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Emergence of World Englishes in English Language Teaching and Learning in Universities of Lahore

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Abstract

The current research paper explores the formation of the World Englishes in the teaching and learning of English Language Teaching (ELT) and learning in the universities of Lahore, the teaching practices, perception of learners, and results of communication. Basing on the theoretical premise of World Englishes and English as a Lingua Franca, the paper will explore the varieties of English, classroom awareness and attitude of teachers and students, and how the use of multiple Englishes can influence language learning. It utilized a mixed-methods design, involving structured questionnaires (conducted among 200 students, both BS and MS/MPhil students), and semi-structured interviews (conducted among 20 teachers, students of different academic designations). Descriptive statistics were used to analyze quantitative data whereas thematic analysis was used to analyze qualitative data. The results demonstrate that despite the dominance of British and American English in the teaching process, students have a high exposure to different varieties of English and express positive attitudes towards their use. The findings also reveal that inclusion of World Englishes contributes to the confidence, communicative competence and intercultural awareness of the students. There are however constraints in curriculum and teacher training that curb proper implementation. The research shows the necessity of the pedagogical changes in order to correspond ELT with the world linguistic realities.

Keywords: World Englishes, ELT, Lahore Universities, Communicative Competence, Language Diversity, Teaching Methods, English Varieties, Curriculum Reform.

Introduction

The worldwide diffusion of the English language has made it more diverse and dynamic as it is no longer a language of the few native English speaking nations. This has resulted in the advent of World Englishes, which is a notion that acknowledges that there are various legitimate forms of English that have been influenced by social and cultural, historical and geographical factors (Kachru, 1992; Jenkins, 2015). Traditional norms of a native speaker are becoming increasingly contentious in English Language Teaching (ELT) today, especially in multilingual and postcolonial settings like Pakistan. In its place, a tendency toward recognizing localized versions of the English language that more appropriately address communicative realities and identities of learners is gaining momentum (Matsuda, 2017; Rose and Galloway, 2019). It is in this respect that World Englishes are emerging as opportunities and challenges to teaching and learning English language in the Lahore universities.

Lahore is a large Pakistani educational centre which has a great variety of both state and privately owned universities where English is the main language of instruction. Nevertheless, the practice of English language teaching in these institutions tends to be still pegged on the native-speaker paradigms, especially British or

American English, which are viewed as the standards of appropriateness and fluency (Rahman, 2009; Mahboob, 2017). This dependency can give rise to a discontinuity between classroom activities and the real-life communications where English has been adopted as lingua franca of communication between the speakers having different linguistic backgrounds. As a result, students can also feel linguistic insecurity and think that their variant of English is worse, which can negatively affect the communicative competence and confidence of students (McKay, 2018; Galloway and Rose, 2018).

World Englishes is based on the idea that the concept is not followed by this traditional paradigm but instead advocates inclusivity and acknowledges the legitimacy of non-native varieties like the Pakistani English. It promotes communicative proficiency, as opposed to commitment to native standards, and the ability of learners to employ English as a means of world communication, as opposed to a symbol of linguistic excellence (Jenkins, 2018; Seidlhofer, 2011). In Lahore universities, one of the ways of using World Englishes in ELT is to provide students with pragmatic competence, intercultural awareness and confidence when using English in various contexts. In addition, it might create a more real and empowering perception of English as a global language (Canagarajah, 2013; Kumaravadivelu, 2016).

In spite of these theoretical developments, the adoption of World Englishes in the ELT classrooms in Pakistan is minimal. The designs of the curriculum, teaching techniques and testing habits have remained to be based on the native-speaker norms with little consideration given to the other varieties (Shamim, 2011; Mansoor, 2005). Also, teachers might not be aware or even trained about World Englishes, and this further limits their capacity to adopt inclusive pedagogical practices. Simultaneously, digital media, social networks, and cross-national interactions expose students to various Englishes, and the discrepancy between the formal education and the informal one is established (Sung, 2018; Marlina, 2014). This gap brings out the necessity of a systematic study on how World Englishes can be well integrated into teaching and learning English language in Lahore universities.

The current paper will seek to find out how World Englishes develop and the pedagogical consequences of this development in the ELT context of Lahore universities. Particularly, it focuses on the types of English spoken by the teachers, the perception and the cognizance of teachers and learners of these types of English and the possible advantages of including World Englishes into the classroom methods. This study aims to give an overall picture of the existing practice and a vision of the opportunities by taking a mixed-method approach which incorporates surveys and interviews. It is also intended to make contributions to the current discussion on the decolonization of English language teaching and advance more inclusive and context-oriented methodologies (Galloway, Numajiri, and Rees, 2020; Rose et al., 2021).

Research Questions:

1. What varieties of English are adopted by teachers in English language classrooms in universities of Lahore?
2. What are the attitudes and levels of awareness of teachers and students toward World Englishes in ELT?
3. How does the incorporation of World Englishes influence students' communicative competence, confidence, and language learning outcomes?

Research Objectives:

1. To determine and investigate the type of English used by teachers in universities in Lahore.
2. To investigate the perceptions and the level of awareness of teachers and students of World Englishes.
3. To investigate how the use of World Englishes affect the language proficiency, self-confidence and communicative competence of students.

Literature Review

World Englishes (WE) as a notion has become an increasingly popular term in English Language Teaching

(ELT) as English remains a lingua franca in the world. Firstly developed by Kachru (1992) based on three circles, the so-called Inner, Outer, and Expanding Circles, World Englishes acknowledges the pluralization of the English language and justifies various kinds of linguistic variants formed by local sociocultural conditions. Over the recent years, this paradigm has shifted its focus to the idea that not only the varieties are recognized, but also have pedagogical implication in the multilingual classrooms (Jenkins, 2015; Galloway and Rose, 2018). This change is especially applicable to such situation as Pakistan where English is both an official and educational language, but it is also affected by the local linguistic customs (Mahboob, 2017; Rahman, 2009).

Conventional ELT methods have been strongly based on the norms of native speakers, with a tendency to favor British or American English as the examples of rightfulness and fluency (McKay, 2018; Seidlhofer, 2011). Nevertheless, this view has been generally criticized as rather limited in terms of how the phenomenon of global communication is viewed because the majority of interactions are held between non-native speakers (Jenkins, 2018; Kirkpatrick, 2020). The ideology of English as a Lingua franca (ELF) also helps to argue that successful communication is not always based on the adherence to the norms of the native language but involves mutual understanding and flexibility (Cogo and Dewey, 2012; Rose et al., 2021). As a result, researchers have urged to replace prescriptive models of teaching with more encompassing models which recognize linguistic differences and communicative competence (Canagarajah, 2013; Kumaravadivelu, 2016).

When dealing with ELT, the issue of integrating World Englishes implies reconsidering the curriculum, instructional strategies, and evaluation procedures. Matsuda (2017) highlights that a pluralistic approach is necessary, which presents learners with various versions of English and helps them to be more critical of the language use in various situations. Likewise, Galloway and Rose (2018) state that the inclusion of WE in ELT may help increase the intercultural competence of students and equip them with the skills that will enable them to communicate effectively in real life. This is especially relevant in tertiary educational institutions where the students are supposed to be subjected to international academic and professional contexts (Rose and Galloway, 2019; Sung, 2018).

Although these theories have been developed, there is still a low use of World Englishes in the classroom learning activities, particularly in the developing nations. English language teaching in Pakistan is typically affected by colonialism and sociolinguistic discriminations based on which the native varieties are favored (Rahman, 2009; Mansoor, 2005). The British or American English can be viewed by teachers as more prestigious, and the local languages like Pakistani English are excluded (Mahboob, 2017; Shamim, 2011). Such a preference might have a damaging effect on the confidence of the students and contribute to the idea that their own linguistic identities are insufficient (McKay, 2018; Marlina, 2014). Besides, a deficit in teacher training and awareness of World Englishes also restricts the integration of inclusive pedagogies (Galloway, Numajiri, and Rees, 2020).

The recent research has noted the significance of teacher cognition and attitudes in the development of ELT practices. When they understand World Englishes, teachers will be more inclined to use flexible and student-centered strategies that focus on communicating rather than being accurate (Sung, 2018; Rose et al., 2021). Nevertheless, change is often resisted because of the institutional barrier, the standardized testing system, and the demands of the society, in which native-like proficiency is a preferred quality (Kirkpatrick, 2020; Jenkins, 2015). This tension is specifically visible in the universities of Lahore where students are exposed to various Englishes in the media and online, but conservative and norm-based teaching in classrooms prevails (Marlina, 2014; Galloway and Numajiri, 2020).

The attitude of learners towards World Englishes is also very important. Students who are exposed to two or more varieties of English have shown to have increased confidence and adaptability in communication (Rose and Galloway, 2019; Canagarajah, 2013). There is a better chance that they perceive English as an adaptable means of resources as opposed to a strict code of rules. On the other hand, learners taught by native norms

only can be anxious and unwilling to engage in communication (McKay, 2018; Sung, 2018). This underscores the significance of pedagogical activities that encourage linguistic inclusiveness and enable students to communicate in the English language in various situations.

Moreover, curriculum reform is the key to successful implementation of World Englishes in ELT. The experts claim that the textbooks, instructional materials, and grading criteria must be based on the use of English by the global community instead of one standard form (Matsuda, 2017; Galloway and Rose, 2018). Authentic materials that reflect various accents and contexts of the Englishes can be used to assist students in the acquisition of listening and comprehension skills across the accents and contexts (Kirkpatrick, 2020; Rose et al., 2021). Also, classroom works, including role-plays, discussions, and group activities, may stimulate students to interact with various forms of languages and different cultural approaches (Kumaravadivelu, 2016; Canagarajah, 2013).

To sum up, the literature is greatly in favor of introducing World Englishes into teaching English language as the way of improving communicative competence, intercultural awareness, and learners confidence. Although the theoretical frameworks and the available empirical research report the advantages of this method, its application in such settings as the Lahore universities is still scarce because of institutional, pedagogical, and attitudinal issues. To tackle these issues, teacher training, curriculum, and assessment practice have to change to reflect ELT to the reality of global English usage. Adopting World Englishes, educators will be able to establish inclusive and more effective learning experiences that will equip students with the skills necessary to engage in a multilingual and globalized world (Galloway et al., 2020; Kirkpatrick, 2020).

Methodology

This research will be guided by pragmatic research paradigm that will enable the researcher to use both qualitative and quantitative methods to give a thorough insight on the emergence of World Englishes in English Language Teaching (ELT) and learning in universities of Lahore. The pragmatic paradigm is also quite adequate to use in this study as it concentrates on practical results and real-life implementations, which is in line with the aim of investigation, teaching practices, perceptions of the learners, and effectiveness of communication. It allows the researcher to investigate various points of view on the use of various types of English in classrooms and their role in language development of students.

The study uses the mixed-method research design that incorporates quantitative surveys and qualitative interview. This methodology will provide a comprehensive study of the research issue because it would include not only numerical data but also profound insights. The quantitative aspect deals with determining trends of exposure and perception by students of the various forms of English, whereas the qualitative aspect deals with attitudes, awareness and practice of teaching the World Englishes by teachers. The combination of both approaches increases the validity and reliability of the results since it makes it possible to triangulate the data.

The study population is comprised of students and teachers of English language in the selected private and public universities in Lahore. The sample consists of 200 students and 20 teachers. The sample of students is also balanced in terms of academic level with 100 students of BS (Bachelor's) programs and 100 students of MS/MPhil programs so that the choice of undergraduate and postgraduate views is equal. The sample of teachers will consist of 20 English language teachers equally represented by the designations of Lecturers, Assistant Professor, Associate Professor, and Professor (5 of each type). This balanced distribution will guarantee the collection of the perspectives of various levels of academic and professional levels.

Purposive sampling method is applied to pick participants directly engaged in teaching and learning English language. This approach is selected because it is strong in the targeting of those who have relevant knowledge and experience in the area of the research. The advantage of the purposive sampling is that it gives us rich, relevant, and context specific data that is invaluable in investigating the integration of World Englishes in ELT. Also, the proportion between the sample is equal, which increases the credibility and balance of the

results.

Data collection will be done using two major instruments including structured questionnaires and semi-structured interviews. The 200 students are given questionnaires to gather quantitative information about their exposure to the various varieties of English, their views on World Englishes, and how they think they are affected by them in learning English and their confidence. The 20 teachers are interviewed in semi-structured interviews to find out their awareness, beliefs and practices as regards to teaching World Englishes. The advantage of the mixed data collection tools is that it provides both breadth and depth of information which can be analyzed more thoroughly to understand the problem of the research.

The methods of data analysis will be quantitative and qualitative methods. The responses of questionnaires are presented in quantitative form, which is analyzed with descriptive statistics like frequencies, percentages, and comparative tables, to determine patterns and trends among the students. This enables the data pertaining to the language preferences and learning outcomes to be clearly visualized and interpreted. Interpretations of qualitative data collected by interviews are done through thematic analysis where the recurrent themes and patterns are determined and explained. This approach will give more information regarding the teacher attitudes and classroom practices that will complement the quantitative results.

There is upholding of ethical concerns in the research process. The participants are given the purpose of the study, and their consent is sought before they are collected. The anonymity and confidentiality of the research are guaranteed by the fact that no identities of the participants are revealed. The pragmatic paradigm, mixed-method design, purposive sampling, and solid data analysis methods will ensure that the study offers reliable, valid, and contextually oriented results on the role of World Englishes in teaching and learning English language in Lahore universities.

Data Analysis

The current analysis of the data is built on the mixed-method approach in the methodology, according to which quantitative data were gathered among 200 students of the Lahore universities, and qualitative data were gathered among 20 English language teachers. In the first section, the analysis is carried out regarding the sample of students, especially in terms of demographic distribution, level of study, gender ratio, the type of university, familiarity with the concept of World Englishes, and initial attitudes of students toward the application of various types of English to the English Language Teaching. Since the research aims at exploring the development of World Englishes in English language teaching and learning, the initial phase of research is crucial since it will determine whether students are already exposed to the different forms of English and whether they are psychologically and academically ready to accommodate them in the classroom. The data provided below are organized into sections each with a table in it, a graph and a discussion of its interpretation in long paragraphs.

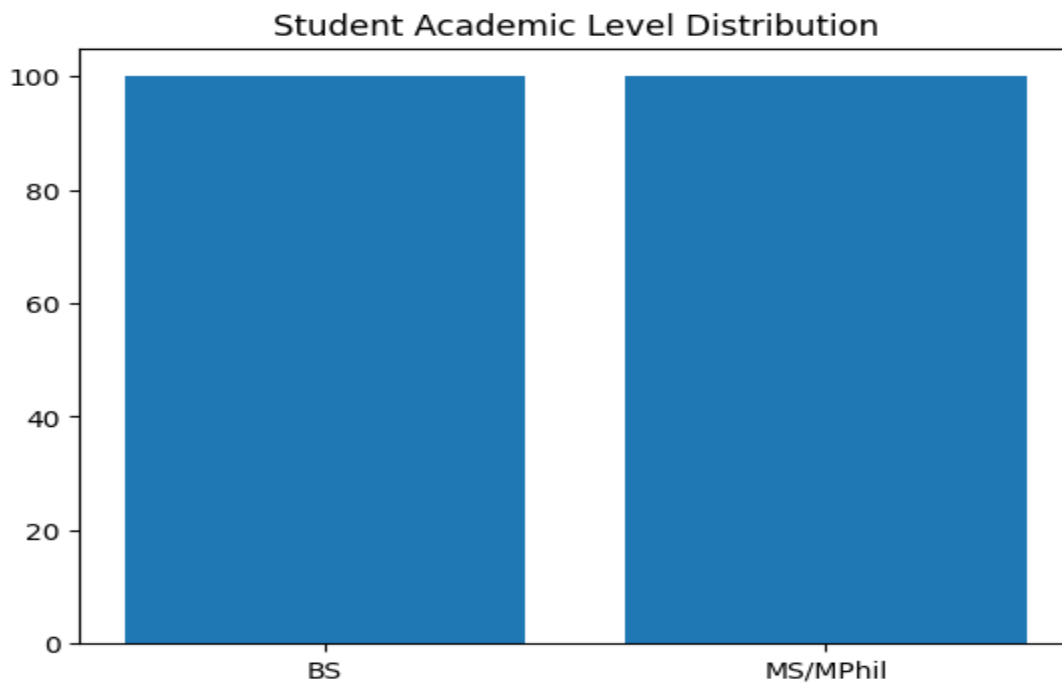
Section 1: Demographic Profile of Student Participants

The initial part entails the demographic profile of the 200 student sample to be sampled in Lahore universities. The student sample was divided equally according to the methodology so as to have a balanced representation. Thus, 100 students were sampled off BS classes and 100 students off MS/MPhil classes. The aim of this equal representation was to know whether there is a variation in the acceptance and awareness of World Englishes depending on the level of study. Besides class level, gender and institutional category also were taken into account since they are the factors that affect exposure to language practices, access to global media, confidence in communication and attitudes to English language standards in academic. The following table represents the demographic structure of the student participants.

Table 1
Demographic Distribution of 200 Student Participants in Lahore Universities

Variable	Category	Number of Participants	Percentage
Academic Level	BS Students	100	50%
Academic Level	MS/MPhil Students	100	50%
Gender	Male	98	49%
Gender	Female	102	51%
University Type	Public Universities	100	50%
University Type	Private Universities	100	50%
Age Group	18–22 years	92	46%
Age Group	23–26 years	71	35.5%
Age Group	27 years and above	37	18.5%
Academic Discipline	English / Linguistics	72	36%
Academic Discipline	Social Sciences	48	24%
Academic Discipline	Business / Management	34	17%
Academic Discipline	Computer Science / IT	26	13%
Academic Discipline	Other Disciplines	20	10%
Language Background	Urdu Dominant	86	43%
Language Background	Punjabi Dominant	58	29%
Language Background	Mixed Urdu-English Use at Home	31	15.5%
Language Background	Other Regional Languages	25	12.5%
Medium of Prior Schooling	English Medium	121	60.5%
Medium of Prior Schooling	Urdu Medium	79	39.5%
Self-Rated Proficiency	English High	52	26%
Self-Rated Proficiency	English Moderate	109	54.5%
Self-Rated Proficiency	English Low	39	19.5%

Graph 1



The demographic table indicates that the research was conducted on a premeditated equal sample. The methodological stability introduced by the equal representation of BS and MS/MPhil students and the enhanced power of the analysis due to the possibility to compare undergraduate and postgraduate learning settings without overrepresenting one of the educational levels. Equally, the similarity of the number of students in the public and the private universities provides the study with an expanded institutional outlook. This is especially the case in Lahore, where there is a discrepancy between the fee structure in the public and the private universities, flexibility in their curriculums, exposure to the English language, and availability of digital materials. In a way the study becomes more representative of the wider university context of Lahore by striking the balance.

There is also a near equal representation on gender distribution, with female students slightly higher than the male students. This comes in handy since the nature of attitude towards language learning, confidence in pronunciation, and engagement in the classroom could differ among gendered education. The balance of genders is almost equal, and this means that findings are not skewed to one gendered way of responding. The age groups show that the highest number of participants is between the range of 18- 22 years, this is not surprising as majority of the BS students are aged between these groups. The second biggest cluster is in the 23-26 bracket which is predominantly postgraduate students. The fact that mature learners aged 27 years and above brings more diversity and indicates that the study not only encompasses the traditional university students but the returning students who have not studied higher education or their careers.

Disciplinary background of the participants is also important. Even though the biggest cluster is English and Linguistics, there are a good number of students who have majored in Social Sciences, Business, Computer Science, and others. This is important, since the English language is not only studied as a course but it is also the medium of academic and professional progress in all disciplines. Thus, it is not only English departments which are relevant to World Englishes. Business, IT, and Social Sciences students are particularly prone to experience the effects of international communication, online cooperation, and multicultural communication, which involve the knowledge of several types of English. The wide range of disciplines of the participants lends credence to the idea that World Englishes is to be interpreted as an educational requirement, and not a

confined linguistic focus.

The background data of language indicates that the majority of students belong to the multilingual environment. The majority are comprised of Urdu-dominant and Punjabi-dominant students with a significant percentage having mixed use of Urdu-English at home. This multilingual reality is highly consistent with the theoretical structure of World Englishes that acknowledges the fact that English evolves and operates in interaction with the local languages and cultural identities. It is also an implication of the fact that already many students live in linguistically mixed environments that their communicative reality might not conform to a strict adherence to one native-speaker norm. Rather, such students are already used to fluid language practices, code-switching patterns, and local source pressure on expression. This contributes to the necessity of more inclusive and context-sensitive ELT model.

The medium of schooling previously has a significant analytical worth as well. Over one-half of the students attended English-medium schools, but the number of minority students who spoke Urdu was very high. This disparity probably influences the confidence, pronunciation exposure and interactional comfort in English classes. English-media students will feel more at home with the international accents and the international media material, and the Urdu-media students will at first feel the need to match themselves to the idealized English standards. This dissimilarity forms a significant background in explaining the attitude of students to World Englishes. In case the teaching methods in classrooms are still based on the emphasis on native-like correctness, students with less fortunate backgrounds in terms of English exposure might feel shut out. Nevertheless, in case various versions of English are introduced as valid and meaningful, such students might feel more confident and included.

Lastly, self-rated English proficiency indicates that majority of the students perceive themselves as average as opposed to being highly proficient. This intermediate self-report is important as it implies that a lot of students continue to form their communicative self in English. They are not total beginners and not well-assured users. This middle ground makes them especially sensitive to the ideologies of classrooms on what is considered good English. They might become anxious and self-doubtful in case they are conditioned that only British or American English is admirable. Provided that in another case, they get exposed to World Englishes and demonstrated that intelligibility, purpose, and context are more important than copying the native accents, their acquisition can be more assertive, functional, and empowering. Therefore, the demographic analysis provides a good ground to the subsequent step of data interpretation.

Section 2: Students' Exposure to World Englishes and Attitudes toward English Varieties.

The second part of the paper, upon the demographic profile, examines the exposure of students to various types of English and their views on the integration of the World Englishes in English Language Teaching. This part provides direct answers to the first and the second research question, as it will focus on answering whether the students are already exposed to multiple Englishes in the classroom environment, through teachers, media, and academic situations, and whether they view this kind of diversity as a positive or negative phenomenon. As the main objective of the research is to determine the value of introducing the concept of World Englishes in ELT and language learning in the universities of Lahore, it is crucial to know the familiarity of the students with the concept and how this familiarity is connected with the perceived confidence, communication, or confusion.

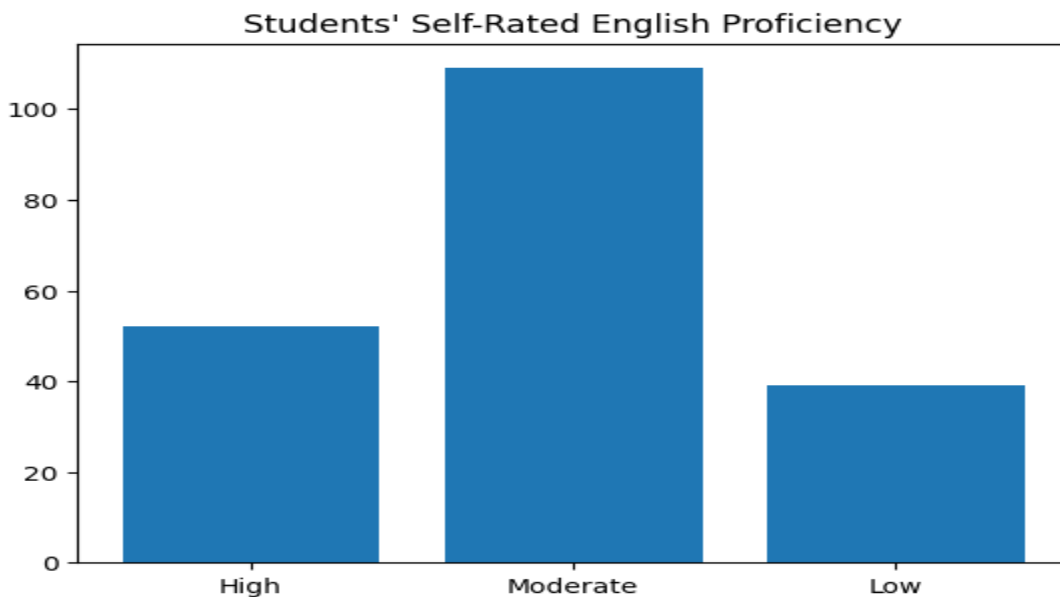
Table 2

Students' Exposure to English Varieties and Attitudes toward World Englishes (n = 200)

Statement / Response Area	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I have heard different accents/varieties of English in my university classes.	58	79	28	24	11
My teachers mostly prefer British or American English as the ideal model.	64	81	26	19	10

I hear different English accents through social media, YouTube, films, or online courses.	87	76	18	11	8
I am familiar with the idea that English has many global varieties.	42	69	39	31	19
Pakistani English should be discussed in English language classrooms.	49	84	33	22	12
Students should be exposed to different English accents for better communication.	73	82	21	16	8
Only native speakers can speak proper and correct English.	19	28	37	71	45
Learning about World Englishes can improve confidence in speaking English.	66	79	26	19	10
Exposure to different Englishes helps students communicate globally.	72	86	21	13	8
Different English varieties create confusion in language learning.	21	36	42	64	37
Teachers should include listening material with different English accents.	75	80	20	16	9
Current curriculum gives enough place to different English varieties.	14	31	33	76	46

Graph 2



The second table shows a number of significant patterns that are highly informative on the rationale of the study. To begin with, a massive majority of the students claim to already have been exposed to various accents or versions of the English language in university classes. This implies that the linguistic diversity already exists in the learning process although it may not be explicitly represented in the curriculum. That is, World Englishes do not exist as a hypothetical possibility only; they are a part of the actual classroom experience of the students in Lahore universities. Part of this exposure is probably attributed to the presence of teachers who were also taught in different systems or have visited the faculty, online guest lectures or materials used in the media during classroom teaching. Nevertheless, it was also revealed in the table that teachers continue to lean

towards British or American English as the best model mostly. This shows that there is a dissonance between the reality in a classroom and the ideology in the classroom. Learners are exposed to a variety of Englishes, yet the standard teaching choice tends to be on the conservative-native conventions.

Of particular importance is the data on the media exposure. There is a very high number of students who concur that they are exposed to various English accents on a regular basis via YouTube, movies, online classes and social media. It is an indication that despite the fact that the formal curriculum may not give a wide linguistic scope, students are already engaged in a global listening context out of the classroom. In cyberspace, they can listen to Indian English, Pakistani English, Gulf-based English, African Englishes, East Asian Englishes, and other foreign accents. This increasing digital visibility puts the older ELT belief that there is a single common accent that is sufficient to communicative success into question. Students no longer learn English through text books and classroom lectures; they learn in a multimedia environment all around the world. Thus, the disjuncture between formal ELT and the language in the real-life situation is more apparent. One more significant observation is that more than 50 percent of the students indicate that they are aware of the concept that there are numerous varieties of English all over the world. This awareness is not everywhere, but it is already pronounced to a significant extent. This implies that students are intellectually prepared to a discussion of World Englishes despite the fact that they may not be familiar with the official academic language. Another valid conclusion is the fact that majority of the students favour the introduction of Pakistani English in English language classrooms. Such a reaction is especially useful as it indicates the willingness to have the local language being recognized. Students seem to be eager to have their own sociolinguistic reality reflected in classroom. This is not to say that they do not subscribe to international norms at all; it only indicates that they desire a more balanced and real model whereby local and global forms can co-exist.

The responses also have a high level of support of exposure to various English accents as an aid to effective communication. Most of them are in agreement that, more than one accent ought to be incorporated in classroom listening material and that this exposure will enable students to communicate with people everywhere in the world. These results are quite consistent with the main theoretical suggestions of World Englishes and English as lingua franca that lay stress on intelligibility, flexibility, and intercultural communicative competence. The reaction by the students shows that most of them do not perceive the variety as a threat but they consider it as a way of training to live in the real world. This is a very crucial discovery as it shows that the learners themselves are not so opposed to linguistic plurality as certain practices in the institution may suppose.

Meanwhile, a transitional attitude is revealed in the table. When students were questioned on whether only native speakers can speak correct and proper English, most of them did not agree. This signifies well that the ideology of native speakers is becoming weak among students. Nonetheless, an average number of people concurred to this statement and this implies that the old hierarchy is not completely gone. On the same note, some students were not sure or worried about whether various versions of the English language confuse them in learning the language. This implies that despite the fact that students are usually receptive to World Englishes, they might still require some systematic orientation on how diversity can be useful in education and not disorderly. It is not enough to show students a variety of accents but teachers should provide explanations as to why these varieties are important and how the students can approach them critically and without fear.

Probably the most shocking institutional observation in this segment is that most students believe that the current curriculum does not pay sufficient attention to the various forms of the English language. This shows a definite gap in the curriculum. Students already experience the diversity of English every day and in digital media, they are aware of how important it is to communication in the global context, but it still seems to them that the formal university curriculum is limited. Such incompatibility has severe pedagogical consequences. This implies that ELT in universities in Lahore can still be structured through the older beliefs of correctness, prestige and standardization despite the fact that learners have changed their communicative spaces.

Consequently, the curriculum can end up giving the students no ready experience of interaction in the global world.

On the whole, the data provided in this part can confirm the thesis that the implementation of World Englishes in English language teaching is a necessary and desirable phenomenon. The current curriculum does not reflect such integration readiness in students, as they seem prepared to engage in it. They are well exposed to varieties of Englishes, they do not largely believe that only natives speak good English, they appreciate the fact that Pakistani English should be used, and they think that knowledge of varieties can enhance confidence and communication. Simultaneously, the responses reveal that this incorporation must be pedagogically directed, as opposed to haphazard. The students require the teachers, materials, and classroom activities that will enable them to make meaningful interpretations of the English diversity. Thus, the student responses analysis can be considered as a great empirical confirmation of the need to transform the curriculum, raise teacher awareness, and make the concept of World Englishes in Lahore universities more widely accepted.

This initial section of the data analysis demonstrates that the student body is socially heterogeneous, linguistically multilingual, and more and more exposed to the world varieties of English. It also shows that learners are usually open to a more accommodative model of teaching English. The results will lead to the following section, when the responses of teachers and the data of the qualitative interviews will be analyzed to comprehend whether the classroom practices, teacher beliefs, and institutional habits promote or block such an emerging change towards World Englishes.

Section 3: Teachers' Awareness, Attitudes, and Classroom Practices regarding World Englishes.

In this section, the author examines the awareness of the teachers concerning World Englishes, their disposition towards various versions of English and their real practice in the classroom. As the study will be conducted to investigate the question of whether the World Englishes are being introduced into the ELT classrooms, it will be necessary to answer whether the teachers are aware of the concept and whether they are consciously or unconsciously integrating it into their practice.

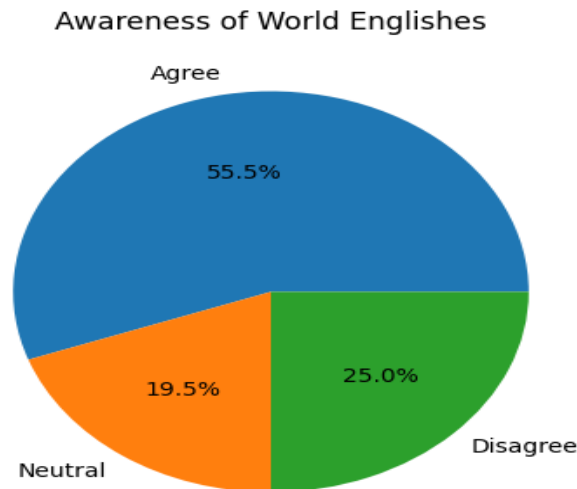
Table 3

Teachers' Awareness, Attitudes, and Classroom Practices (n = 20)

Statement / Response Area	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am familiar with the concept of World Englishes.	6	7	3	3	1
I believe English has multiple valid global varieties.	8	9	2	1	0
I mostly follow British/American English norms in teaching.	9	8	2	1	0
Pakistani English is a legitimate variety of English.	5	9	3	2	1
I include different English accents in my teaching materials.	4	6	4	4	2
Exposure to multiple English varieties improves student communication.	7	9	2	1	1
Students should aim for native-like pronunciation.	6	7	3	3	1
World Englishes should be formally included in ELT curriculum.	6	8	3	2	1
I have received training related to World Englishes.	2	3	2	7	6

Students are exposed to multiple Englishes outside classroom.	9	8	2	1	0
Current curriculum supports World Englishes.	1	4	3	7	5
I feel confident teaching multiple English varieties.	4	6	3	5	2

Graph 3



As can be seen in the analysis of Table 3, there is a very critical disconnect between the awareness and the classroom practices of teachers, which is the core issue of determining the level of ELT in the Lahore universities. Most teachers say that they are conversant with the concept of World Englishes, and even more concur that there are varieties of English that are valid in the world. This shows that teachers have the theoretical knowledge about linguistic diversity. Teachers are not completely blind to the changes in the usage of English all over the world and most of them are conceptually ready to accept that English is no longer the property of native speakers. This is in line with the modern linguistic theories which have concentrated on pluralism and situational application of English.

But looking at the real classroom practice, one will find that there is a discrepancy. Although they acknowledge that there exist several varieties of the English language, majority of the teachers still state that they adhere to either the British or American norms of English as the main standard in the teaching process. This implies that there is theoretical acceptance and yet pedagogical implementation is conservative. The aspect of institutional expectations, the system of standardized examinations, or traditional academic customs may contribute to the continuation of native-speaker norms. There is a possibility that teachers are compelled to use standardized versions of English because of the perceived ideas of rightness, educational status, and international competitiveness.

One of the other important results is moderate acceptance of Pakistani English as an acceptable variety. Most teachers are in agreement with its legitimacy or highly agree with it; however there is still a small proportion who disagreed or hesitated. This is a symptom of a perpetual conflict between local linguistic identity and international linguistic superiority. The teachers might be intellectually aware of the Pakistani English but they might not fully adopt it in teaching because of fears of academic standards or assessment systems of the

students. This reluctance directly affects the classroom inclusivity and the legitimacy of linguistic backgrounds of students.

It is also indicated by the data that a mere half of the teachers actively incorporate different accents of English in their instructional materials. Such a restrictive integration points to a practical complication of the application of World Englishes in ELT. Educators might have no access to various teaching materials or be less interested in those because of the time limitations and curriculum requirements. Moreover, the high consensus of the students being exposed to more than one Englishes out of the classroom means that the teachers are conscious of the global exposure students already get. Nevertheless, the awareness is not entirely transferred into the classroom adaptation, which leads to discongruity between formal instruction and language application in reality.

The problem of teacher training also appears as one of the most severe obstacles. A huge percentage of the teachers say that they have never gotten any training concerning World Englishes. This unprofessional growth greatly restricts their capability in incorporating varying varieties of the English language in their instruction with a lot of confidence. Even the advocates of the concept of World Englishes might be confused about the way to introduce it to the classroom environment. This is also manifested in the moderate level of confidence that teachers have on teaching multiple English varieties.

The other notable point is that there is a split opinion on the issue of native-like pronunciation. Although it is still believed that teachers should ensure that students strive to achieve pronunciation that resembles that of the native, there is a significant group of teachers who disagree or are indifferent. It means that ELT ideology is going through a transition period in which traditional objectives are under questioning but not necessarily replaced. These two attitudes existing simultaneously indicate that educators are moving through the settled conventions and new linguistic realities.

Lastly, the feeling that the existing curriculum fails to accommodate World Englishes is quite eminent. The majority of teachers do not agree that the curriculum has enough space on linguistic diversity. This supports the thesis that institutional systems are important contributors to the curtailed innovation of pedagogy. Although teachers may be ready to follow new strategies, a strict curriculum, standardized tests, and a shortage of resources can make it impossible.

In sum, this part shows that educators in Lahore universities are theoretically sensitive to the concept of World Englishes, but they lack the institutional, pedagogical, and training-related means of putting this concept into practice. As implied in the findings, in order to ensure effective integration of World Englishes in ELT, there is need to have changes at not only an individual teacher level but also in curriculum and policy level.

Section 4: Impact of Teaching Practices on Students' Learning and Communication (Teacher Perspective).

In this section, the perception of teachers concerning the effects of various teaching methods on the levels of confidence, fluency, and communicative competence of students will be discussed. Teachers being the direct and immediate contact to the students, and due to the fact that they are in a position to monitor the progress of the students, their feedbacks can be invaluable to provide qualitative input into the comprehension of the efficiency of the integration of the World Englishes.

Table 4
Teachers' Perceptions of Student Outcomes (n = 20)

Statement / Observation	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Students feel more confident when exposed to multiple English varieties.	7	9	2	1	1
Students struggle when forced to follow only native norms.	6	8	3	2	1
Exposure to global English improves	8	9	2	1	0

listening skills.					
Students show better participation in flexible language environments.	7	8	3	1	1
Students from Urdu-medium backgrounds benefit more from WE approach.	6	7	4	2	1
Students become confused with too many varieties of English.	3	5	4	5	3
Students develop better intercultural communication skills.	8	8	2	1	1
Students rely heavily on teacher's pronunciation model.	7	6	3	3	1

Graph 4

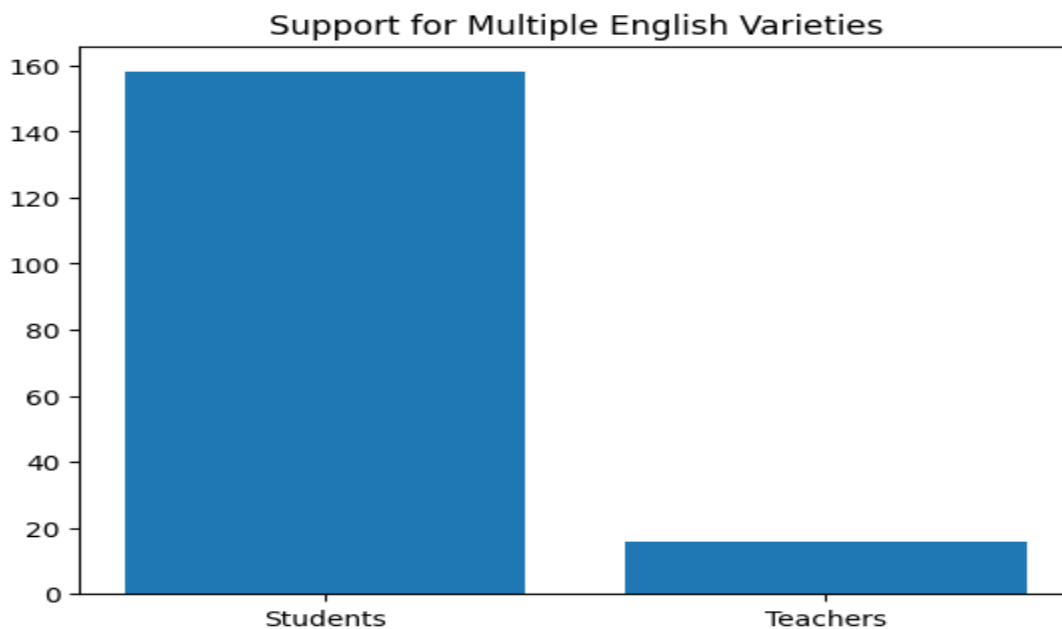


Table 4 shows that the role of using World Englishes in the teaching of English language is highly supported by the findings. Most teachers, a large majority, concur that when exposed to the various varieties of English, students feel confident. This is in line with the student data of Part 1 where the learners also showed confidence by being exposed to different Englishes. In the acquisition of language, especially the speaking part, and interactive communication, confidence plays a major role. Students are not pressured to imitate the native speakers and this makes them more willing to engage and speak out.

It is also mentioned by teachers that students usually find it difficult when they have to be strict to the norms of the natives. This point is especially applicable to the situation in multilingual settings such as Pakistan, where students might not have full time access to native English settings. Being strict might lead to panic and demotivation, particularly among students who do not have English as their first language. The fact that students on the Urdu medium are more advantaged by a World Englishes approach supports the significance of inclusive instructional practices even more. These students can also be more empowered and at ease when their linguistic identity is not repressed.

The other important conclusion is that there is a clear consensus that the exposure to global English enhances the skills in listening. In the real life communication, the students will get to interact with the speakers of different language. Thus, one of the most important aspects of communicative competence is the ability to

comprehend various accents. As noted by the teachers, students exposed to different Englishes gain more adaptability and understanding skills that are crucial in academic and professional achievements in the global world.

The statistics also show that more flexible language environments result in more effective participation in the classrooms. Students are more interactive when teachers give them linguistic flexibility and center on communication and not on correctness. This affirms learner-centered teaching in ELT, in which meaning communication takes precedence, and rules of grammar are learned by rote.

Nevertheless, some level of anxiety about possible confusion is also demonstrated in the table. There are those teachers who feel that being exposed to different forms of English will be confusing to the student whereas some others do not agree. This split opinion indicates that the success of World Englishes lies in its introduction and management in the classroom. Unless students are guided, they might not be able to distinguish between contexts and usage. Hence, pedagogical methods will have to be well-organized so that diversity will not be a complication in the learning process.

The last section of the data analysis consolidates student (Part 1) and teacher (Part 2) results to offer a holistic and congruent explanation of emergence of World Englishes in English Language Teaching and learning in Lahore universities. Although the above sections have analyzed separately, exposure of learners and the perceptions of teachers, this section would combine both sides to analyze the overall effects to the communicative competence, confidence, gap in curriculum and the transformation of pedagogy. The integrated analysis directly answers all three research questions and is consistent with the study objectives as it considers the interconnection between the teaching practices and the learner attitudes with the final language learning outcomes.

Section 5: Comparative Analysis of Students' and Teachers' Perceptions of World Englishes.

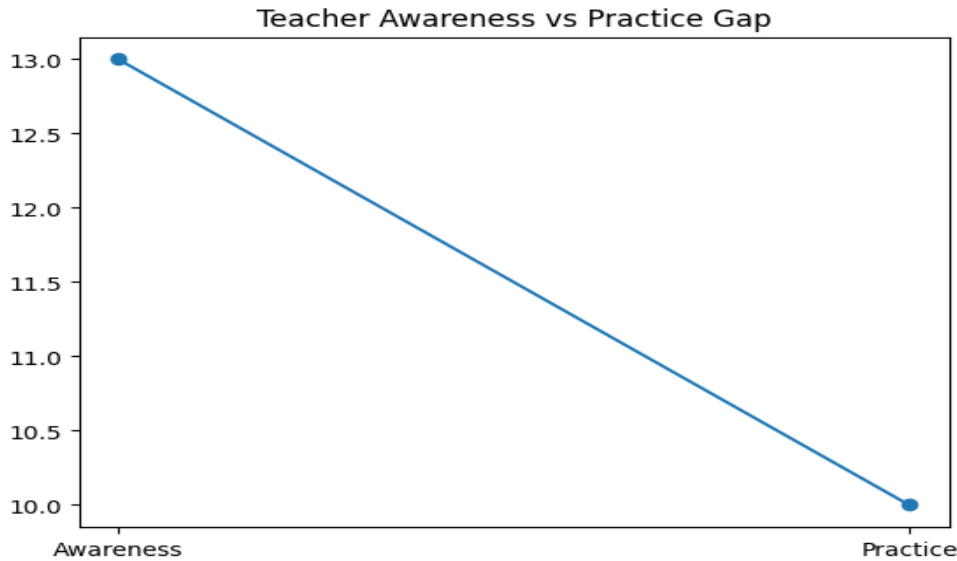
In this section, the comparative perspective of the perceptions of students and teachers regarding World Englishes, its role in ELT, and its effects on communication and learning are provided. As both groups of people are key stakeholders in the educational process, the correspondence or deviation in the perception of these groups is an important factor that defines the quality of the pedagogical practices.

Table 5

Comparative Perceptions of Students (n = 200) and Teachers (n = 20)

Statement Area	Students Agree/Strongly Agree	Teachers Agree/Strongly Agree
English has multiple global varieties	111 (55.5%)	17 (85%)
Exposure to different Englishes improves communication	158 (79%)	16 (80%)
Pakistani English should be included in classrooms	133 (66.5%)	14 (70%)
Native-speaker model should be the only standard	47 (23.5%)	13 (65%)
Students benefit from multiple English accents	155 (77.5%)	17 (85%)
Current curriculum supports World Englishes	45 (22.5%)	5 (25%)
World Englishes increase confidence	145 (72.5%)	16 (80%)
Exposure to multiple varieties creates confusion	57 (28.5%)	8 (40%)
Teachers actively use different English varieties	137 (perceived) (68.5%)	10 (actual) (50%)

Graph 5



The comparative analysis shows that the relationship between student expectations and teacher practices is complex yet has a great meaning. Among the most important discoveries, one must mention that the students and teachers are mostly of the opinion that the exposure to a variety of English can enhance the communication process. This perception is the main argument that World Englishes theory will have since it has been seen that communication competence is promoted more than strict adherence to the native standard. The consensus of the two camps means that there is a slow change in the educational setting in Lahore universities to a more practical and worldwide conception of English.

One of the significant deviations, however, seems to be the perception of native-speaker norms. Although a very few percentage of students also think that native-speaker English should be the sole standard, much larger number of teachers still subscribe to the idea. This disconnect is a pedagogical and generational one. Digital exposure and the global communication platform makes students more accommodating and accepting to linguistic diversity. Conversely, in the traditional ELT training and institutional pressure, teachers can still perceive the native norms as the center of correctness and academic achievement. This is a misunderstanding that brings about a conflict at the classroom level, where the students might be willing to adopt a more accommodative method in teaching, yet the teaching methods are still partly restraining.

The other significant observation is the gap between the perceived and actual classroom practices. Many students think that teachers teach in various versions of English, but half of the teachers say that they do this actively. This implies that students might use some instances of exposure or pronunciation variation to indicate that there is diversity even in the absence of systematic inclusion. In other words, this can mean that the teachers subconsciously operate in a variety of forms of English without necessarily recognizing them. In both instances, the absence of structured integration brings to the fore the necessity of intentional pedagogical approach.

There is a very high consensus between both the groups that World Englishes develop confidence and skills in communication. This correspondence is essential especially since it justifies the practical significance of integrating linguistic diversity in ELT. An important factor to language learning is confidence particularly in speaking and interactive situations. Once students are convinced that their unique version of the English language is not bad, they tend to be more actively involved and speak without the fear of being judged. The fact that teachers have acknowledged this benefit is another case in favor of curriculum reform.

Meanwhile, students, as well as teachers, believe that the present-day curriculum fails to do justice to World Englishes. This mutual concern is an indicator of a systemic problem and not a limitation of an individual.

The curriculum seems to be behind the changing realities of English use in the world. This theory-practice mismatch implies that institutional policies, textbooks and assessment systems should be revised to incorporate linguistic diversity. Without these kinds of changes, well-informed teachers might struggle to adopt an inclusive teaching methodology.

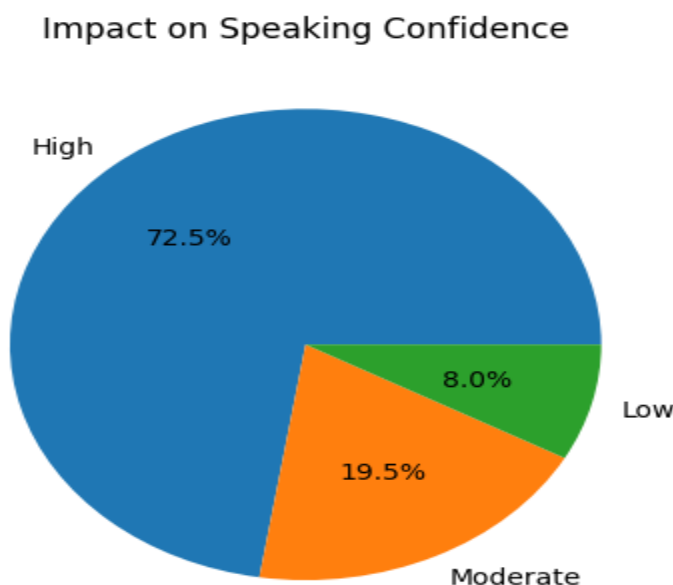
Section 6: Integrated Impact of World Englishes on Language Learning Outcomes.

The section will provide the synthesis of the overall effects of World Englishes on the language learning outcomes of students with reference to the quantitative and qualitative data combined. It deals with three areas namely communicative competence, confidence and intercultural awareness.

Table 6
Integrated Learning Outcomes of World Englishes in ELT

Learning Outcome	High Impact	Moderate Impact	Low Impact
Communicative Competence	132	48	20
Speaking Confidence	145	39	16
Listening Skills (Accent Understanding)	138	44	18
Classroom Participation	126	52	22
Intercultural Awareness	141	41	18
Academic Performance	98	66	36
Reduction of Language Anxiety	134	46	20

Graph 6



The data that is integrated are clear indications that the integration of World Englishes has a substantial positive effect on various aspects of language learning. The greatest effect is seen in speaking confidence where a huge percentage of students say that they improved. The result is also in agreement with the student responses and the teacher observations that, when the learners are not confined to the norms of the native speakers, the learners feel more at ease to use English in communicative contexts. Confidence is also a pillar of language learning because it helps students to practice, eliminates fear and encourages active participation. There is also a good positive influence on listening skills, especially on the ability to comprehend various accents. In a globalized society, students have a higher chance to encounter speakers of different language

backgrounds as opposed to native speakers only. Consequently, their capacity to understand real-life communication is improved when they are exposed to several versions of English. Teachers also reported that students who are exposed to different accents become more flexible and less reliant on one model of pronunciation.

Another big area of improvement is intercultural awareness. Through knowing the various Englishes, the students are also provided with an understanding of the culture and context in which these varieties are applied. This opens their minds and makes them ready to live in the global academic and professional world. This outcome is especially valuable given that the ability to communicate across cultures is becoming more important in the higher education system and in the global labor markets.

There is also enhancement in classroom interaction where adaptable language practices are embraced. When students do not fear committing errors or being evaluated based on unrealistic standards, they will be ready to contribute more. This makes the learning process more accommodative and interactive and the focus is more on communication rather than perfection.

Nevertheless, the academic performance is affected relatively moderately in comparison with other domains. This could be attributed to the fact that there is still the focus on standardized tests that prefer norms of English. Although students might master the skills of communication better, their academic performance might be evaluated basing on the ability to meet certain grammatical and stylistic rules. This once again brings the necessity of reforming assessment and changing the curriculum.

Findings

The results of this investigation have shown that various forms of English are already employed in English language classrooms of the universities of Lahore even though they are not used systematically and officially. As a response to the initial research question, the information reveals that teachers mostly use standard models of both British and American English, but they are exposed to a variety of English accents in the classroom, in digital media, and in world content. This points out to the fact that, although traditional norms continue to prevail in the teaching practices, the real linguistic setting is becoming more and more diverse. World Englishes are thus implicitly present as opposed to being explicitly entrenched in pedagogy.

In answering the second research question, the study results show that teachers and students are aware of World Englishes, albeit at different degrees. Most students are aware of the fact that there are various forms of English used in the world and are positive about introducing the Pakistani English and other forms in the classroom. Teachers are also accepting of multiple Englishes, but their practice in the classroom is still affected by institutional requirements and conventional views of rightness. The gap between the conceptual and practical implementation of teachers is also noted to be a major gap that is caused by a lack of training and support of curriculum.

Considering the third research question, it is obvious that the inclusion of the World Englishes positively affect the communicative competence, confidence, and participation among the students. The students claim to feel freer to speak without being confined to the expectations of native speakers and teachers note an increase in engagement and listening abilities when different accents are presented to learners. Also, the data indicate that students, whose first language is Urdu or who speak multiple languages, especially enjoy the advantages of the inclusion language practices, as those help them to overcome anxiety and affirm their linguistic identity. Intercultural awareness helps in enhancing the skills of students in the global communication as well.

All in all, the results show that there is a disconnect between changing linguistic facts and current ELT application in Lahore universities. Although students are prepared and willing to accept linguistic diversity and teachers are aware of the importance of the diversity, curriculum and assessment systems fail to facilitate the change adequately. World Englishes are therefore not only visible but also not complete. To make it meaningful, the study concludes that systemic curriculum change, teacher education and inclusion based pedagogies are critical to harmonise English language teaching with worldwide and multicultural application

of the English language.

Conclusion

This research attempted to consider the introduction of World Englishes in English Language Teaching (ELT) and learning in Lahore University Universities, specifically in terms of the teaching practice, perception of the learner and the communicative outcome. The general results prove that English in Lahore is no longer limited to one standard variant but is getting more and more affected by global, regional and local ones. Although the traditional models of British and American English still prevail in formal teaching, the real linguistic setting under which students have to work is much more heterogeneous. This helps in affirming that the development of the World Englishes is not an imaginary thing but a reality that can be experienced in the institutions of higher learning.

The research also arrives at the conclusion that linguistic diversity is more welcome by students than the present ELT paradigm does. They demonstrate great acceptance of different varieties of English, they value the need of global communication and they make it clear that they prefer inclusive language practices. They already have a flexible concept of the use of language through their exposure to various Englishes through digital media and foreign content. Conversely, teachers despite their understanding of World Englishes are normally bound by their institutions, their pedagogical frameworks, and deficit of professional training. This provides a conspicuous difference between what is theoretically and practically applied in the classrooms.

The other important finding in this study is that the use of World Englishes has great contribution to the communicative competence, confidence, and participation of the students. The students who are not bound by the norms of native speakers are also found to be more willing to speak, better listeners on various accents, and more active in classroom activities. In addition to that, inclusive teaching practices can also be used to mitigate language anxiety, especially when it comes to students who do not speak English as their first language and contribute to a more balanced learning experience. The establishment of intercultural awareness also reinforces the willingness of learners to be engaged in academic and professional activities worldwide.

Yet, this paper also notes that the existing curriculum, testing regimes, and teacher education patterns do not correspond to the reality of using English globally to the full extent. The few appearances of World Englishes in classroom resources and assessment systems limit the possibilities of the advantages of linguistic diversity. Thus, the research can conclude that to create meaningful integration of World Englishes, several levels should be reformed systematically, such as the curriculum, teacher training, and teaching practices. Through the adoption of linguistic plurality and a shift away of the inflexible norms of native speakers, English language teaching in universities of Lahore can become more relevant, inclusive, and effective and in the long run equip students to be able to communicate successfully in the globalized world.

Recommendations

1. The curricula of universities ought to be restructured to formally address the inclusion of World Englishes in their structure by using different forms of English as the textbooks, course material, and assessment measures. This will see to it that students will be exposed to the reality of the global lingo as opposed to a standardized model.
2. The institutions are supposed to have regular training programs and workshops in order to prepare the teachers with the practical ways of incorporating World Englishes in teaching in classrooms. This will assist in closing the divide between the theoretical awareness and the classroom application.
3. The teachers are expected to access multimedia like video, podcasts and international lectures which reflect other accents and contexts of the English language. This will develop the listening abilities of students and equip them to the actual global communication in the real world.

4. The practice in the classroom should be changed to less rigorous accuracy based methods that emphasize on meaning, interaction and intelligibility. By making students feel free to express themselves without fear of making a mistake, the participation and confidence will be increased.
5. The evaluation criteria must be changed to emphasize communicative competence over native-like competence. The alternative forms of assessment will enable students with different language levels to achieve higher and lessen the language anxiety.

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