A Corpus-Assisted Study on the Co-existence of Standard British and American Englishes in the Age of Globalization in Pakistan

Noor Fatima

PhD English Linguistics Scholar

Department of English, University of Education, Lahore

noorashique6@gmail.com

Dr. Humaira Irfan

Associate Professor of English,

Department of English, University of Education, Lahore

humaira.irfan@ue.edu.pk

Abstract

This research documents a comprehensive empirical documentation of the co-existence of Standard British English (SBE) and American Englishes (AmE) in modern Pakistan. This perspective leaves a critical gap within the existing sociolinguistics literature. The research employed a mixed-method approach, a sort of triangulation technique to investigate the empirical evidence collected from Pakistani corpus of 50,000 words, interviews (N-10), and questionnaires (N=50). The findings depict that the use of different terms from each standard variety is not random but a structured process. A clear clash emerged between the perceived prestige of Standard British English which is linked with official documentation, and the perceived utility of American English which is further associated with globalization and digitization. This majorly points towards the term "stratified diglossia" where the use of Standard British and American English within Pakistani English highlight depends on the context users are in. The respondents also reported the use of code-mixing, code-switching, and linguistic schizophrenia which is mostly context-driven. Consequently, the co-existence of British and American English is not a competition but a structured process and functional distribution which revolves around complex, dual-identity of a post-colonial country.

Keywords: Standard British English (SBE), American English, Pakistani English, Post-colonial nation, sociolinguistics, globalization, corpus, World Englishness

1. Introduction

Pakistan is a post-colonial multilingual country. The use of a single standard variety i.e. Standard British English in documentation remains a challenge since there is a larger influence of American English due to digital platforms. In classrooms and mainly formal settings, the use of Standard British English is encouraged. On the contrary, American English is preferred by the speakers due to the influence of technology, Hollywood, and social media platforms. This is not the case of replacing one standard variety with the other but the co-existence of the both. This probably be considered an attempt to move on from colonial past to walking along the modern contemporary world where broader views are encouraged. These varieties contribute mainly to the sociolinguistic of World Englishes in a globalized world where the superintelligence i.e. the AI speaks and the world listens.

1.1 Background of the Study

Models like "Three Circles" by Kachru (1985) emphasized the global spread of English into three main circles: Inner Circle, Outer Circle, and the Expanding Circle. Pakistan belongs to the Outer Circle which is norm-developing. Leitner (1992) documented English as a "pluricentric" language. It emphasizes the idea of multiple normative contexts. The existing literature on Pakistani English mainly detailed the indigenization of language. A number of features were analysed such as lexical, phonology, grammar, and orthography (Nelson, 2006).

Although, in this globalized world, which is mainly dominated by American backed digital software, tools, social media platforms, superintelligence, technology change the whole game. According to studies like Mair (2016), the traditional views on the use of language is now being challenged by transitional forces of globalization and technology. The world is an ever-changing space and the ability of humans to adapt their surroundings make them more authentic to their environment. In this transitional phase, the post-colonial Englishes are growing from the traditional concept of adhering to the strict institutional norms. On the other hand, the younger generation i.e. Gen-Z is being bold enough by breaking the stereotypes by actively engaging in the use of new vocabulary borrowed either from American English or any other variety.

1.2 Problem Statement

Most of the previous researches focused on the features of Pakistani English as a Post-colonial variety and its indigenization. Though a major research gap exists revolving around the era and globalization and its effect on language varieties. Languages evolve over time and in this contemporary world, following one standard variety is just a myth just because of historical reasons. In case of Pakistan, which was once ruled by British raj, followed Standard British Language in official/formal documentation. While the transitioning phase of the world

composed of the AI and technology, challenges this notion. It overlooks the effect of digital platforms on language and its users which is mainly comprised of American English variables.

Thus, it is clear that there is blurry vision circling around the empirical investigation of the co-existence of Standard British and American English within Pakistani English. The attitudes of speakers, increasing use of social media platforms, and its impact on the variety is still lacking information. Without its critical information, the sociolinguistics aspect of English in Pakistan remains unclear, overlooking the perceptions of Pakistani people living in a multilingual nation.

1.3 Research Questions

Following are the research questions for this designated study:

1. What is quantitative distribution of Standard British and American English variables within current Pakistani English corpus?
2. How does the usage of British and American terms vary across formal, informal, and educational domains in Pakistan?
3. What is the social influence behind Pakistani English users' preferences for Standard British and American English?

1.4 Research Objectives

Following are the research objectives of this designated study:

1. To examine the quantitative distribution of Standard British and American English variables within current Pakistani English corpus.
2. To investigate the usage of British and American terms vary across formal, informal, and educational domains in Pakistan.
3. To explore the social influence behind Pakistani English users' preferences for Standard British and American English.

1.5 Significance of the Study

This research mainly focuses on the sociolinguistics of World Englishes keeping in view the "Three Circles" of Kachru (1985). It further emphasizes the interconnection among the inner circle and outer circle varieties due to colonization and historical reasons. It also adds the mixed-method approach to gather a handful of empirical data along with the real-time aspirations and expectations of Pakistani English users towards the two standard varieties i.e. Standard British English (SBE) and American English (AmE). This methodological design helps to fill the gap between qualitative and quantitative sociolinguistics. The findings of this particular study can further lead to the recommendations for language policy planning within the educational institutes in Pakistan. Furthermore, the stakeholders such as the heads, teachers, educators can contribute to the change of typical curriculum design by keeping in view the transitioning era of globalization.

1.6 Rationale of the Study

The rationale of this study is deeply rooted in the dual-reality of linguistics faced by millions of Pakistani English users on daily basis. The choice between Standard British and American English shows a conflict between the institutional strictness and global aspirations. The world is an ever-changing space and the people living it make a lived reality by their choices and this perspective is also applicable in linguistics. The scope of this study surrounds the written domain of these two standard varieties within three distinct domains i.e. formal, informal, and education in Pakistan. The triangulation technique is utilized to enhance the multidimensional perspective on the usage and attitudes towards these two varieties and their co-existence within Pakistani English.

Literature Review

Introduction

The road-map of English language in the 21st century is significantly characterized by its global spread. English language also revolves around the diversification into multiple, legitimate varieties called World Englishes. Kachru (1985) and Leitner (1992) rejected the monolithic model of "Standard English". They documented English as a pluricentric language. In this scenario, Pakistan presents a fascinating though complicated picture. Being a post-colonial country, Pakistan's educational and official domains were mainly based on Standard British English. However, these domains clashed with the globalization which is mainly influenced by American forces. American forces include the economic deals, media as in Hollywood, pop music, cultural hegemony, and digital platforms such as social media driven by American linguistic force. The literature review captures the evidence on sociolinguistics of World Englishes. It further carries out investigation on the co-existence of both Standard British and American English in the contemporary Pakistan. A clear gap remains in empirically documenting the co-existence of both standard varieties since previous Pakistani researches focus on the indigenization of English in Pakistan.

Transition from Pluricentricity to Globalization

Leitner (1992, pg.1) defines a pluricentric language as "several interacting centres, each providing a national variety with its own norms". This definition directly conflicts with the idea of hegemony of conventional norms. It further emphasizes the framework of how Pakistan being a post-colonial nation exist with the colonial biases integrated within a number of domains. Braj Kachru (1985) proposed a "Three Circles" model highlighting the pluricentric concept. This model categorizes the World Englishes into the Inner Circle, Outer Circle, and Expanding Circle. Inner Circle is mainly norm providing including countries like UK, USA, New Zealand, Australia while Outer Circle is norm developing consisting countries like

Pakistan, India, Bangladesh etc. Outer Circle countries are mostly post-colonial nations influenced by British Raj. Thirdly, the Expanding Circle is norm dependent including nations like Chine, Russia etc. The model is crucial as it goes beyond a simple native/non-native binary, keeping in view the adaptation of English by millions in Outer and Expanding Circle. There are far more speakers in Outer and Expanding Circle as compared to the Inner Circle (Crystal, 2012).

Criticism on Kachru's Model

However, there's been criticism on this model as Mair (2016, p.19) calls for moving "beyond and between the Three Circles", arguing that globalization creates "transnational spaces of communication" where the neat categorization of varieties becomes blurred. This blurring phenomenon is further described by Blommaert (2010, pg. 19)) as a "complex mobile and interconnected world". This concept emphasizes that the linguistic contexts are no longer fastened to particular geographical boundaries. In contemporary sociolinguistic framework, digital tools become essential for linguistic change. As Anwar et al. (2024) posit that social media offers smooth ground for lexical variation and the acceptance of global, often American linguistic forms, even as users maintain a distinct Pakistani identity.

Indigenization and Global Influence in Pakistan

In Pakistan, research on English is mainly focused on the indigenization, institutional legacy of British, it's influence on educational language planning and policy. Qazi (2020) highlights the use of English within curricula has occupied enough space to leave some for other regional languages, marking the point of elite and colonial power. This is further emphasized by Khan's (2023) work on English as a medium of instruction in Pakistani context. This study further reveals the clash between policy and practice which is mainly influenced by perceived prestige of English in higher education of Pakistan.

Pakistani English as a Legitimate Variety

A number of features of Pakistani English as a legitimate variety has been described by previous literature. Shakir's (2020) corpus based multidimensional analysis of online registers illustrates the instances of systematic variation which makes Pakistani English distinct from that of other varieties of remaining two circles. Kachru and Nelson (2006) place Pakistani English within the broader spectrum of Asian Languages, mostly involving Outer Circle. This placement backs the reason due to Pakistani English's distinct lexical, phonological, and syntactic features. These features emerged through contact with different local and standard varities.

However, the famous assumption revolves around the evolvement of Pakistani English from its British base. Yet, the global dominance of American culture, media (Hollywood), technology,

digital platforms (social media), and academia presents a competing linguistic force. David Crystal (2003, p.120) stated while capturing this global transition, "The emergence of the United States as a leading economic power in the twentieth century ensured that American English became a major competitor with British English, and in several domains of language use, it has become the dominant influence". This dominance is felt heavily through American-based publishing industry of academia, Silicon Valley, Microsoft, Meta, and Hollywood.

Research Gaps

While previous research provides a robust foundation, critical gaps remain.

1. **Lack of Focus on Co-existence:** Most studies on Pakistani English examine it as a monolithic entity derived from British English or as an indigenized system. There is a scarcity of research that explicitly investigates the simultaneous presence and functional distribution of Standard British and American English within specific domains of Pakistani society (e.g., higher education, corporate sector, traditional vs. Social media).

2. **Empirical Scarcity on Attitudinal Shifts:** Although Khan (2013) touches on perceptions of EMI, there is limited empirical data on the attitudes of Pakistani speakers (students, professionals, the general public) towards standard British and American English. Is Standard British English still perceived as more "prestigious" or "correct" or is American English increasingly seen as more "modern", "accessible", or "globally relevant"?

3. **The Digital Dimension:** While Anwar et al. (2024)) and Shakir (2020) have begun analysing online language, their focus on indigenized features or comparative analysis with other national varieties. A targeted study is needed to quantify and qualify the infiltration of American spellings, lexicon, and pragmatics into the digital communication of Pakistanis who were formally educated in Standard British English forms.

The present study aims to address these gaps through the theoretical frameworks of pluricentricity proposed by Leitner (1992) and the sociolinguistics of globalization by Blomaert and Mair (2010, 2016). This idea will transcend the view of Pakistani English as a simplified isolated system. Instead, it will explore Pakistan as a complex sociolinguistic zone. A zone where globalized American English and institutionalized Standard British English not only co-exist but also compete, hybridize, and are assigned different social meanings by users. This will further showcase the picture of interconnection among both local and global identities.

In a nutshell, the literature confirms that English in Pakistan is a dynamic. It is deeply embedded in sociolinguistic reality of the globalized world. The fundamental work on World Englishes has legitimized the study of varieties like Pakistani Englishes. While other theoretical frameworks of globalization provide the platforms to understand the fluid transnational flows. These flows further characterize contemporary language use. Although, the existing literature

has under-theorized the current and powerful influence of exogenous standard varieties by mainly focusing on indigenization. This designated study will contribute to the field by filling the gap by knowing how global linguistic forces are negotiated within a specific post-colonial national context. This will provide a clearer picture of the real time evaluation of English in contemporary Pakistan.

Methodological Design

This study will follow a mixed-methods approach to illustrate a comprehensive analysis on the co-existence of Standard British and American English in Pakistan. The mixed method approach takes its start from the collection and detailed analysis of quantitative data in the first phase. The quantitative data will provide broad range of evidence on frequencies of the usage. The second step is qualitative analysis which mainly involves the interviews of the language users and their perception. It will provide the contextual depth of the motivations behind these patterns.

1.1 Research Design

The study is based on three main phases interlinked with each other to form a triangulation technique.

Phase 1	Phase 2	Phase 3
Quantitative	Quantitative	Qualitative
A corpus-based analysis of written and digital texts to identify the presence of Standard British and American English variables within Pakistani English.	A survey questionnaire to gather data on the perceptions of users.	Semi-structured interviews to explore the reasoning behind their attitudes and usage.

These three phases will form a sort of triangulation technique to create a strong validity and reliability of the findings by cross-verifying results from different data sources.

1.2 Data Collection Methods and Instruments

a)   Phase 1: Corpus Analysis:

The frequency of Standard British and American English, and their orthographic, lexical, and grammatical features in different domains of Pakistani English will be empirically analyzed through corpus analysis. A structured corpus of approximately 50,000 words will be completed and compiled from the following three registers:

Formal/Institutional Register	Text from leading Pakistani English newspapers i.e.

	Dawn, The News International, The Express Tribune, official university websites, and government publications
Digital/Informal Register	Comments from public Facebook pages of popular Pakistani brands/news outlets and tweets from Pakistani users (using location-based hashtags)
Educational Register	A selection of English textbooks prescribed at the secondary and higher secondary levels by Pakistani national and provincial boards

Linguistic Variables: The corpus will be analysed for specific, high-frequency markers that distinguish Standard British English and American English:

Orthography	-our vs. -or (e.g., colour/color) -re vs. -er (e.g., centre/center) -ise vs. -ize (e.g., organise/organize)
Lexicon	Lift, flat, petrol, boot Elevator, apartment, gas, trunk
Grammar	Present Perfect vs. Simple Past usage (e.g., "I have just eaten" vs. "I just ate") Verb agreement with collective nouns (e.g., "the team are/is").

Analysis Tool: The corpus will be processed using Sketch Engine to generate frequency counts, collocations, essential keywords for variables from both standard varieties i.e. American and British.

b) **Phase 2: Survey Questionnaire**

A stratified random sampling technique will be used to select participants (N=50) from university undergraduates, postgraduates, doctorates, and academic teachers. The researcher will contact the participants through mailing and meeting in person and taking their consent for the designated study.

Instrument: A structured online questionnaire using Google Forms, comprising four sections:

Demographics	Age, gender, educational background, field of study/work, medium of instruction in previous education
Preference & Identification	Forced choice and Likert-scale questions (e.g., "Which variety do you find more prestigious?" "Which variety is more useful for international communication?")
Self-Reported Usage	Questions on which variety participants use in specific contexts (e.g., formal writing, social media, speaking).
Recognized Authenticity	A section with paired sentences asking participants to identify which they believe is "correct" or which they

would use.

c) **Phase 3: Semi-Structured Interviews**

The purposive sampling of 10 participants will be drawn from a number of public and private universities. These participants will further provide data on the mixed-language usage in Pakistani context.

1.3 Data Analysis Plan:

Quantitative Data (Corpus & Survey)

Frequency counts of the linguistic variables will be compared across the three registers i.e. Formal, Informal, and Educational. It will be compared using descriptive statistics to determine if the observed differences are statistically significant. Sketch Engine will be used to analyse the data.

Qualitative Data (Interviews)

All interviews will be audio-recorded, transcribed, and anonymized. Thematic Analysis (Braun & Clarke, 2006) will be employed. This will involve:
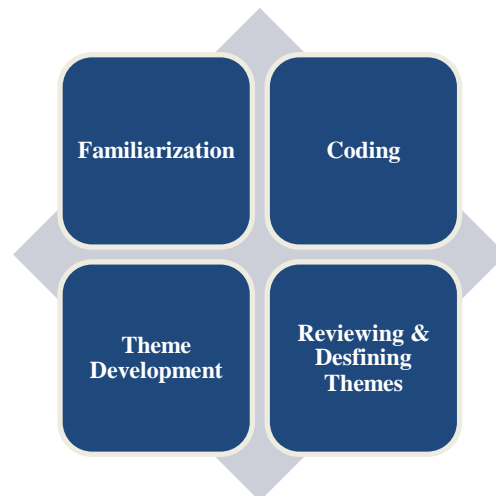
1.4 Ethical Considerations

All participants will be provided with a detailed information sheet. They will be required to give explicit digital consent before participating in the survey or interview. Survey responses will be anonymous. Interview participants will be assigned pseudonyms, and all identifying details will be removed from the transcripts and final report. All digital data (corpus files, survey results, audio recordings, transcripts) will be stored and destroyed after the completion of the project.

Data Analysis

This section analyses the empirical data gathered from real-time notes (Pakistani newspapers, mostly Dawn, The News International, The Express Tribune etc.), survey questionnaire and interviews. This creates a triangulation technique to provide strong qualitative and quantitative evidence. This technique helps find answers of questions such as "How Standard British and American English co-exist within different domains of Pakistani English?" The analysis revolved around three main aspects: grammar, lexicon, and orthography. The domains selected are: Formal/Institutional, Educational, and Digital/Informal. The organization of study systematically circles around frequency and distribution of certain SBE and SAE variables.

4.1. Orthographic Instances

A tale of two spellings is analysed which further showcases the clear pattern of co-existence. The empirical data uncovers that the choice of British or American English words is largely influenced by the formality of particular domain as in:

Linguistic Variable	Variant Type	Formal/Institutional Frequency	Digital/Informal Frequency	Educational Frequency	Total
-our/-or	SBE (-our)	413	184	588	1185
	AmE (-or)	97	448	32	577
-re/-er	SBE (-re)	288	64	402	754
	AmE (-er)	103	289	19	411
-ise/-ize	SBE (-ise)	356	122	511	989
	AmE (-ize)	87	336	25	448

Table 4.1. Frequency Distribution of SBE and SAE Spelling variables across Domains (50,000 words corpus)

Findings and Interpretation:

The Educational Domain depicts a stronghold of Standard British English Orthography while American English variables appearing in only 6% cases. This showcases the concept of Pakistani Education System where there the textbooks often use the model from Standard British English. Likewise, the Formal domain also shows the stronghold of SBE as compared to American contexts. This further indicates that for official purposes, "Received Pronunciation" which is a kind of "correct English" is utilized due to historical and colonial reasons.

Contrarily, the Informal domain play the hero here for American English. Here, the American spellings are dominant due to the integration of American cinema, music, technological insights, computer language and social media platforms. The famous Gen-Z and coming generations highly depend on these platforms which implicitly play a role in adding to their vocabulary. In this case, Pakistani individuals usually feel more liberated as compared to strict

educational institutional norms. Mostly, Gen-Z working in marketing and social platforms discussed about the use of autocorrect instead of consciously noting the spellings.

4.2. Lexical Choices

The lexical context showcased a more complex landscape as a number of American English lexical variables have already been assimilated within the Pakistani English. This provides a bold frequency of American English semantic choices challenging the institutional use of British English within formal mediums.

Context	SBE Variable Frequency per 10k	AmE Variable Frequency per 10k	Notes
Housing	Flat (8.2)	Apartment (52.4)	AmE dominant
Automotive	Petrol (41.5)	Gas/Gasoline (28.6)	"Petrol" is used as formal "Gas" is used as informal
	Lift (12.8)	Elevator (14.2)	Near-total parity
Food	Biscuit (16.3)	Cookie (13.1)	SBE dominates slightly
	Chips (5.1)	Fries (21.7)	AmE is mostly associated with fast food.

Table 4.2: Frequency of SBE and AmE Lexical Variables (Per 10,000 words)

Findings and Interpretation

The Sketch Engine provides a detailed analysis of how petrol is collocated with the station, price, and government. On the other hand, gas is collocated with cooking, cylinder and domestic speech, mostly in informal settings. The questionnaire data further substantiates this when they were asked about their lexical choices within the contexts depending on circumstances. 73% respondents chose "apartment" over flat while this percentage dropped to 47% when asked about the use of this word within formal contexts. They will prefer to use residential area or flat over apartment.

4.3. Grammatical Features

Grammatical instances also seemed to fluctuate within distinct contexts and formal or informal settings.

Grammatical Feature	SBE Frequency	AmE Frequency	Context
Past Participle (got/gotten)	Got (129)	Gotten (43)	All 43 instances of "gotten" were used in informal domains.
Preposition (at/on weekend)	At the weekend (39)	On the weekend (87)	On the weekend is mostly dominant across all the

			selected domains.
Collective Nouns	The team are… (11)	The team is… (68)	SBE term is perceived as "awkward" by the interviewees and is not welcomed in Pakistani contextual domains.

Table 4.3. Utility of Grammatical Features

Findings and Interpretation:

Almost complete adoption of the singular verb "is" is visible with the frequency mentioned above. Most of the interviewees mentioned the examples like "The committee has" sems more reasonable as compared to "the committee have" but the institutional constraints remain there. This suggests that the individuals prefer simplicity over complexity.

4.4 Questionnaire and Interview Analysis

The quantitative data of corpus got its voice from interviews (N=10) and questionnaires (N=50). The questionnaire uncovered a stark difference between the practical usage of words and the prestigious variety being practiced within educational institutions due to colonial history of Pakistan. Almost 70% of participants selected Standard British English when asked about the link to prestige and higher education in Pakistan. Contrarily, 78% respondents favoured American English for daily use of communication and real-time interaction among themselves.

In interviews, participants mentioned that for official or government purposes, they use Standard British English for documentation. For instance, "centre" with an "-re" and "programme" with an "-me". It is considered a mark of professionalism within the official settings. In contrast, they use American English in informal contexts, for instance, while having a chat with friends since it seems more logical. Furthermore, use of pop culture and American cinematic sites such as Netflix often add American terms to the vocabulary which the participants don't even notice until they pay conscious attention towards their academic writing.

Many interviewees expressed their concerns in a term "linguistic schizophrenia". It's like having two keyboards within their minds i.e. one for the sir and one for themselves. For instance, using "analyse" in notes while using "analyze" during informal chatting. This indicates that the co-existence of Standard British and American English is not just directed explicitly but implicitly through a number of sources. The users mostly develop metalinguistic awareness. They use the terms based on the specific purposes and particular situations they are currently in.

In addition to this, a clear generational divide seemed to be visible. For example, participants who are millennials mostly use their consciousness while adding SBE terms to their

documentation. They criticize the modern terms, slangs, and jargons famous on social media being used in the formal or informal settings. They consider it a linguistic decay and don't actually support the idea of transitional phase of Pakistani English. On the other hand, young generation i.e. Gen-Z didn't show much concern on specific use of only one language in real-time situations. They pick the words from each language depending on their suitability on the context. In this scenario, Hollywood has played a major since it is deeply ingrained in the language used by Gen-Zs on social media platforms.

4.5. Contribution to the Field

This research highly contributes to the sociolinguistics of the World Englishes by covering the gaps within existing literature:

1. **Empirical Organization of the Study**: The quantitative evidence uncovers the truth about co-existence of Standard British and American English in Pakistani English. It showcases that almost 71.4% American terms are used on social media platforms, technological tools, software, covering a large part of digital data. On the other hand, approximately 6% American variables are used for official purposes within documentation in Pakistan. Table 4.1 is a clear evidence of this claim.
2. **Triangulation Technique**: The data collected from corpus analysis, interviews and questionnaires depicted a true picture of triangulation technique as it was corelated with a number of instances with different variable in the analysis.
3. **Digitization as an American Tool**: The digital platforms work free for integration of American English within Pakistani English. In this contemporary world, technology and the AI is considered as a future. The language of this field is majorly based on American English so it's true that in coming future, it may be dominated as compared to British English.
4. **Pluricentric Model**: Pakistan is a multilingual country. Though Pakistan faces institutional norms of using Standard British Englis, the digitization of American English, and growing set of indigenous norms. For instance, the standardization of "apartment" and other collective nouns.

In a nutshell, the data openly depicts Pakistani English as a hybrid variety of post-colonial Englishes. The Pakistani English speakers are active participants who continuously integrate new words within the language based on the trends. The co-existence of Standard British and American English is not a war but more functional aspect of the language as speakers mostly select the most useful words which are more closely context-dependent. This also reflects the complex reality of post-colonial country in this globalized era.

5. Conclusion

This study follows a mixed method approach, a sort of triangulation technique, to investigate the empirical evidence collected from Pakistani corpus of 50,000 words, interviews (N-10), and

questionnaires (N=50). This technique was applied to explore the instances of the co-existence of Standard British and American English terms within Pakistani English. The findings depict that the use of different terms from each standard variety is not random but a structured process. The use of Standard British English is dominated in official documentation and educational institutions. On the contrary, the American English is dominant in digital or informal language due to the influence of American pop culture, Hollywood, and digital platforms. This majorly points towards the term "stratified diglossia" where the use of Standard British and American English within Pakistani English highlight depends on the context users are in.

The Educational and Formal domain remain dominant by Standard British English which reflect the colonial roots and continued legacy of British Raj in the sub-continent. On the other hand, the use of American English in informal contexts remain dominant by 71%. This showcases the age of globalization is highly influences by technology and the use of superintelligence i.e. AI. Norms are changing and so the world. In case of lexical choices, the terms like "apartment" have almost assimilated into Pakistani English challenging to the traditional norms of British English. Other words like "gas" and "petroleum" are still in competition but mostly used in specific contexts. Grammatically, features like "gotten" are often used at digital handles depicting American English while "got" is mostly used in educational/formal spaces.

The questionnaire and survey helped find out the question of "why" behind the perceptions and attitudes of Pakistani English users. A clear clash emerged between the perceived prestige of Standard British English which is linked with official documentation, and the perceived utility of American English which is further associated with globalization and digitization. The respondents also reported the use of code-mixing, code-switching, and linguistic schizophrenia which is mostly context-driven. Consequently, the co-existence of British and American English is not a competition but a structured process and functional distribution which revolves around complex, dual-identity of a post-colonial country.

6. Recommendations

Firstly, educational institutions and publication boards should keep in view the linguistic reality within Pakistan which is mainly influences by two major standard varieties i.e. British and American English. The traditional norms should be lifted up from being one variety perceived as "correct". This is not some sort of competition but to enhance the meta-linguistic awareness of students which is essential for a number of purposes. Secondly, consistency should be encouraged but the use of terms from both standard varieties must not be penalized and to be considered as counterproductive thing on the part of students.

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