

Translanguaging and Pakistani English: A Corpus-Informed Study of Multilingual English Use in Pakistan

Uzma Ehsan¹, Nirmal Alvi Sayed², Nadeem Ahmed Solangi³

¹ Senior Lecturer, NUST-Military College of Signals. uzmaehsan@mcs.nust.edu.pk

² PhD Scholar, Institute of English Language and Literature, University of Sindh, Jamshoro. nirmal.alvi001@gmail.com

³ Lecturer in English, The University of Mirpurkhas, Mirpurkhas, Sindh, Pakistan. nadeem.solangi@umpk.edu.pk

DOI: <https://doi.org/10.63163/jpehss.v4i1.1325>

Abstract

This research paper examines translanguaging, code-switching and the development of Pakistani English as central issues in contemporary English linguistics. It responds to the need for linguistics research that treats Pakistani learners and speakers not as deficient users of English but as multilingual meaning-makers working across Urdu, Sindhi, regional languages and English. The paper adopts a qualitative, corpus-informed documentary design. It synthesizes recent policy reports, learning assessments and scholarly studies with classical theories of World Englishes, translanguaging and corpus linguistics. The study proposes a Multilingual Ecological Corpus Framework that connects macro language policy, meso-level educational practice and micro-level linguistic patterns such as lexical borrowing, code-switching, article variation, prepositional choices and subject-verb agreement. The analysis shows that English in Pakistan is shaped by three simultaneous forces: the institutional pressure of standard English, the local identity value of Pakistani English and the practical classroom need for multilingual support. Evidence from Pakistan-based reports shows that English remains an important educational and socioeconomic resource, yet achievement gaps remain serious, especially in public-sector contexts. International studies on World Englishes and translanguaging support the argument that multilingual language use should be studied as systematic, purposeful and context-sensitive. The paper concludes that English linguistics in Pakistan should move beyond error-only descriptions and adopt a balanced model that distinguishes communicative innovation from forms requiring academic intervention. The study contributes a new idea: corpus-informed translanguaging pedagogy, which uses local bilingual examples to teach standard academic English without denying Pakistani English identity. This approach can support research, teacher education and language-policy development in multilingual Pakistan. for multilingual classrooms in Pakistan and comparable settings.

Keywords: Pakistani English; World Englishes; translanguaging; code-switching; corpus linguistics; English language teaching; multilingualism; applied linguistics

1. Introduction

English linguistics has moved far beyond the study of English as a single, uniform and native-speaker-owned language. In the twenty-first century, English functions as a global language, an institutional language, an academic language and a local identity resource in multilingual societies (Kachru, 1985; Schneider, 2007; Jenkins, 2015). Pakistan is a particularly important context for English linguistics because English exists alongside Urdu, Sindhi, Punjabi, Pashto, Balochi, Saraiki and many other languages. In such a context, English is not simply learned as a foreign code; it is appropriated,

localized, mixed, resisted and used to negotiate education, employment, class identity, digital participation and social mobility (Nickson & Nudrat, 2022; Rahman, 1990; Baumgardner, 1993). Therefore, a research paper in English linguistics should not treat Pakistani English users only through the lens of error. It should also examine how multilingual speakers produce meaning through code-switching, translanguaging, lexical innovation and local grammatical tendencies (Garcia & Li Wei, 2014; Canagarajah, 2013; Li Wei, 2018).

The present paper rephrases the broad field-based topic into a focused research title: “Translanguaging and Pakistani English: A Corpus-Informed Study of Multilingual English Use in Pakistan.” The topic is located within English sociolinguistics, World Englishes, corpus linguistics and applied linguistics. Its central concern is how Pakistani English users draw on multilingual resources while learning and using English, and how such practices should be understood in research and pedagogy. This focus is important because English in Pakistan has a dual character. On one hand, standard academic English remains necessary for examinations, higher education, research writing, employment and global communication (Nickson & Nudrat, 2022; Ministry of Federal Education and Professional Training, 2024). On the other hand, Pakistani English has developed recognizable local features shaped by historical, cultural and multilingual contact conditions (Kachru, 1985; Schneider, 2007; Rahman, 1990; Mahboob, 2009). This tension between standardization and localization is one of the central questions in contemporary English linguistics.

The importance of the topic becomes clearer when Pakistan’s educational context is considered. The British Council report on English language teaching, learning and assessment in Pakistan identifies persistent challenges related to policy, teacher preparation, assessment and classroom practice (Nickson & Nudrat, 2022). The National Curriculum of Pakistan for English emphasizes oral communication, reading and critical thinking, vocabulary and grammar, and writing as core competencies (Ministry of Federal Education and Professional Training, 2024). However, learning assessments and provincial reports show that many students still struggle with basic English reading and language use, especially in under-resourced public-sector settings (ASER Pakistan, 2024; Government of Sindh, 2019). These realities indicate that English-language problems in Pakistan cannot be explained only by individual learner weakness. They are connected with language policy, teacher development, socioeconomic inequality, classroom multilingualism and the gap between textbook English and lived language practices (Nickson & Nudrat, 2022; ASER Pakistan, 2024; Government of Sindh, 2019).

At the linguistic level, Pakistani learners frequently encounter difficulties with articles, prepositions, tense, agreement, academic vocabulary, pronunciation and writing organization. Yet these features should be interpreted carefully. Some forms are developmental errors, some are transfer effects from local languages, and some may represent emerging norms of Pakistani English (Flowerdew, 2015; Baumgardner, 1993; Bergstrom, 2022). For example, non-standard article use may be treated as an error in formal academic writing, but it can also reveal deeper questions about how Pakistani English is being localized and evaluated (Bergstrom, 2022). Similarly, Urdu-English or Sindhi-English code-switching may be criticized in classrooms, but sociolinguistic research shows that code-switching often performs meaningful functions such as explanation, emphasis, identity marking, humour, solidarity and classroom management (Garcia & Li Wei, 2014; Canagarajah, 2013; Ullah, 2023).

This paper argues that Pakistani English should be studied through a balanced linguistic framework. The first dimension is descriptive: researchers should document what Pakistani English users actually do in speech, writing, media and classrooms. The second dimension is pedagogical: teachers should help learners gain control over standard academic English while acknowledging that multilingual language practices can support understanding. The third dimension is ethical: linguistic research should not stigmatize students for drawing on their full linguistic repertoires, especially when international scholarship increasingly recognizes translanguaging as a normal practice of multilingual speakers (Garcia & Li Wei, 2014; Li Wei, 2018; Cenoz & Gorter, 2022).

The study is guided by four research questions. First, how do World Englishes and translanguaging theories explain English use in Pakistan? Second, what key patterns of multilingual English use are reported in Pakistani English linguistic studies and policy documents? Third, how can corpus-informed analysis distinguish between local linguistic innovation and forms that require academic instruction? Fourth, what implications do these findings have for English language teaching and linguistic research in Pakistan? These questions allow the paper to connect theory, data and pedagogy.

The paper makes an original contribution by proposing a Multilingual Ecological Corpus Framework. This framework treats English use in Pakistan as an interaction among macro-level language policy, meso-level institutional practices and micro-level linguistic choices. It also adds a pedagogical layer: local multilingual examples can be converted into classroom corpus material so that learners compare everyday Pakistani English, code-switched forms and standard academic English. In this way, the paper generates a new idea: corpus-informed translanguaging pedagogy for Pakistani English contexts. This idea can reduce the distance between students' real language practices and formal English instruction, while still supporting academic accuracy (Boulton & Cobb, 2017; Flowerdew, 2015; McEnery & Hardie, 2012).

The rest of the paper is organized into six sections. The review of literature discusses World Englishes, Pakistani English, code-switching, translanguaging and corpus linguistics. The methodology explains the qualitative corpus-informed documentary design. The data collection and analysis section synthesizes Pakistani and international evidence. The discussion interprets the findings in relation to English linguistics and pedagogy. The conclusion summarizes the main argument and provides recommendations for researchers, teachers and policy makers.

2. Review of Literature

The literature on English linguistics has increasingly challenged the idea that English belongs only to native speakers in Britain, America, Australia or similar Inner Circle contexts. Kachru's model of World Englishes placed English varieties into Inner, Outer and Expanding Circles and argued that institutionalized non-native varieties deserve systematic description rather than dismissal (Kachru, 1985). Pakistan belongs to the Outer Circle because English has historical, administrative, educational and institutional functions in the country (Kachru, 1985; Rahman, 1990). Schneider's dynamic model of postcolonial Englishes further explains how new Englishes develop through stages of foundation, exonormative stabilization, nativization, endonormative stabilization and differentiation (Schneider, 2007). Pakistani English can therefore be examined as a developing postcolonial variety whose features are shaped by contact, identity and local communicative needs (Rahman, 1990; Baumgardner, 1993; Mahboob, 2009).

World Englishes research is important because it changes how variation is evaluated. Traditional approaches often treated deviations from British or American norms as mistakes, but World Englishes scholarship asks whether a feature is systematic, socially meaningful and intelligible in its context (Kachru, 1985; Schneider, 2007; Jenkins, 2015). This does not mean that every form should be accepted in academic writing. Rather, it means that linguists should distinguish between learner errors, local norms, register variation and communicative strategies. This distinction is highly relevant in Pakistan, where students may need standard English for examinations and higher education but may also use localized English in everyday communication, media and digital interaction (Nickson & Nudrat, 2022; Ministry of Federal Education and Professional Training, 2024; Baumgardner, 1993). Pakistani English has been discussed by scholars such as Rahman, Baumgardner and Mahboob, who have shown that English in Pakistan is linked with education, power, identity and local linguistic creativity (Rahman, 1990; Baumgardner, 1993; Mahboob, 2009). Pakistani English includes lexical items influenced by Urdu and regional languages, locally meaningful collocations, pronunciation features and patterns of grammar that may differ from Inner Circle norms (Rahman, 1990; Mahboob, 2009). Recent research continues this line by examining features such as non-standard article use,

World Englishes in textbooks and code-switching patterns in Pakistani media (Bergstrom, 2022; Batool, 2023; Ullah, 2023). Such studies show that Pakistani English is not simply an incomplete copy of another variety; it is a localized variety shaped by multilingual speakers and social institutions.

Code-switching is another important area in the literature. Code-switching refers to the movement between two or more languages within a conversation, sentence, classroom event or text. In multilingual Pakistan, Urdu-English and regional-language-English switching is common in classrooms, advertisements, television, print media and social media (Ullah, 2023). Internationally, code-switching has been studied as a structured sociolinguistic practice rather than random mixing. It can signal identity, topic shift, emphasis, group membership, stance, humour or pedagogical explanation (Garcia & Li Wei, 2014; Canagarajah, 2013). In classrooms, code-switching may help teachers explain difficult concepts, connect with learners and manage interaction, but excessive uncontrolled switching may reduce exposure to academic English if not used strategically (Nickson & Nudrat, 2022; Garcia & Li Wei, 2014; Cenoz & Gorter, 2022).

Translanguaging extends the code-switching discussion by focusing on the speaker's whole linguistic repertoire rather than separate named languages. García and Li Wei define translanguaging as the flexible use of linguistic resources by bilingual and multilingual speakers to make meaning (Garcia & Li Wei, 2014). Li Wei describes translanguaging as a practical theory of language because it reflects how multilingual speakers actually communicate, think and learn (Li Wei, 2018). Cenoz and Gorter connect translanguaging with pedagogy and argue that teachers can use students' multilingual repertoires as resources while still developing target-language proficiency (Cenoz & Gorter, 2022). For Pakistan, translanguaging is especially relevant because students often learn English through Urdu or regional-language explanations, even when official policy presents English as a separate subject (Nickson & Nudrat, 2022; Ministry of Federal Education and Professional Training, 2024).

The literature also emphasizes the role of corpus linguistics. Corpus linguistics studies language through collections of real texts, allowing researchers to identify patterns of frequency, collocation, grammar and discourse (McEnery & Hardie, 2012). In English language learning, data-driven learning uses corpus examples to help learners notice how words and structures are used in authentic contexts (Boulton & Cobb, 2017; Flowerdew, 2015). Boulton and Cobb's meta-analysis found positive effects of corpus use in language learning across many contexts (Boulton & Cobb, 2017). Corpus-based approaches are useful for Pakistani English because they can show whether a feature is isolated, frequent, register-specific or linked to a particular genre. They can also help teachers move beyond impressionistic judgments and use evidence-based examples (Boulton & Cobb, 2017; McEnery & Hardie, 2012; Granger, 2015).

However, corpus linguistics must be adapted to multilingual realities. Standard English corpora often privilege British or American usage, while Pakistani learners may encounter English in local newspapers, textbooks, social media, university assignments, bilingual classrooms and official documents (Nickson & Nudrat, 2022; Batool, 2023). A corpus-informed approach in Pakistan should therefore include both international academic English examples and local Pakistani English examples. This dual comparison can help learners understand when a local expression is acceptable in informal communication and when a more standardized form is needed in academic writing. Such an approach aligns with the National Curriculum's emphasis on communication, reading, vocabulary, grammar and writing, while also respecting multilingual context (Ministry of Federal Education and Professional Training, 2024).

Policy reports provide an important background to these linguistic debates. The British Council describes English in Pakistan as socially valued but unevenly taught and assessed (Nickson & Nudrat, 2022). The Sindh School Education Sector Plan highlights the need for quality, teacher professional development and improved learning resources (Government of Sindh, 2019). ASER data show that foundational English learning remains weak in many contexts; for example, the rural Sindh report indicates that only a small proportion of children can read sentences in English fluently (ASER

Pakistan, 2024). These reports are not linguistic analyses in the narrow sense, but they show why English linguistics must engage with educational inequality and classroom conditions. A purely abstract discussion of Pakistani English would be incomplete without attention to the institutions where English is taught and evaluated (Nickson & Nudrat, 2022; ASER Pakistan, 2024; Government of Sindh, 2019).

A proper framework is therefore needed to connect World Englishes, translanguaging, corpus analysis and pedagogy. This paper proposes the Multilingual Ecological Corpus Framework (MECF). The framework has five layers. The first layer is language ecology, which includes Pakistan's multilingual society, language policy and the status of English. The second layer is speaker repertoire, which includes Urdu, Sindhi, regional languages and English. The third layer is language use, including code-switching, borrowing, local grammar, pronunciation and discourse patterns. The fourth layer is corpus evidence, where authentic texts are collected and analyzed for frequency, function and register. The fifth layer is pedagogical decision-making, where teachers decide which forms can be discussed as local variation and which forms require explicit academic correction. This framework is influenced by World Englishes, translanguaging and corpus linguistics (Kachru, 1985; Schneider, 2007; Garcia & Li Wei, 2014; Boulton & Cobb, 2017; McEnery & Hardie, 2012).

The MECF is important because it avoids two extremes. The first extreme is deficit thinking, which treats every Pakistani English feature as a failure. The second extreme is uncritical acceptance, which ignores the importance of academic accuracy and standard written English. The framework instead asks four questions about any linguistic feature: Is it frequent in local usage? Does it serve a communicative function? Is it acceptable in the target register? Does the learner need explicit instruction for academic or professional purposes? These questions allow researchers and teachers to make balanced decisions (Jenkins, 2015; Cenoz & Gorter, 2022; Boulton & Cobb, 2017).

Table 1 presents the proposed framework in simplified form. It shows how the theoretical and practical layers connect with research and teaching decisions.

Table 1. Multilingual Ecological Corpus Framework (MECF)

| Layer | Focus | Examples in Pakistan | Research/Pedagogical use |
|-----------------------|---------------------------------------|---|--|
| 1. Language ecology | Macro-level policy and society | English with Urdu, Sindhi and regional languages; educational inequality; official and academic value | Explains why English is powerful but unevenly learned |
| 2. Speaker repertoire | Multilingual resources of speakers | Students and teachers use English, Urdu, Sindhi and other languages in learning and communication | Recognizes multilingual identity as a resource |
| 3. Language use | Observable linguistic practices | Code-switching, borrowing, local collocations, article/preposition variation, discourse markers | Distinguishes local variation, register choice and learner error |
| 4. Corpus evidence | Authentic text and frequency patterns | Student essays, textbooks, media, | Provides evidence for description and teaching |

| | | | |
|-------------------------|------------------------|---|---|
| | | classroom talk and digital texts | |
| 5. Pedagogical decision | Instructional response | Compare local examples with standard academic English; teach register awareness | Supports academic accuracy without rejecting local identity |

3. Research Methodology

This research uses a qualitative, corpus-informed documentary method. It is not an experimental study and does not claim to measure language change through primary classroom testing. Instead, it synthesizes published linguistic studies, policy reports and theoretical scholarship to build a research-based interpretation of Pakistani English and translanguaging. Such a design is suitable because the purpose is to develop a complete English linguistics paper that connects theory, documented evidence and pedagogical implications (Nickson & Nudrat, 2022; Kachru, 1985; Garcia & Li Wei, 2014; McEnery & Hardie, 2012).

The study uses three kinds of data. The first category is theoretical literature, including World Englishes, postcolonial Englishes, translanguaging and corpus linguistics (Kachru, 1985; Schneider, 2007; Garcia & Li Wei, 2014; Li Wei, 2018; Boulton & Cobb, 2017; McEnery & Hardie, 2012). The second category is Pakistan-focused linguistic research on Pakistani English, code-switching, article use and English textbooks (Rahman, 1990; Baumgardner, 1993; Bergstrom, 2022; Batool, 2023; Ullah, 2023). The third category is policy and assessment documentation, including the British Council report on English in Pakistan, the National Curriculum of Pakistan English framework, ASER Sindh data and Sindh education-sector planning documents (Nickson & Nudrat, 2022; ASER Pakistan, 2024; Ministry of Federal Education and Professional Training, 2024; Government of Sindh, 2019). Combining these sources allows the study to examine English linguistics not only as an abstract field but also as an applied issue in Pakistan's educational and social context.

The inclusion criteria were as follows. First, sources had to be relevant to English linguistics, Pakistani English, World Englishes, translanguaging, code-switching, corpus linguistics or English education in Pakistan. Second, recent sources from approximately 2018 onward were prioritized where available, especially for policy and local educational data. Third, classic foundational sources were included where necessary because fields such as World Englishes and translanguaging rely on key theoretical works that remain central to current scholarship (Kachru, 1985; Schneider, 2007; Garcia & Li Wei, 2014; Canagarajah, 2013). Fourth, reports were included only when produced by recognizable institutions such as the British Council, Government of Sindh, ASER Pakistan or national curriculum bodies (Nickson & Nudrat, 2022; ASER Pakistan, 2024; Ministry of Federal Education and Professional Training, 2024; Government of Sindh, 2019).

The analysis followed a three-stage procedure. In the first stage, the sources were read for recurring themes: Pakistani English identity, code-switching, translanguaging, language policy, teacher challenges, corpus-based analysis and learner accuracy. In the second stage, the themes were grouped into macro, meso and micro levels. Macro-level data refer to policy, ideology and social status of English. Meso-level data refer to schools, curriculum, textbooks, assessment and classroom practice. Micro-level data refer to linguistic forms such as vocabulary, grammar, article use, prepositions, subject-verb agreement, code-switching and discourse functions. In the third stage, the findings were interpreted through the Multilingual Ecological Corpus Framework.

The reliability of a documentary synthesis depends on transparency. Therefore, the paper does not present invented numerical findings. It reports patterns identified across reviewed sources and clearly distinguishes documented evidence from interpretation. For example, when the paper states that English learning in Sindh remains weak, it relies on ASER and policy reports (ASER Pakistan, 2024;

Government of Sindh, 2019). When it discusses Pakistani English as a localized variety, it relies on World Englishes theory and Pakistani English scholarship (Kachru, 1985; Schneider, 2007; Rahman, 1990; Mahboob, 2009). When it recommends corpus-informed translanguaging pedagogy, it draws from corpus learning research and translanguaging theory (Garcia & Li Wei, 2014; Cenoz & Gorter, 2022; Boulton & Cobb, 2017; McEnery & Hardie, 2012).

The study has limitations. Because it is based on secondary data, it cannot claim to represent all Pakistani English users or all regions equally. It also cannot provide frequency counts from a newly built learner corpus. However, it provides a strong conceptual and methodological foundation for future empirical research. A later study could collect written assignments, classroom recordings, social media posts or textbook passages from Sindh, Punjab, Khyber Pakhtunkhwa and Balochistan, and analyze them quantitatively through corpus tools. The present paper therefore functions as a complete research-based linguistic argument and as a framework for future primary data collection.

4. Data Collection and Analysis

The collected evidence indicates that English in Pakistan is best understood as a multilingual contact phenomenon. At the macro level, English has high institutional value. It is connected with examinations, higher education, government, international communication and professional mobility (Nickson & Nudrat, 2022; Ministry of Federal Education and Professional Training, 2024). At the same time, access to high-quality English learning is unequal. The British Council report highlights uneven policy implementation, teacher-preparation challenges and assessment issues in Pakistan's English education system (Nickson & Nudrat, 2022). ASER's Sindh data show that many learners struggle with basic English reading, revealing that the prestige of English does not automatically produce proficiency (ASER Pakistan, 2024). These findings show a gap between the symbolic value of English and the actual conditions of English learning.

At the meso level, curriculum and classroom practice reveal tension between communicative goals and examination-driven teaching. The National Curriculum of Pakistan identifies oral communication, reading and critical thinking, vocabulary and grammar, and writing as major English competencies (Ministry of Federal Education and Professional Training, 2024). This is consistent with modern language pedagogy, which views language as communication rather than memorization. However, reports from Pakistan suggest that classrooms often remain textbook-centered and examination-oriented, especially in public-sector contexts (Nickson & Nudrat, 2022; Government of Sindh, 2019). This mismatch affects English linguistic development because students may learn rules and translations without enough meaningful exposure to authentic English use. Corpus-informed pedagogy could help reduce this mismatch by providing learners with real examples of how grammar and vocabulary operate in context (Boulton & Cobb, 2017; McEnery & Hardie, 2012).

At the micro level, the literature shows that Pakistani English users display a range of linguistic features. Some features involve lexical borrowing from Urdu and regional languages, especially for food, kinship, cultural objects, religion and local institutions (Rahman, 1990; Mahboob, 2009). Other features involve grammatical patterns such as article use, prepositional variation, tense choices and agreement. Bergström's work on non-standard article use shows that Pakistani English raises questions about the boundary between local norms and academic error (Bergstrom, 2022). This supports the need for careful analysis rather than automatic correction. If a feature is common in informal Pakistani English but not acceptable in academic writing, teachers can explain register differences instead of simply labeling the student wrong.

Code-switching appears as a major pattern in Pakistani English communication. Studies of Pakistani media and classroom discourse show that English is often mixed with Urdu and other languages for rhetorical effect, clarity and identity (Ullah, 2023). This is not surprising in a multilingual society where speakers move naturally across linguistic resources. International code-switching and translanguaging theories support the idea that such language practices are meaningful and structured

(Garcia & Li Wei, 2014; Canagarajah, 2013; Li Wei, 2018). In classroom settings, code-switching may help students understand difficult English concepts, particularly when learners lack exposure to English outside school (Nickson & Nudrat, 2022; Cenoz & Gorter, 2022). However, the analysis also suggests that code-switching should be purposeful. If it replaces English practice completely, students may not develop confidence in extended English speaking and writing.

The data also reveal that Pakistani English is affected by educational inequality. Students in elite English-medium schools may develop stronger fluency, while many public-sector learners experience limited exposure, overcrowded classrooms, underprepared teachers and weak assessment support (Nickson & Nudrat, 2022; ASER Pakistan, 2024; Government of Sindh, 2019). This inequality influences linguistic outcomes. Learners who have less exposure may produce more grammatical errors, but these errors are not merely personal failures; they reflect unequal learning conditions. English linguistics research in Pakistan should therefore avoid blaming students without considering educational structures (Nickson & Nudrat, 2022; Government of Sindh, 2019).

The reviewed sources point toward the importance of teacher awareness. If teachers are trained only in traditional grammar correction, they may ignore the communicative functions of Pakistani English and translanguaging. If teachers are trained only in permissive multilingual approaches, they may fail to prepare students for academic and professional English. A balanced teacher-education model is required. Teachers need knowledge of World Englishes, local Pakistani English features, corpus-based examples and standard academic English requirements (Kachru, 1985; Jenkins, 2015; Cenoz & Gorter, 2022; Boulton & Cobb, 2017). This is especially important because teachers often act as language gatekeepers. Their attitudes influence whether students see their multilingual identities as resources or problems (Nickson & Nudrat, 2022; Bergstrom, 2022; Batool, 2023).

Table 2 summarizes the main data patterns identified across the reviewed literature and reports. It shows how each pattern contributes to the overall interpretation of Pakistani English as a localized, multilingual and pedagogically complex variety.

The first major finding is that Pakistani English should be treated as a legitimate object of linguistic study. Classical World Englishes theory and more recent Pakistani research support the view that localized English varieties develop systematic features through social use (Kachru, 1985; Schneider, 2007; Rahman, 1990; Mahboob, 2009). This does not eliminate the need for standard academic English, but it changes the research question. Instead of asking only “Why do Pakistani students make mistakes?”, linguists should ask “Which features are developmental errors, which are local norms, and which are register-specific choices?” This question is more scientific, more respectful and more useful for teaching.

The second finding is that translanguaging is not a temporary classroom problem but a normal feature of multilingual communication. Pakistani speakers often use English with Urdu, Sindhi or other languages because their communicative lives are multilingual. International translanguaging literature supports the view that multilingual speakers do not keep languages in completely separate mental boxes (Garcia & Li Wei, 2014; Li Wei, 2018; Cenoz & Gorter, 2022). For English teaching, this means that teachers can use translanguaging strategically: explaining complex grammar through local-language comparison, asking students to brainstorm ideas bilingually, and then guiding them toward standard academic English output.

The third finding is that corpus-informed methods can improve both research and pedagogy. Corpus analysis can show patterns in real language data, while data-driven learning can help learners notice how English works in context (Boulton & Cobb, 2017; McEnery & Hardie, 2012). For Pakistan, this suggests the need for local corpora of Pakistani English and learner English. Such corpora could include student essays, teacher talk, textbooks, newspapers and digital communication. They would allow researchers to identify frequent features and help teachers design lessons based on actual learner needs rather than assumptions (Boulton & Cobb, 2017; Granger, 2015).

The fourth finding is that policy and classroom practice need stronger alignment. The National Curriculum sets broad communicative goals, but reports show that many learners still struggle with foundational English skills (ASER Pakistan, 2024; Ministry of Federal Education and Professional Training, 2024). This suggests that curriculum language alone is insufficient. Teacher training, materials, assessment and classroom methods must support the same goals. A framework that links language policy, multilingual classroom practice and linguistic evidence could make English teaching more effective (Nickson & Nudrat, 2022; Government of Sindh, 2019; Cenoz & Gorter, 2022).

Table 2. Synthesis of Major Data Patterns from Reviewed Sources

| Data pattern | Evidence base | Linguistic interpretation | Implication |
|--|---|---|---|
| High value but unequal access to English | British Council, ASER Sindh and Sindh sector plan (Nickson & Nudrat, 2022; ASER Pakistan, 2024; Government of Sindh, 2019) | English is institutionally powerful but unevenly acquired | English linguistics must consider education policy and inequality |
| Localized Pakistani English features | World Englishes and Pakistani English studies (Kachru, 1985; Rahman, 1990; Baumgardner, 1993; Mahboob, 2009; Bergstrom, 2022) | Some forms reflect local norms and contact-induced variation | Separate register variation from academic error |
| Code-switching and translanguaging | Pakistani media/classroom studies and translanguaging theory (Garcia & Li Wei, 2014; Li Wei, 2018; Cenoz & Gorter, 2022; Ullah, 2023) | Multilingual mixing is purposeful and identity-rich | Use multilingual resources strategically in teaching |
| Need for corpus-informed pedagogy | Corpus learning and learner corpus studies (Boulton & Cobb, 2017; McEnery & Hardie, 2012; Granger, 2015) | Authentic examples help learners notice grammar and vocabulary patterns | Develop Pakistani learner corpora and classroom corpus tasks |
| Curriculum-practice gap | NCP English and policy reports (Nickson & Nudrat, 2022; Ministry of Federal Education and Professional Training, 2024; Government of Sindh, 2019) | Communicative goals require stronger classroom implementation | Align textbooks, assessments and teacher training |

5. Discussion

The findings support a major shift in how English linguistics should approach Pakistan. Pakistani English should be viewed neither as simply broken English nor as a fully separate language system that needs no relation to standard academic English. Instead, it should be treated as a multilingual English variety with context-dependent norms. This position is consistent with World Englishes theory, which recognizes the legitimacy of localized Englishes, and with corpus linguistics, which requires evidence before making claims about language patterns (Kachru, 1985; Schneider, 2007; McEnery & Hardie, 2012). The position also responds to Pakistan's educational reality, where learners need access to standard academic English but also bring rich multilingual resources into the classroom (Nickson & Nudrat, 2022; ASER Pakistan, 2024; Ministry of Federal Education and Professional Training, 2024). The comparison between Pakistani evidence and international scholarship is instructive. Internationally, scholars of English as a lingua franca and World Englishes argue that intelligibility, context and function matter in evaluating English use (Jenkins, 2015). Translanguaging scholars argue that multilingual speakers use integrated linguistic repertoires to learn and communicate (Garcia & Li Wei, 2014; Li Wei, 2018; Cenoz & Gorter, 2022). Corpus linguists argue that language teaching should be informed by authentic usage data (Boulton & Cobb, 2017; McEnery & Hardie, 2012). The Pakistani evidence fits all three perspectives. Pakistani speakers use English in localized ways, multilingual mixing is widespread, and students need evidence-based grammar and vocabulary support (Nickson & Nudrat, 2022; Rahman, 1990; Bergstrom, 2022; Ullah, 2023).

However, Pakistan also presents specific challenges. In some international contexts, translanguaging is discussed in classrooms where learners have strong literacy foundations in at least one language. In many public-sector Pakistani settings, learners may struggle with English as well as reading fluency more generally (ASER Pakistan, 2024; Government of Sindh, 2019). This means translanguaging pedagogy must be carefully designed. It should not become a substitute for English practice. Rather, it should be a bridge toward clearer reading, speaking and writing. For example, a teacher may allow students to discuss a topic in Sindhi or Urdu first, identify English vocabulary through a corpus-based activity, and then produce a final paragraph in standard academic English. This sequence values multilingual thinking while still developing English proficiency (Garcia & Li Wei, 2014; Cenoz & Gorter, 2022; Boulton & Cobb, 2017).

The analysis also has implications for error correction. Traditional classrooms often mark errors without explaining patterns. A corpus-informed approach can show learners why a particular article, preposition or collocation is preferred in academic English. For instance, learners can compare "in the university," "at the university," and "university students" through authentic examples. This method is more meaningful than memorizing isolated rules. International studies on data-driven learning support the effectiveness of corpus examples in language learning (Boulton & Cobb, 2017). In Pakistan, this approach may be especially valuable because many learners have limited exposure to natural academic English outside the classroom (Nickson & Nudrat, 2022).

The study further suggests that Pakistani English research should develop stronger local corpora. Much discussion of Pakistani English still depends on scattered examples, teacher perceptions or small samples. A national or provincial Pakistani English corpus could document newspaper language, student writing, teacher talk, academic writing and digital discourse. Such a corpus would help answer important questions: Which features are widespread? Which features are genre-specific? Which learner errors persist across levels? Which local innovations are socially accepted? These questions cannot be answered reliably without data (McEnery & Hardie, 2012; Granger, 2015). Corpus development would also help textbook writers and assessment bodies produce materials grounded in local realities (Ministry of Federal Education and Professional Training, 2024; Batool, 2023).

A key theoretical implication is that Pakistani English should be examined through ecology rather than hierarchy. A hierarchical view places British or American English at the top and Pakistani English below it. An ecological view asks how different varieties function in different domains. Standard

academic English is needed for formal writing, publication and international communication. Pakistani English may be appropriate in local media, conversation and identity-rich contexts. Translanguaging may be useful in early learning, explanation and collaborative thinking. A successful English language policy should not confuse these domains. It should teach learners how to move across them (Kachru, 1985; Jenkins, 2015; Garcia & Li Wei, 2014; Cenoz & Gorter, 2022).

The Multilingual Ecological Corpus Framework offers one way to organize this movement. At the macro level, it asks policy makers to recognize multilingual realities rather than assuming that English-only instruction automatically produces English proficiency. At the meso level, it asks schools and teachers to design lessons that connect curriculum goals with classroom language practices. At the micro level, it asks linguists and teachers to analyze actual linguistic forms in context. This framework could be used in teacher training workshops, curriculum review, classroom research and learner corpus projects. It therefore contributes a new idea to English linguistics in Pakistan: language variation, multilingual pedagogy and corpus evidence should be studied together, not separately.

The discussion also shows that the paper's argument is not anti-standard English. Students in Pakistan need strong command of standard academic English because it provides access to higher education, professional opportunities and global communication (Nickson & Nudrat, 2022; Ministry of Federal Education and Professional Training, 2024). The problem is not the teaching of standard English; the problem is teaching it as if students have no prior linguistic resources. When learners' languages are ignored, they may experience English as alien and punitive. When their repertoires are used strategically, they can compare, notice, translate, reformulate and gradually control academic English registers (Garcia & Li Wei, 2014; Cenoz & Gorter, 2022; Boulton & Cobb, 2017).

Finally, the findings support a more humane and scientific approach to English linguistics. A humane approach respects the linguistic identities of Pakistani learners. A scientific approach requires systematic evidence, not prejudice. Corpus-informed translanguaging pedagogy can satisfy both requirements. It respects local language practices while providing concrete evidence for academic language development. It also allows researchers to move beyond generalized claims about "weak English" and toward precise descriptions of linguistic patterns, learning needs and instructional solutions (Boulton & Cobb, 2017; McEnery & Hardie, 2012; Granger, 2015).

6. Conclusion

This research paper examined Pakistani English, translanguaging and corpus-informed pedagogy within the broader field of English linguistics. The paper argued that English in Pakistan should be understood as a multilingual, localized and educationally significant language practice. It is not enough to describe Pakistani learners as weak in English. Researchers must analyze the sociolinguistic conditions under which English is learned and used, the multilingual repertoires speakers draw upon, and the specific linguistic features that appear in Pakistani English communication (Nickson & Nudrat, 2022; Kachru, 1985; Garcia & Li Wei, 2014; Rahman, 1990).

The review of literature showed that World Englishes theory legitimizes the study of localized English varieties, translanguaging theory explains multilingual meaning-making, and corpus linguistics provides evidence-based tools for analyzing language patterns (Kachru, 1985; Schneider, 2007; Garcia & Li Wei, 2014; Boulton & Cobb, 2017; McEnery & Hardie, 2012). The methodology used a qualitative, corpus-informed documentary design, drawing on scholarly and policy sources rather than fabricated primary data. The analysis showed four major patterns: English has strong institutional value but unequal learning outcomes; Pakistani English contains localized linguistic features; code-switching and translanguaging are widespread and meaningful; and corpus-informed teaching can help learners bridge local language practices and standard academic English (Nickson & Nudrat, 2022; ASER Pakistan, 2024; Bergstrom, 2022; Ullah, 2023).

The paper's main contribution is the Multilingual Ecological Corpus Framework. This framework connects language ecology, speaker repertoire, linguistic practice, corpus evidence and pedagogical

decision-making. It avoids the extremes of deficit thinking and uncritical acceptance. Instead, it asks whether a feature is frequent, functional, register-appropriate and pedagogically important. This makes the framework useful for researchers, teachers, textbook writers and policy makers (Cenoz & Gorter, 2022; Boulton & Cobb, 2017; McEnery & Hardie, 2012).

Several recommendations emerge. First, Pakistani English should be studied through local corpora that include learner writing, classroom discourse, media language and digital communication. Second, teacher education should include World Englishes, translanguaging and corpus-based grammar awareness. Third, English classrooms should use students' multilingual resources strategically while guiding them toward academic English. Fourth, curriculum and assessment systems should distinguish between communicative competence, local variation and formal writing accuracy. Fifth, future research should collect primary data from different provinces and compare Urdu-English, Sindhi-English and other regional-language-English practices.

In conclusion, English linguistics in Pakistan needs a balanced model that is locally grounded and globally informed. Pakistani learners require access to standard English, but they should not be forced to abandon their multilingual identities. A corpus-informed translanguaging approach can help achieve both goals. It can support academic accuracy, respect local language practices and provide a stronger scientific basis for describing Pakistani English. Such an approach can make English linguistics more relevant to Pakistan's classrooms, research institutions and multilingual society.

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