multilingual and multicultural country in which a variety of regional languages are spoken alongside Urdu (Ahmad et al., 2022; Amjad et al., 2021), the national language, and English, the official language (Li & Akram, 2023, 2024). Despite being associated historically with elites and urban centers, the desire for English proficiency has spread deeply into rural communities, driven by the language's association with

---

<sup>1</sup> Associate Professor, Institute of English Language & Literature, University of Sindh, Jamshoro [sumera.umrani@usindh.edu.pk](mailto:sumera.umrani@usindh.edu.pk)

<sup>2</sup> PhD scholar, Institute of English Language & Literature, University of Sindh, Jamshoro

educational success, social mobility, and employment (Abdelrady et al., 2025, 2026; Rahman, 2005). English thus occupies a uniquely powerful position in Pakistani society, functioning as a marker of class, sophistication, and access to modernity (Rahman, 1997).

Pakistani English (PakE) is one of the emerging varieties of Global English, characterised by a set of stable and non-stable internal linguistic norms. Owing to its developing state and limited codification, it has been studied less thoroughly than other South Asian varieties and frequently subsumed under the broader category of South Asian Englishes. Researchers such as Rahman (1990; 1991), Baumgardner (1993a; 1998), Mahboob (2004), and Mahboob and Ahmar (2004) have documented quantitative and qualitative dimensions of PakE, yet large-scale statistical data on specific features remains scarce. More recently, Jilani and Anwar (2018), Khan (2012), and Rehman (2020) have argued that PakE is an autonomous variety with its own developing standards (as cited in Nawaz Mokal & Abd Halim, 2023).

Among the morphosyntactic features distinguishing PakE from Standard British English, article usage stands out as both frequent and understudied. Despite the high frequency of articles in spoken and written English, and despite persistent non-standardness being documented informally, there are no detailed published studies on article use in PakE beyond Rahman (1990). The present study aims to fill this gap by investigating the frequency and distribution of English articles in the spoken discourse of Pakistani university students and teachers, and by identifying factors responsible for divergence from Standard English norms.

### 1.1 Context of the Study

This study is situated at the Institute of English Language and Literature (IELL), University of Sindh, Jamshoro; one of Pakistan's oldest and largest public sector universities. The University of Sindh serves a predominantly rural student population drawn from across the interior of Sindh province, where access to quality English education is severely limited. The institute offers a four-year Bachelor (Hons.) programme and an M.A. English programme, both conducted entirely through the medium of English, making it a uniquely demanding linguistic environment for students whose prior exposure to English has often been limited to the classroom (University of Sindh, 2023).

Sindh province provides a particularly rich yet under-researched sociolinguistic context for this study. It is a linguistically diverse province in which Sindhi speakers account for approximately 60% of the population and Urdu speakers for 22.3%, with Balochi, Brahui, and Seraiki also present across different communities (Pakistan Bureau of Statistics, 2023). Sindhi holds the status of official provincial language and is the third most widely spoken language in Pakistan nationally (Census, 2017, as cited in Abbasi et al., 2020). However, as Abbasi et al. (2020) document, Sindhi is increasingly under pressure in urban settings, where a shift toward Urdu and English is observable among the educated classes. In rural areas where the majority of IELL students originate Sindhi remains the dominant everyday language, while English functions purely as a formal subject with little use outside the classroom. This layered linguistic ecology, characterised by Sindhi as the primary L1, Urdu as a second language, and English as a structurally distant third, creates a compound interference environment directly relevant to the article non-standardness investigated here.

The study focuses specifically on spoken rather than written discourse for several reasons. Most existing studies on article use in South Asian Englishes, including those by Agnihotri et al. (1984), Sand (2004), and Sedlatschek (2009), draw primarily on written corpora — essays, press texts, and academic writing. Spoken discourse, however, presents a qualitatively different challenge: it

is produced under real-time processing pressures that preclude editing or self-monitoring, and it is more directly influenced by colloquial L1 patterns. Tarone (1985) demonstrated that L2 learners produce fewer standard forms in unmonitored spoken registers, a phenomenon especially relevant in a context where English is used almost exclusively in face-to-face instructional settings. Since Pakistani students and teachers encounter and produce English primarily through speech, spoken data offer a more ecologically valid and pedagogically consequential picture of article accuracy than written samples alone. The sociolinguistic interview method used here is therefore both theoretically motivated and contextually appropriate.

## 1.2 Research Questions

The study addresses the following questions:

- What is the frequency of English articles in students' and teachers' spoken discourse?
- How does article use in PakE differ from Standard English norms?
- Which article type is most commonly omitted by Pakistani speakers?
- What is teachers' attitude towards students' article use and misuse?

## 2. Literature Review

### 2.1 Pakistani English as a Developing Variety

The growing use of English in Pakistan over the past two centuries has resulted in its nativisation and indigenisation, generating linguistic variations that set PakE apart from British or American varieties (Baumgardner 1993b; Mahboob and Ahmar 2004). Mahboob (2009) argues that PakE varies from other varieties in almost all linguistic aspects, including syntax, phonology, semantics, morphology, lexis, and pragmatics. PakE variations in spoken and written contexts are increasingly providing the standard context for Pakistani culture, and that researchers now widely view PakE as an autonomous variety with developing norms (Nawaz Mokal & Abd Halim, 2023).

A parallel strand of inquiry concerns the status of PakE within Kachru's (1985) Outer Circle and Schneider's (2007) dynamic model of postcolonial English. A 2023 study examining teacher and student perceptions of PakE at Pakistani universities found that English has undergone nativisation in Pakistan and that many users perceive it as a local variety rather than simply a foreign language, though formal institutionalisation of PakE norms is still lacking (Ahmed et al., 2023). The magnitude of studies on PakE norms remains insufficient to pronounce it a fully codified and institutionalised variety; however, the momentum of recent scholarship suggests it is approaching that threshold.

### 2.2 English Articles: Definition and Classification

Articles are among the most common and most basic of determiners in English (Biber et al., 1999). According to the COBUILD corpus of 20 million words (Sinclair, 1991), the definite article *the* is the most frequent word in English, while the indefinite article *a* ranks fifth. The three articles, the definite article *the*, the indefinite article *a/an*, and the zero article serve primarily determinative functions, with the definite article additionally performing individualisation and familiarisation (Kaluza, 1981).

Table 1: COBUILD List of the Ten Most Frequent Words in English (Sinclair, 1991)

Rank	Word (Frequency)	Rank	Word (Frequency)
1	the (309,497) 25.1%	6	in (100,138) 8.1%
2	of (155,044) 12.6%	7	that (67,042) 5.4%

3	and (153,801) 12.5%	8	I (64,849) 5.3%
4	to (137,056) 11.1%	9	it (61,379) 5.0%
5	a (112,992) 10.5%	10	was (54,722) 4.4%

The primary function of the indefinite article is to introduce a new specific or non-specific entity into discourse, while the zero article is typically associated with plural countable nouns and uncountable nouns used generically. The definite article marks the noun phrase as identifiable something uniquely known to speaker and hearer through contextual or shared knowledge (Quirk et al., 1985). The central theoretical construct linking article choice to linguistic theory is definiteness, defined as the identifiability and uniqueness of a referent (Lyons, 1999). Definiteness intersects with specificity (whether the speaker has a particular referent in mind) and genericity (whether reference is to a class rather than an individual), yielding a complex network of possible article environments (Master, 1997).

### 2.3 Article Acquisition by Non-Native Learners

Article acquisition presents well-documented difficulties for ESL learners, particularly those whose L1 lacks a comparable article system (Master, 1987; Pica, 1983). Master (1997) argues that the articles are among the most frequently occurring free morphemes in English, yet teachers devote comparatively little time to explaining or practising the article system, and there are few coherent pedagogical grammars for it (Akram & Abdelrady, 2023, 2025; Ramzan & Khan, 2024; Chen & Ramzan, 2024). Learners from article-less L1s (designated [-ART] speakers) tend to acquire the zero article first, whereas learners whose L1 contains articles ([+ART] speakers) initially apply their L1 article usage to English.

A learner corpus study comparing Mandarin, Korean, and Thai L2 English users found two different accuracy orders depending on L1 background, with massive overproduction of indefinite and definite articles in generic contexts problematic for all groups regardless of proficiency (Ekiert, 2007, as reviewed in the learner corpus literature). More recent scholarship (Trenkic & Warmington, 2022) examining what transfers in the acquisition of English articles by learners from article-less native languages found evidence of both positive and negative transfer, confirming that L1 grammar is not the only predictor of article performance. The Competition Model framework (Zhao and Fan, 2021) further proposes that cue availability and cue reliability in the L2 input jointly determine article accuracy, with cue reliability being the key differentiator between competence levels.

In the context of South and Southeast Asian Englishes, Sand (2004) compared article frequency across contact varieties (Jamaican, Irish, and Indian English) and native varieties, finding that contact varieties show surprisingly similar cross-variety patterns, particularly for the definite article. Sedlatschek (2009) challenged the received view that Indian English is characterised primarily by article deletion, demonstrating that IndE actually features higher rates of definite article use per 1,000 words than British English in press texts, and that the picture is more nuanced than substrate-based accounts allow. Sharma (2005), analysing the spoken English of first-generation Indian immigrants in the US, found that specific indefinite noun phrases maintain overt article marking at higher rates, while non-specific indefinites are null-marked at much higher rates a finding that contrasts directly with the present study.

### 2.4 Article Use in South Asian Englishes: Recent Developments

Research on South Asian Englishes broadly confirms that article non-standardness is a stable

sociolinguistic feature rather than a purely developmental error (Akram & Oteir, 2025; Ramzan et al., 2025, 2023, 2020; Ramzan & Alahmadi, 2024). Agnihotri et al. (1984) documented a habit of dropping articles alongside indiscriminate insertions in Indian English learner writing, concluding that the expression of the article system in IndE reflects both learning strategies and instructional history. Sedlatschek (2009) extended this analysis, arguing that statements characterising IndE speakers as universally tending to delete articles distort a far more variable situation. A 2024 study on Sindhi high school ESL learners found that their acquisition order of English grammatical morphemes is influenced by L1 interference and deviates from the universally proposed order (Abbasi et al., 2024), providing direct support for the present study's findings in an adjacent Pakistani linguistic context. Regarding Urdu-L1 learners, Masood and Shafi (2020) confirmed through a multi-university study that syntactic interference from Urdu is systematic and pervasive, with errors in grammar including determiners attributable to L1 structure.

### 2.5 Pakistani English Teaching and Medium of Instruction

The quality and effectiveness of English instruction in Pakistan is shaped by a fragmented, three-tier education system comprising English-medium private schools, vernacular-medium government schools, and madrassas (Haque, 1983; Rahman, 1997; Mahboob, 2004). Mahboob (2017) assessed the impact of English as Medium of Instruction (EMI) policies in Pakistani higher education and found that current EMI policies do not enable all students and may perpetuate socio-class variation. The Draft National Curriculum 2020, which mandates Urdu or English as the main medium of instruction, has been unable to provide equitable quality education across the country (Mahboob, 2017). Research on EMI at the school level further documents that many Pakistani teachers lack adequate English proficiency to conduct effective instruction, and that teacher training focused on language competence is urgently needed (Asghar et al., 2022). These structural inadequacies have direct consequences for grammatical accuracy, including the article system, among learners who receive limited exposure to standard English input.

## 3. Research Methodology

### 3.1 Data Collection and Participants

Data were collected through sociolinguistic interviews (Tagliamonte, 2006) with 13 participants 10 students and 3 teachers from the Institute of English Language and Literature (IELL), University of Sindh, Pakistan. Each participant was interviewed for approximately 30 minutes using informal questions designed to elicit narratives of personal experience, a method shown to produce vernacular-rich speech samples (Labov, 1984). The teacher interviews served a dual purpose: as language samples from relatively proficient speakers, and as a source of attitudinal data on article teaching.

Table 2 presents the profile of all participants, including age, gender, years of English education, L1, medium of instruction, and teaching experience.

Table 2: Participant Profile

ID	Age	Gender	Eng. Edu. (yrs)	L1	Medium	Teaching Exp.
ALI	24	M	16	Sindhi	English	None
ASF	23	M	6	Sindhi	Sindhi	None
GHZ	27	F	16	Sindhi	English	3 yrs

HUM	24	F	16	Urdu	English	None
NUD	25	F	16	Urdu	English	None
RAJ	23	M	6	Sindhi	Sindhi	None
SAF	23	F	6	Sindhi	Sindhi	None
SAN	42	M	6	Sindhi	Sindhi	18 yrs
SHA	23	M	6	Sindhi	Sindhi	None
SHO	29	M	6	Sindhi	Sindhi	5 yrs
SIR	25	M	16	English	English	None
SOB	25	F	6	Urdu	Urdu	None

ID	Age	Gender	Eng. Edu. (yrs)	L1	Medium	Teaching Exp.
SUR	23	F	16	Sindhi	English	None

The student participants were all enrolled in the final year of the M.A. English Literature programme. Their prior educational background varied, with some having attended English-medium schools (16 years of English education) and others having been educated primarily in Sindhi or Urdu medium (6 years). The majority came from rural areas of Sindh where opportunities for English use are limited.

### 3.2 Coding and Analysis

All interviews were transcribed verbatim. Noun phrases in the transcripts were identified and coded following the methodology established by Sharma (2005). Contexts not requiring articles in Standard English plurals, mass nouns, noun phrases with other determiners, and generics were excluded. The remaining singular count noun phrase tokens were classified into three categories:

- [-SPEC -DEF]: indefinite non-specific, requiring a in Standard English (e.g. 'I am looking for a job')
- [+SPEC -DEF]: indefinite specific, requiring a in Standard English (e.g. 'She has lost a blue pencil')
- [+SPEC +DEF]: definite, requiring the in Standard English (e.g. 'I will see you at the restaurant')

Null-marking percentages were calculated for each category across participants, and results were disaggregated by gender, medium of instruction, and teaching status to examine sociolinguistic conditioning factors.

## 4. Findings and Discussion

### 4.1 Overall Distribution of Null-Marking

A total of 955 tokens were coded from the corpus. Table 3 presents the overall distribution of null-marking across the three article environments.

Table 3: Total Distribution of Null-Marking Across Article Types

Article Type	Present	Absent	% Null-Marking
Definite	315	220	41%
Indefinite Specific	95	111	53%
Indefinite Non-Specific	124	90	42%
Total	534	421	—

The indefinite specific article is the most frequently null-marked category at 53%, compared to 41% for the definite article and 42% for the indefinite non-specific. Theoretically, this pattern can be understood through Trenkic and Warmington's (2022) framework for what transfers and what does not in article acquisition by learners from article-less L1s. They argue that while learners may transfer the broad notion of specificity from their L1, the surface realisation of that distinction through overt articles remains highly vulnerable to omission, particularly in unplanned spoken discourse. The present findings support this: participants appear to have some implicit grasp of definiteness distinctions (the definite article is not the most omitted category), yet the indefinite specific a subtle referential distinction requiring overt marking is precisely where accuracy breaks down most consistently.

This finding also diverges meaningfully from Sharma (2005), who found that non-specific indefinites were null-marked at higher rates in Indian English, with specific indefinites remaining below 50% null-marking because speakers' Hindi, Gujarati, and Punjabi L1s provide overt equivalents for indefinite specific reference. In the present study, participants' L1s, Sindhi and Urdu do provide a functional equivalent for indefinite specific reference (\*Ek\* in Urdu; \*Hik\* in Sindhi), yet this form is routinely dropped in colloquial spoken registers of both languages. Participants thus appear to transfer colloquial L1 spoken habits into their L2 English rather than the formal written norms of Sindhi and Urdu, producing sentences such as:

- 'When he was in [A] white shirt on cultural day...' [ASF]
- 'Like in your community you need [A] religious mullah or molvi to get married...' [RAJ]
- 'It is [AN] urban area of Sindh...' [SHA]

A closer look at individual participant results reveals considerable variation within the group. Among students, RAJ and ALI show the lowest null-marking rates overall RAJ with only 5 unmarked definite article tokens out of 32, and ALI with 9 out of 37 while HUM shows the highest, with 61 out of 71 definite article tokens unmarked (85%). This variation raises important questions about the role of individual factors such as reading habits, quality of prior schooling, and degree of English exposure beyond the classroom. It is notable that participants who perform best are not necessarily from English-medium backgrounds: RAJ, one of the most accurate article users among students, was educated in a vernacular-medium rural school. This finding echoes Sedlatschek's (2009) caution against assuming a straightforward link between English-medium schooling and article accuracy, and suggests instead that the quality and authenticity of English input whether through wide reading, media exposure, or meaningful interaction may matter more than the formal medium of instruction.

Comparing the present findings with other Asian English varieties further illuminates the distinctiveness of Pake patterns. In Singapore English, Platt (1991) found that the definite article

was used at considerably higher rates than in Standard English, suggesting overuse rather than omission as the dominant tendency. Sand (2004) confirmed that across contact varieties more broadly, the definite article shows the most cross-variety variation and the strongest influence of text type. In the present corpus, the definite article shows 41% null-marking a rate of omission rather than overuse which aligns more closely with patterns in Indian English learner data (Agnihotri et al., 1984) than with Singlish or Jamaican English. However, the specific pattern of highest null-marking in the indefinite specific category distinguishes PakE from IndE data, where Sharma (2005) found non-specific indefinites to be more vulnerable. This cross-variety divergence suggests that while all South Asian Englishes share the broad feature of article non-standardness, the precise distributional profile of errors is shaped by the specific L1 substrate — in this case the spoken colloquial norms of Sindhi and Urdu rather than by a pan-Asian or pan-South Asian tendency.

It is worth noting two supplementary observations from the data. First, female participants showed higher null-marking rates than males for both the definite (52% vs. 30%) and indefinite specific (65% vs. 42%) articles, suggesting that gender-based score differences in the IELL programme may reflect factors such as clarity of ideas rather than grammatical accuracy. Second, contrary to expectations, English-medium educated participants did not outperform their vernacular-medium counterparts English-medium participants showed markedly higher null-marking for the indefinite specific article (70% vs. 42%), corroborating Mahboob's (2017) observation that English-medium schooling in Pakistan does not reliably produce superior language proficiency.

#### **Teachers' Article Use and Attitudes**

The three teacher participants showed markedly different article accuracy profiles. GHZ, the most junior teacher (3 years' experience) educated in an elite private school and an avid reader of literature, showed the lowest null-marking rates across all article types (Def: 7%; Ind. Spec.: 0%; Ind. Non-Spec.: 4%). SAN, the most senior teacher (18 years' experience), showed considerably higher null-marking (Def: 34%; Ind. Spec.: 28%; Ind. Non-Spec.: 56%), demonstrating that teaching experience alone does not guarantee article accuracy.

In attitudinal terms, the teachers' responses revealed either unawareness of the extent of article non-standardness in student speech or a deliberate tolerance of it. One teacher dismissed article errors in favour of addressing what he considered more serious preposition errors. Another justified non-intervention as a strategy to maintain student confidence in speaking: 'Students do not have confidence to speak especially when you are not habitual of speaking an alien language; if I correct their minor mistakes they will never speak in my class.' Only GHZ the most accurate article user among the three identified students' tendency to overuse the definite article with proper nouns: 'They use the with proper nouns always like THE AMNA THE AKBAR, you would find it everywhere.' This pattern mirrors Master's (1997) observation that teachers often consider the article system a peripheral grammatical concern.

### **4.2 Factors Underlying Article Non-Standardness**

#### **4.2.1 L1 Interference**

The absence of functional article equivalents in Sindhi and Urdu is the most fundamental contributing factor to null-marking in this study. Allana (2010) notes that articles in Sindhi are indicated, where necessary, through demonstratives ('Hee' for this; 'Hu' for that), and the Oxford English-Urdu Dictionary (2003) confirms that neither the definite nor the indefinite article has a direct Urdu equivalent. Schmidt (1999) similarly documents the absence of articles in Urdu and related languages. These structural gaps result in what Master (1997) characterises as [-ART]

learners, who systematically rely on zero article as the default. Masood and Shafi (2020), in their multi-university study of Urdu L1 speakers, found that grammatical interference from Urdu is systematic and pervasive, confirming the present study's interpretive framework. Research by Abbasi et al. (2024) likewise shows that Sindhi L1 learners' morpheme acquisition order deviates significantly from universal acquisition sequences, specifically due to L1 interference.

#### **4.2.2 Pedagogical Factors and EMI Policy**

The teaching of articles at the IELL receives minimal institutional attention: only two units (four pages) across four semesters of study are dedicated to articles, and 100-mark examination papers either allocate a single mark to articles or omit them entirely. The British Council's 2022 assessment of English language teaching in Pakistan identifies a comparable pattern at the national level, noting a lack of balance between the four skills, over-reliance on textbooks, and little congruence between coursebooks and curriculum (British Council, 2022). Mahboob (2017) argues that current EMI policies in Pakistani higher education may actually perpetuate socio-class disparities rather than democratising English proficiency. Research applying the ROAD-MAPPING framework to EMI in Pakistani schools (Asghar et al., 2022) found that many teachers lack sufficient English proficiency to conduct effective instruction, meaning that students' limited article knowledge may be compounded by inadequate teacher modelling. The tolerant stance toward article errors observed among the IELL teachers in this study thus reflects a broader institutional and policy environment in which grammatical accuracy is subordinated to communicative fluency.

### **5. Conclusion**

This study has investigated the use of English articles by students and teachers at a public sector university in Pakistan, contributing empirical data to the underrepresented area of PakE morphosyntax. The quantitative analysis of 955 tokens from sociolinguistic interviews reveals that participants systematically null-mark the indefinite specific article at the highest rate (53%), a pattern attributable primarily to the influence of colloquial spoken Sindhi and Urdu, in which the equivalent of the indefinite specific is frequently dropped in informal registers. The definite and non-specific indefinite articles are null-marked at similar and somewhat lower rates (41% and 42% respectively).

The study identifies four inter-related factors underlying article non-standardness in PakE: L1 interference from article-less or demonstrative-based L1s; insufficient pedagogical attention to the article system in university curricula; teachers' tolerant attitudes toward non-standard article use; and the structural inequalities of Pakistan's parallel education system, which mean that English-medium schooling does not reliably confer superior article accuracy. Interestingly, the most accurate article user in the study is the most recently qualified teacher, educated in an elite school and shaped by an extensive reading habit, suggesting that high-quality input and genuine engagement with written English may compensate for what formal instruction neglects.

Recent scholarship situates these findings within the broader context of PakE nativisation. Jilani and Anwar (2018), Khan (2012), and Rehman (2020) argue that PakE is an autonomous variety with developing norms (as cited in Nawaz Mokal & Abd Halim, 2023), and this study's data raise the question of whether systematic article non-standardness is an emerging stable feature of PakE analogous to patterns documented in Indian English (Sedlatschek, 2009; Sharma, 2005) and Singapore English (Sand, 2004). However, given the small scale of the present study, no such generalisation can be drawn. A large-scale longitudinal corpus study examining multiple registers of PakE including press, literature, academic writing, and spontaneous speech remains a priority

for future research, as does a pedagogically oriented investigation of whether focused instruction on the article system can produce measurable and durable accuracy gains.

## References

- Abbasi, M., Hussain, A., & Naz, A. (2024). L1 interference in Pakistani English morphosyntax: Morpheme acquisition order in Sindhi ESL learners. *Linguistic Exploration*, 1(1). <https://ojs.bilpub.com>
- Abbasi, M., Zaki, R., & others. (2020). Linguistic trends among young Sindhi community members in Karachi. *Redalyc Journal of Social Sciences*, 12(2), 1–18.
- Abdelrady, A. H., Akram, H., Mohamed, A. T. A., Abaalkhail, G. F., Osman, E. H. E., Mohamed, G. T. A. H., & Suliman, W. M. M. (2026). *World Journal of English Language*, 16(4), 311-321.
- Abdelrady, A. H., Ibrahim, D. O. O., & Akram, H. (2025). Unveiling the Role of Copilot in Enhancing EFL Learners' Writing Skills: A Content Analysis. *World Journal of English Language*, 15(8), 174-185.
- Agnihotri, R. K. (1991). Acquisition of articles in learning English as a second language: A cross-culture study. *South Asian Language Review*, 1(2), 129–153.
- Agnihotri, R. K., Khanna, A. L., & Mukherjee, A. (1984). The use of articles in Indian English: Errors and pedagogical implications. *IRAL*, 22(2), 115–129.
- Ahmad, N., Akram, H., & Ranra, B. (2022). In quest of Language and National Identity: A Case of Urdu language in Pakistan. *International Journal of Business and Management Sciences*, 3(2), 48-66.
- Ahmed, H. N., Islam, M., & Pasha, A. R. (2023). Exploring language learning through culture: Indigenisation of English in a Pakistani context. *Linguistics and Literature Review*, 9(2), 98–127. <https://doi.org/10.32350/llr.92.05>
- Akram, H., & Abdelrady, A. H. (2023). Application of ClassPoint tool in reducing EFL learners' test anxiety: an empirical evidence from Saudi Arabia. *Journal of Computers in Education*, 1-19.
- Akram, H., & Abdelrady, A. H. (2025). Examining the role of ClassPoint tool in shaping EFL students' perceived E-learning experiences: A social cognitive theory perspective. *Acta Psychologica*, 254, 104775.
- Akram, H., & Oteir, I. N. (2025). A longitudinal analysis of physical exercise in shaping language learners' emotional well-being: a comparative analysis between L1 and L2 students. *BMC psychology*, 13(1), 1-10.
- Allana, G. A. (2010). A descriptive grammar of Sindhi language. Hyderabad: Sindhi Language Authority.
- Baumgardner, R. J. (1993a). The English language in Pakistan. Karachi: Oxford University Press.
- Amjad, M., Hussain, R., & Akram, H. (2021). Structural and functional taxonomies of lexical bundles: an overview. *Harf-o-Sukhan*, 5(4), 358-367.
- Asghar, J., Farooq, U., & Iqbal, M. (2022). English as medium of instruction at school level in Pakistan: Challenges and solutions. *Pakistan Journal of Educational Research*, 5(2). <https://pjer.org>
- Baumgardner, R. J. (1993b). Utilizing Pakistani newspaper English to teach grammar. In R. J. Baumgardner (Ed.), *The English language in Pakistan* (pp. 255–273). Karachi: Oxford University Press.
- Baumgardner, R. J. (1998). Word-formation in Pakistani English. *English World-Wide*, 19(2), 205–246.

- Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (1999). Longman grammar of spoken and written English. Harlow: Longman.
- British Council. (2022). English language teaching, learning and assessment in Pakistan. Retrieved from <https://www.teachingenglish.org.uk>
- Chen, Z., & Ramzan, M. (2024). Analyzing the role of Facebook-based e-portfolio on motivation and performance in English as a second language learning. *International Journal of English Language and Literature Studies*, 13(2), 123-138.
- Development*, 22, 242–261.
- Islamabad: National Institute of Pakistan Studies.
- Jilani, M., & Anwar, B. (2018). Lexico-semantic features of Pakistani English newspapers: A corpus-based approach. *International Journal of English Linguistics*, 8(3). <https://doi.org/10.5539/ijel.v8n3>
- Kachru, B. B. (1983). The Indianization of English: The English language in India. Delhi: Oxford University Press.
- Kachru, B. B. (2005). Asian Englishes: Beyond the canon. Hong Kong: Hong Kong University Press.
- Kachru, Y., & Nelson, C. L. (2006). World Englishes in Asian contexts. Hong Kong: Hong Kong University Press.
- Kaluza, H. (1981). The use of articles in contemporary English. Heidelberg: Julius Groos.
- Labov, W. (1984). Field methods of the project on linguistic change and variation. In J. Baugh & J. Sherzer (Eds.), *Language in use* (pp. 28–54). Englewood Cliffs, NJ: Prentice-Hall.
- Language Learning*, 33(4), 465–497.
- Li, S., & Akram, H. (2023). Do emotional regulation behaviors matter in EFL teachers' professional development?: A process model approach. *Porta Linguarum: revista internacional de didáctica de las lenguas extranjeras*, (9), 273-291.
- Li, S., & Akram, H. (2024). Navigating Pronoun-Antecedent Challenges: A Study of ESL Academic Writing Errors. *SAGE Open*, 14(4), 21582440241296607.
- Lyons, C. (1999). *Definiteness*. Cambridge: Cambridge University Press.
- Mahboob, A. (2004). Pakistani English: An overview of its syntax, morphology, and lexis. In B. Kortmann & E. Traugott (Eds.), *A handbook of varieties of English* (Vol. 2, pp. 1045–1057). Munich: Mouton de Gruyter.
- Mahboob, A. (2009). English as an Islamic language: A case study of Pakistani English. *World Englishes*, 28(2), 175–189.
- Mahboob, A. (2017). English medium instruction in higher education in Pakistan: Policies, perceptions, problems, and possibilities. In Walkinsah, I., Fenton-Smith, B., & Humphreys, P. (Eds.), *English medium instruction in higher education in Asia-Pacific*. Springer.
- Masood, M. S., & Shafi, I. (2020). Interference of L1 (Urdu) in L2 (English) in Pakistan: Teaching English as a second language. *Pakistan Journal of Distance and Online Learning*, 6(2), 115–130.
- Master, P. (1987). A cross-linguistic interlanguage analysis of the acquisition of the English article system.
- Master, P. (1990). Teaching the English articles as a binary system. *TESOL Quarterly*, 24(3), 461–478.
- Master, P. (1994). The effect of systematic instruction on learning the English article system. In T. Odlin (Ed.), *Perspectives in pedagogical grammar* (pp. 99–122). Cambridge: Cambridge University Press.

- Master, P. (1997). The English article system: Acquisition, function and pedagogy. *System*, 25(2), 215–232.
- Nawaz Mokal, M., & Abd Halim, H. (2023). An analysis of lexico-semantic variations in Pakistani English newspaper corpus. *World Journal of English Language*, 13(6), 371–384. <https://doi.org/10.5430/wjel.v13n6p371>
- Oxford English-Urdu Dictionary. (2003). Karachi: Oxford University Press.
- Pakistan Bureau of Statistics. (2023). Population and housing census report 2023. Islamabad: Government of Pakistan.
- Pica, T. (1983). Adult acquisition of English as a second language under different conditions of exposure.
- Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). A comprehensive grammar of the English language. London: Longman.
- Rahman, T. (1990). Pakistani English: The linguistic description of a non-native variety of English.
- Rahman, T. (1991). The use of words in Pakistani English. *English Today*, 7(2), 32–38.
- Rahman, T. (1997). The Urdu-English controversy in Pakistan. *Modern Asian Studies*, 31(1), 177–207.
- Rahman, T. (2001). English-teaching institutions in Pakistan. *Journal of Multilingual and Multicultural*
- Rahman, T. (2005). Passports to privilege: The English language medium schools in Pakistan. *Peace and Democracy in South Asia*, 1, 24–44.
- Ramzan, M., & Alahmadi, A. (2024). The Effect of Syntax Instruction on the Development of Complex Sentences in ESL Writing. *World Journal of English Language*, 14(4), 1-25.
- Ramzan, M., & Khan, M. A. (2024). Textual Coherence as Cultural Insights in Prologue of the Holy Woman and Epilogue of Unmarriageable. *Contemporary Journal of Social Science Review*, 2(04), 266-281.
- Ramzan, M., Akram, H., & kynat Javaid, Z. (2025). Challenges and Psychological Influences in Teaching English as a Medium of Instruction in Pakistani Institutions. *Social Science Review Archives*, 3(1), 370-379.
- Ramzan, M., Awan, H. J., Ramzan, M., & Maharvi, H. (2020). Comparative Pragmatic Study of Print media discourse in Baluchistan newspapers headlines. *Al-Burz*, 12(1), 30-44.
- Ramzan, M., Oteir, I., Khan, M. A., Al-Otaibi, A., & Malik, S. (2023). English learning motivation of ESL learners from ethnic, gender, and cultural perspectives in sustainable development goals. *International Journal of English Language and Literature Studies*, 12(3), 195-212.
- Rehman, A. (2020). Sub-varieties of Pakistani English [As cited in Nawaz Mokal & Abd Halim, 2023].
- Sand, A. (2004). Shared morpho-syntactic features in contact varieties of English: Article use. *World Englishes*, 23(2), 281–298.
- Schmidt, R. L. (1999). Urdu: An essential grammar. London: Routledge.
- Sedlatschek, A. (2009). Variation and change in contemporary Indian English. Amsterdam: John Benjamins.
- Sharma, D. (2005). Language transfer and discourse universals in Indian English article use. *Studies in Second Language Acquisition*, 27, 535–566.
- Sinclair, J. M. (Ed.). (1991). Corpus, concordance, collocation. Oxford: Oxford University Press.
- Tagliamonte, S. A. (2006). *Analysing sociolinguistic variations*. Cambridge: Cambridge University Press.

- Trenkic, D., & Warmington, M. (2022). What transfers (or doesn't) in the second language acquisition of English articles by learners from article-less native languages. *Linguistic Approaches to Bilingualism*, 12(2), 133–160. <https://doi.org/10.1075/lab.18050.tre>
- University of Sindh. (2023). Institute of English Language and Literature: About. Retrieved from [https://usindh.edu.pk/dept\\_about/70](https://usindh.edu.pk/dept_about/70)
- Unpublished doctoral dissertation, UCLA.
- Zhao, H., & Fan, J. (2021). Modeling input factors in second language acquisition of the English article construction. *Frontiers in Psychology*, 12, 653258. <https://doi.org/10.3389/fpsyg.2021.653258>