Influence of Global Englishes on English-Medium Instruction (EMI) in Pakistani Universities: A Case Study of University of Lahore, Lahore

Tariq Bashir[1], Dr. Humaira Irfan[2], Saba Afzal[3]

[1]PhD, English Linguistics Scholar, Department of English, University of Education, Lahore
Email: maliktariq005@gmail.com
[2]Associate Professor, Department of English, University of Education, Lahore
Email: humaira.irfan@ue.edu.pk
[3]M. Phil in English Linguistics, Kohat University of Science and Technology, Kohat
Email: sabaafzal348@gmail.com

ARTICLE INFO	ABSTRACT
Keywords: English-Medium Instruction, Global Englishes, Pakistani Universities, World Englishes, Language Policy, Higher Education **Corresponding Author:** Tariq Bashir Email: maliktariq005@gmail.com	This paper examines the impact of Global Englishes on the English-Medium Instruction (EMI) at the University of Lahore in Pakistan. A combination of various approaches was employed to examine how different concepts of English influence the way they are taught, enhance students' understanding, and inform the university's language regulations. We interviewed 30 teachers, surveyed 150 students, and observed classes. The findings indicate that although the EMI regulations of the university state that one should use standard English, in actual sense, the teachers use a good deal of Pakistani English, American English, and British English. The research demonstrates a contradiction of the strict rules of language and the fact that there are numerous types of English in the classroom. We discovered that students will engage more when the teachers are aware of the alternatives of speaking, but the university tests are still based on native-speaker English. This paper contributes to the accumulating amount of literature examining World Englishes in universities and provides recommendations on how to make EMI programs that respect Global Englishes in post-colonial contexts.

Introduction

The proliferation of the English language as a global language has altered the manner in which higher education is operated throughout the world particularly in the former colonies where English as a medium of instruction (EMI) is increasingly becoming a norm (Phillipson & Kabel, 2024). EMI has come to be the predominant means through which teachers in universities in Pakistan deliver lessons, especially since the country is a multilingual nation that languages other than Urdu in the country are regional languages, though English is also an official language. This comes as a bigger global trend whereby one has to ensure he is

good in English in order to perform well at school, to be hired and to pass knowledge globally.

The concept of Global Englishes was based on the World Englishes model which Kachru began in the 1980s (Sadeghpour & D'Angelo, 2022). It is telling us that we cannot simply regard English as the language of one type of native speakers. Rather, there are numerous authentic variations of the English language that are influenced by regional languages, culture and history. Pakistan is a country where English is a legacy of the colonial era and a current necessity, which puts it in a unique position where there are numerous varieties of English and they are vying to be legitimate.

EMI programs have been included in Pakistani universities in large numbers during the past two decades, due to globalization intentions, arguments that it enhances quality and due to the attraction of employers seeking graduates with good mastery of the English language. A good example is the University of Lahore which began in 1999, and has expanded tremendously to provide numerous courses in English in numerous subjects (Malik et al., 2022). Having over 30,000 students with a wide range of language backgrounds, the university demonstrates the greater opportunities and difficulties of EMI application in the country with numerous languages.

However, simultaneously, the English usage in Pakistani universities is conditional on the British or American rule of English usage, which the university reports to obey. Factually, the discussion in classrooms entails Pakistani English and other types of English. This disparity between what is said and what really occurs begs the question as to whether the English rules of other countries provide a disadvantage to people of Pakistan, whether all people have an equal opportunity to learn, and how local English may be accepted in classrooms. Global Englishes also influence not only the way individuals talk but also the ways teachers are teaching, the manner in which they teach, and even the perceived knowledge (Boonsuk, 2025).

Research Problem

Although EMI is employed in many Pakistani universities there is a huge disparity between the concept of only standard English being employed and what is actually occurring in most of the language rich classrooms. The Pakistani English and other forms of Global English are not part of the most of EMI programs and therefore, students who do not speak the Western form of the English language might disadvantageously. This has a number of issues that are associated with it.

First, students as well as teachers have to balance between the English, Urdu, and other languages to make lessons clear. Tests and grading, however, tend to give a penalty on all English other than the very standard, and this may cause stress and poor performance. Second, the belief that the native-speaker English is most appropriate may preserve the old colonial relationships of language and even make people doubt their own English. Third, failure to openly acknowledge the Global Englishes in policy and instruction curtails opportunities to leverage on language strengths of students in learning.

This is observed in the University of Lahore in which in spite of official records that British English should be used, teachers in actual practice employ numerous other varieties of English. The teachers belong to different backgrounds with different levels of English proficiency however they receive limited training on how to teach in a diverse language environment and Global Englishes. This indicates that a cautious study is required on the influences of Global English on EMI and the impact it has on the teaching performance, learning outcomes, and language policies of the university.

Research Questions

RQ1: What English styles are used by teachers and students in EMI classes in the University of Lahore and how they mirror Global Englishes?

RQ2: What are the experiences of teachers and students regarding the use of various styles of English in EMI and how this experiences influence teaching?

RQ3: How do teachers manage language diversity in EMI classes, and how effective are these approaches to the creation of an inclusive learning experience?

Significance of the Study

The research is significant at a number of levels. In theory, it contributes to the increasing literature on Global Englishes as it examines a particular university, connecting theory to the actual issues of teaching. It also advances the EMI studies by emphasizing the issue of language plurality and disputing the concept that English is just a single variety in scholarly life.

Practical implications do provide recommendations to school managers, curriculum makers, and teachers desiring improved EMI programs. Presenting the real-life situation in the classrooms in contrast to the university rules, the study indicates the areas where the rules might have to be modified to correspond to the reality. It also provides evidence to the teachers who can know how to identify and apply the language diversity to their lessons.

In the case of the University of Lahore, the research provides a foundation on which it may revisit and possibly revise its EMI policies so that they can be more student-driven. In a broader sense, the findings contribute to the current discussions about language policies in Pakistani higher education and provide comparative information of use to other former colonies that have to address the question of EMI.

Lastly, the research is significant to social justice in education because it demonstrates how language rules can inadvertently bring about inequality and calls on more equitable and more open ways of using language. The research assures the validity of Pakistani English and other forms of Global English and thereby the research contributes to the confidence building of both students and teachers making EMI not a gatekeeping resource, but an enabling resource.

Literature Review

Theoretical Understandings: Global Englishes and World Englishes Paradigm

The three-circle model of World Englishes by Kachru enabled us to understand that a variety of nations speak English differently (Wohra & Roy, 2024). Native speakers live in the Inner Circle. Outer Circle consists of the former colonies, which use English a second language. The Expanding Circle demonstrates the acquisition of English as a foreign language by countries. Pakistan is located at the Outer Circle which makes its English influence the former colonial and is still taught in government and schools, although not their spoken language by the majority.

According to the model developed by Kachru, the existence of such outer circle English varieties as Pakistani English, Indian English and Nigerian English is real and not merely a fragmented form of native English. This concept opposes the concept of linguistic empire introduced by Phillipson, in which the native English standards are the only right one and local ones are disregarded. Additional research by other scholars such as Canagararajah and Pennycook brought new concepts such as the concept of translanguaging and English as a Lingua franca (ELF) that perceive how individuals combine languages in their daily communication.

The Global Englishes concept is of great concern in schools and universities (Cogo, 2022). According to Bolton, classes in the university are the locations where a lot of forms of English collide causing students to be conscious of the language variations, rather than adhering to the same standard. Matsuda opined that an instruction based on Global Englishes should provide the students with the numerous styles of English to ensure that they observe as well as respect every form of English rather than classifying them. This is in line with the concept of critical teaching that seeks to disseminate knowledge and challenge the authority of words.

Teaching in English has become a rapid development in many universities across the world (Jumpakate, 2025). This expansion is because of the intention to expand to abroad, the thought that English proficiency equates to quality education and the demand in the job market because the English language is spoken. The big review of EMI studies by Dearden revealed several issues, which include: the students are not aware enough, teachers are unprepared, regulations regarding language are not clear and there is discrepancy between learning the subject and learning the language.

Asian studies such as those conducted by Hu in China and Kirkpatrick in Southeast Asia reveal that EMI usually begins without sufficient assistance, explicit instruction strategies, and consideration of indigenous languages (Flexner, 2021). They document that there are mixing of languages in classrooms, students encounter problems with understanding, and teachers are also concerned about teaching this subject together with English. Notably, however, the official policies, which give precedence to standard English, and what occurs in the classrooms, where languages mix, are different.

Rahman has proven in Pakistan that English is a marker of social class and an advantage to school, which has divided individuals learning in English and those learning in Urdu. Mahboob and others have analyzed Pakistani English and have observed that there are uniform patterns of sounds, sentence structure and the words used which make it a real variety. However, they are seldom acknowledged in schools and universities where a standard version of English is typically either the British or the American one (Wen & Zhang, 2020). The researchers of New Pakistani EMI identify the issues: students frequently do not know the English language well enough to enter the university; educators find it hard to deliver challenging information only in English; and numerous individuals mix them although regulations state that only English must be used. In a work done by Mansoor, students such as EMI have been seen to be attracted to EMI due to its advantages, though they still struggle to comprehend it and prefer both languages to be taught. Nevertheless, scholars have not paid much attention to the impact of Global Englishes on EMI and how the awareness of language variations may facilitate learning.

Research Gap

Despite all the many papers discussing EMI and Global Englishes, we remain uninformed how the two interact in specific schools. The majority of EMI research presents English as homogeneous and does not pay much attention to which varieties of English are utilized or which ones get overlooked. This is the typical study of Global Englishes where the features of language or general attitudes are examined rather than the actual implementation of language in a particular teaching context, such as EMI.

Few studies pay close attention to Global Englishes demonstrations in the EMI classrooms of Pakistani universities, the language diversity uses of teachers and students, or the school policies that approach different styles of English. We also are not informed whether the awareness of Global Englishes can make students comprehend, connect and perform well. Although there is an argument that teaching Global Englishes would be useful, we do not have evidence on how it could be done in EMI.

The paper attempts to address such gaps by closely examining the impacts of Global Englishes on EMI in one Pakistani university. It examines the relationship that exists between rules, teaching, attitudes, and outcomes, and provides a complete picture of how Global Englishes is carried out in EMI and what it entails in making English teaching fair, good, and useful.

Methodology

Research Design and Philosophical Approach

In this research, the researcher combines both figures and narratives to understand how Global Englishes influence English-in-Medium-Instruction (EMI) in the University of Lahore.

It operates in a pragmatic perspective that is concerned with the solution of real problems and appreciates numerous perspectives of teaching and learning.

The method of the study is a concurrent triangulation: surveys and interviews are administered simultaneously, and each of them is considered independently and then the outcomes are combined. This will allow the researcher to ensure that the numbers and the stories coincide and fill in each other. Numbers provide general information about the way human beings use language, their thoughts, the way things are connected and stories provide more detailed and real life information on how Global Englishes impact EMI.

Another case studied by the researcher is the University of Lahore: within the university, the researcher examined faculty, students, and classrooms, as well as policy documents. This was done intentionally since the university is large, has numerous EMI programs and is accessible to the researcher to study.

Setting and Participants

The study is conducted in the University of Lahore, a private university which was established in the year 1999 and now has a population of over 30,000 students in the various campuses. Lahore has a large number of undergraduate and graduate programs in the main campus, including business, engineering, computer science, social sciences and humanities. Like all these programs, they all utilize EMI and the university claims British English is the official one.

There are students who have varied language backgrounds. Majority of them speak Punjabi and have varying degrees of English, based on their previous education. Others attended Urdu medium state schools where very little English is taught and others went to English speaking private schools. This combination is what makes the university an ideal place to learn Global Englishes in EMI.

The participants were selected systematically and arbitrarily and attempts to distribute all the significant disparities. A random system selected 150 students in the student group and divided them in three faculties (Business, Engineering, Social Sciences). They were 2nd or 3rd year and hence had sufficient EMI experience yet were enrolled in core courses. There were 92 men and 58 women of them, as compared to the gender distribution of the university in general. The age was between 19 and 24 with the mean age of approximately 21.

The faculty sample consisted of 30 teachers in the three faculties that were offering EMI courses. These were the teachers selected to have a combination of areas, the period of teaching, the level of their proficiency in English, and their schooling. The group had 19 men and 11 women. Their experience in teaching went between 2 and 18 years. Approximately 60 percent were doctorate holders, primarily Pakistani school graduates and 40 percent of them held masters. They had different opinions about English, some were fond of British English, some were fond of American and some were fond of Pakistani English.

In the detailed part, 12 students and 8 teachers of the larger groups were interviewed to obtain a high number of varying views. The researcher also observed 6 EMI classes during a semester. The classrooms were observed on 4 occasions of 90 minutes each, and a total of 36 hours were spent.

Data Collection, Data Gathering Methods, and Materials

Questionnaire Surveys: There were two sets of questionnaires one that was designed to be filled by students and the other by teachers. The student survey consisted of 35 questions concerning English usage, the type of English they are exposed to, their perception of Global Englishes, their perception of the usefulness of EMI and also their knowledge of English. The questionnaire to the teacher included 40 questions concerning the teacher on how they teach, the language they use to teach, their attitude to language diversity, problems they encounter with EMI, and what the university has done to assist them. Mostly, the questions were of rating scale, multiple choices, and some short open-ended questions. We piloted them on 20

students and 5 teachers who did not participate in the main study and made changes when necessary.

Semi-Structured Interviews: 12 students and 8 teachers were engaged in long conversations of 45-60 min. The questions were how they acquired the language, their experiences with EMI, what they know about Global Englishes, their attitudes to language differences, certain issues and ways of solving them in the classroom, and how to make it better. The interviews were conducted in English though participants were allowed to go to Urdu when necessary. They were documented with their consent and the records transcribed correctly.

Observations in Classrooms: Observations were done in 6 EMI classrooms of various subjects. An informant among other EMI studies assisted us in noting the English usage, switching language, instructional lessons, interaction between students and teachers and student comprehension. We made observations regarding the setting, body language, and the general classroom atmosphere. We also recorded some of the lessons (with their permission) so that we might examine language use more closely.

All data were gathered between September 2024 and January 2025. Ethics committee of the university agreed with the study. All of them provided a written consent. We stored information insecurely by using bogus names and forgot names.

Theoretical Framework

There are three major concepts used in the study. The World Englishes perspective assists us to understand the reason why there are so many different varieties of English and why it is important to teaching. The translanguaging theory describes the mixing of languages in classes as a clever behaviour, rather than an issue, among the students. The concepts of linguistic capital and symbolic power suggested by Bourdieu allow us to understand why various forms of the English language receive different rates in school and how they are connected to the broader social trends.

Data Analysis Procedures

Survey numbers were entered into SPSS 28. We took averages and numbers and percentages and spread out numbers. We also tested to see the things related: such as whether students who watch other styles of English have an easy time with them, or whether the attitude of the teacher influences his or her teaching methods. We established the significance level at p that is less than 0.05 and ensured that the scales were reliable (Cronbach alpha > 0.70).

In the cases of the stories, we applied theme work: we read the transcripts numerous times, identified patterns, combined similar notes in larger ideas, revised and cleaned up those ideas, assigned names, and selected quotes to explain them. To prevent bias, the researcher maintained a journal of thoughts of the analysis.

Critical reading of the document was utilized to determine where the official texts reveal different styles of English and what the assumptions behind the policies are. We critically examined the concept of who appears to be a more English person, the presence of rules that require the use of a specific English, the use of any English, and the correspondence of policy to actual teaching.

The language sample was researched with the same procedures as other writing researches. We have counted the frequency of words or grammar structures that came out and we have compared Pakistani English with that of British or American English.

The last part was a combination of numbers and stories: to find some places where they coincide, disagree, or complement. This strengthened and made the findings more complete.

Data Analysis and Findings

English varieties in EMI Classrooms

The observations made at the classrooms and the writing samples reveal that numerous types of English are used in EMI at the University of Lahore. Learners and instructors employ

varied styles of English and a number of them are in use by the same classroom at any given time.

Table 1: English Varieties Used by Faculty in Observed Classrooms (N=6 classrooms, 24 observation sessions)

English Variety Features	Frequency Count	Percentage of Total Linguistic Features
Pakistani English phonological features	847	41.2%
Pakistani English lexical items	392	19.1%
British English features	423	20.6%
American English features	312	15.2%
Mixed/Hybrid features	81	3.9%
Total features analysed	**2055**	**100%**

As can be seen in table 1, the Pakistani English features are the most prevalent in faculty speech. They constitute 60.3 percent of the studied words when we considered the sound and the meaning of the words. This is contrary to the school regulations that only the British English is acceptable. Words of British English appear in approximately one-fifth of the speech. This implies that even though the teachers desire to speak British English, they speak more like Pakistani English.

Sound shifts, such as the use of a more retroflex sound, inability to distinguish between /v/ and /w/ and a rhythmic pattern more of counting by equal parts of the syllable than by focusing on emphasizing certain word classes over others, were common Pakistani English features that we observed. 2) The ambiguity of certain words e.g. preparing to go to a new house is described as shift, swapping an appointment with an earlier one is described as prepone and passing out is described as graduating. 3) There are some grammatical differences namely: 1) a progressive tense with a verb which does not change (e.g. I am understanding) and 2) a constant question form at the end of the sentence (e.g. isn't it).
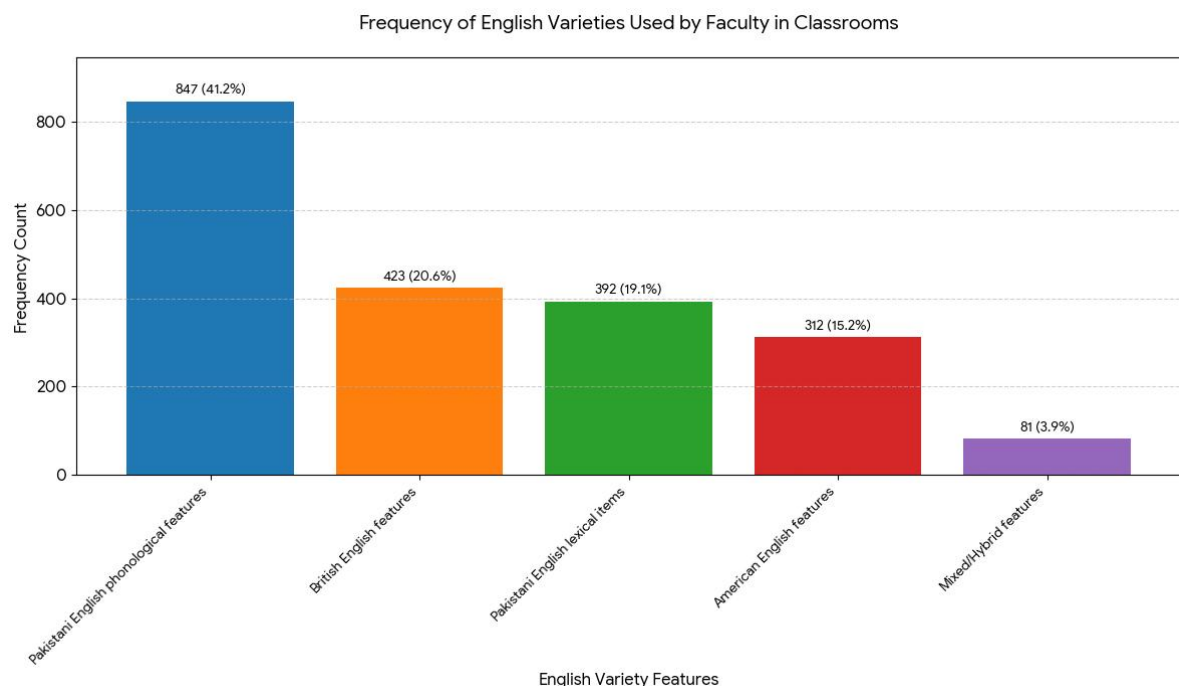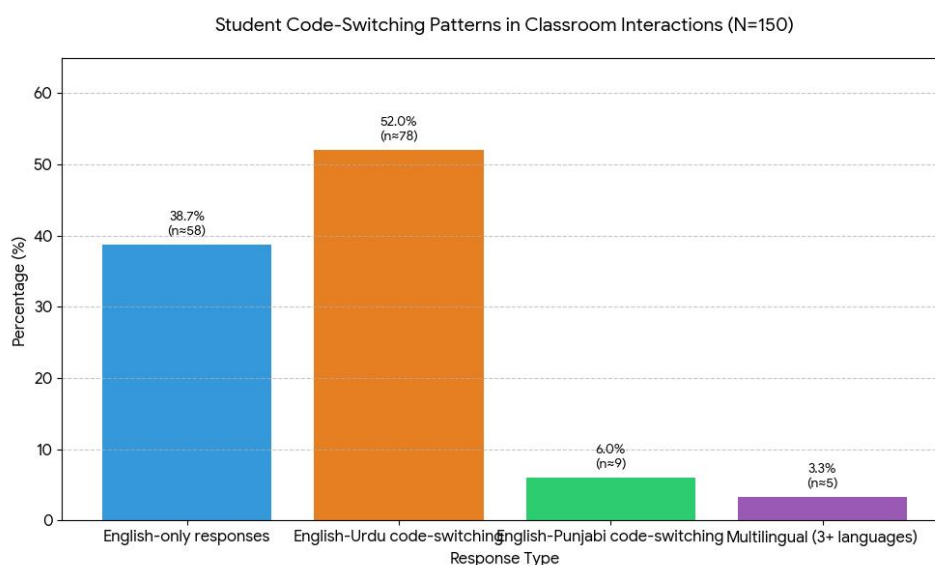

Figure 1: Student Code-Switching Patterns in Classroom Interactions
Code-Switching Frequency in Student Responses (N=150 observed interactions)

English-only responses: ███████████░░░░░░░ 38.7%
English-Urdu code-switching: ████████████████░░ 52.0%
English-Punjabi code-switching: ███░░░░░░░░░░░ 6.0%
Multilingual (3+ languages): █░░░░░░░░░░░ 3.3%

The information indicates that the majority of students in the classroom combined English and Urdu in responding to questions. They spoke only English less than 40 percent of the time, and were an exception only when they were making formal presentations or reading prepared reading. The response of teachers to this mixing was varied: some of them attempted to prevent it whereas others silently tolerated it or even promoted it in order that the students could learn more.

Student Code-Switching Patterns in Classroom Interactions (N=150)

Institutional Language Policy Analysis

Comparison of school rules reveals huge gaps between what the rules indicate and what transpires in classrooms. According to the Academic Regulations handbook issued by University of Lahore, all classes will be in the English language and written and spoken work should be in British English.
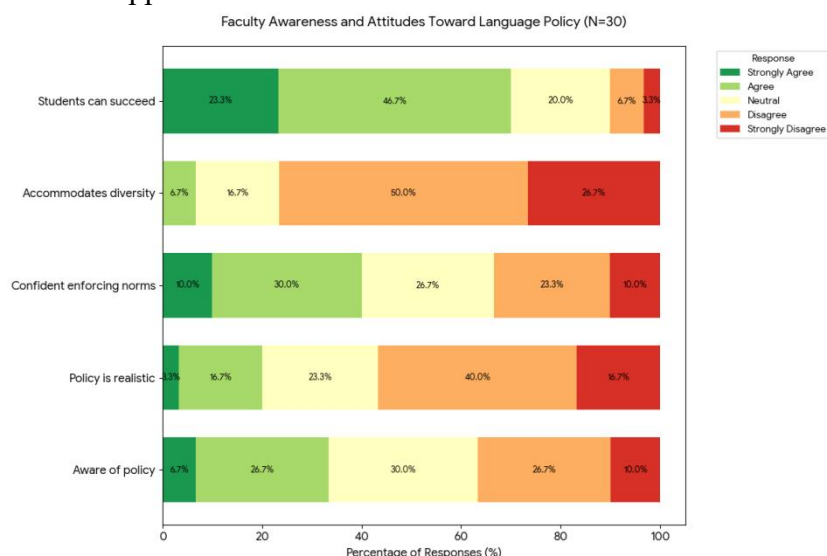
The handbook fails to indicate what constitutes British English as well as how to deal with other languages that other individuals speak and to whom to get assistance when such rules cannot be easily adhered to. When we viewed the grading guides of various departments they all correct the mistakes of grammar as well as incorrect words but they do not clarify on what the right standards should be. All the 15 course outlines we have checked did not refer to Global Englishes, World Englishes, or the relevance of linguistic diversity.

Table 2: Faculty Awareness and Attitudes Toward Institutional Language Policy (N=30)

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean
I am fully aware of the university's language policy	6.7%	26.7%	30.0%	26.7%	10.0%	2.93
The language policy is realistic and achievable	3.3%	16.7%	23.3%	40.0%	16.7%	2.50
I feel confident enforcing standard English norms	10.0%	30.0%	26.7%	23.3%	10.0%	3.07
The policy accommodates linguistic diversity	0.0%	6.7%	16.7%	50.0%	26.7%	2.03
Students can succeed despite language variation	23.3%	46.7%	20.0%	6.7%	3.3%	3.80

Note: Scale 1=Strongly Disagree to 5=Strongly Agree

Table 2 demonstrates that the issues with language rules in the school are perceived by a large number of faculty members. Only a third of teachers respond that they know fully the rules and this demonstrates that the rules are not abundantly disseminated. Worse still, the 20 percent believe that the rules are realistic and achievable, those not believing or strongly disagreeing amount to 56.7 percent. This is to say that most of the teachers are finding the rules to be non-congruent with the real life in classroom set up. There is only 6.7 percent in favor of the rules promoting different languages and hence the school does not embrace Global Englishes. However, the 70 percent of teachers believe that students are still able to achieve even when there is language variation hence demonstrating that they are willing to adopt more flexible approaches.

Faculty Awareness and Attitudes Toward Language Policy (N=30)

Faculty and Student Attitudes Toward Global Englishes

Survey data reveal complex, sometimes contradictory attitudes toward different English varieties among both faculty and students.

Table 3: Student Attitudes toward Different English Varieties (N=150)

English Variety	Very Positive	Positive	Neutral	Negative	Very Negative	Mean
British English	32.0%	44.0%	18.7%	4.0%	1.3%	4.01
American English	28.0%	42.7%	22.0%	5.3%	2.0%	3.89
Pakistani English	8.0%	24.0%	36.0%	22.7%	9.3%	2.99
Indian English	4.0%	18.7%	44.0%	24.0%	9.3%	2.84
My own English	14.7%	38.7%	32.0%	10.7%	4.0%	3.49

Note: Scale 1=Very Negative to 5=Very Positive

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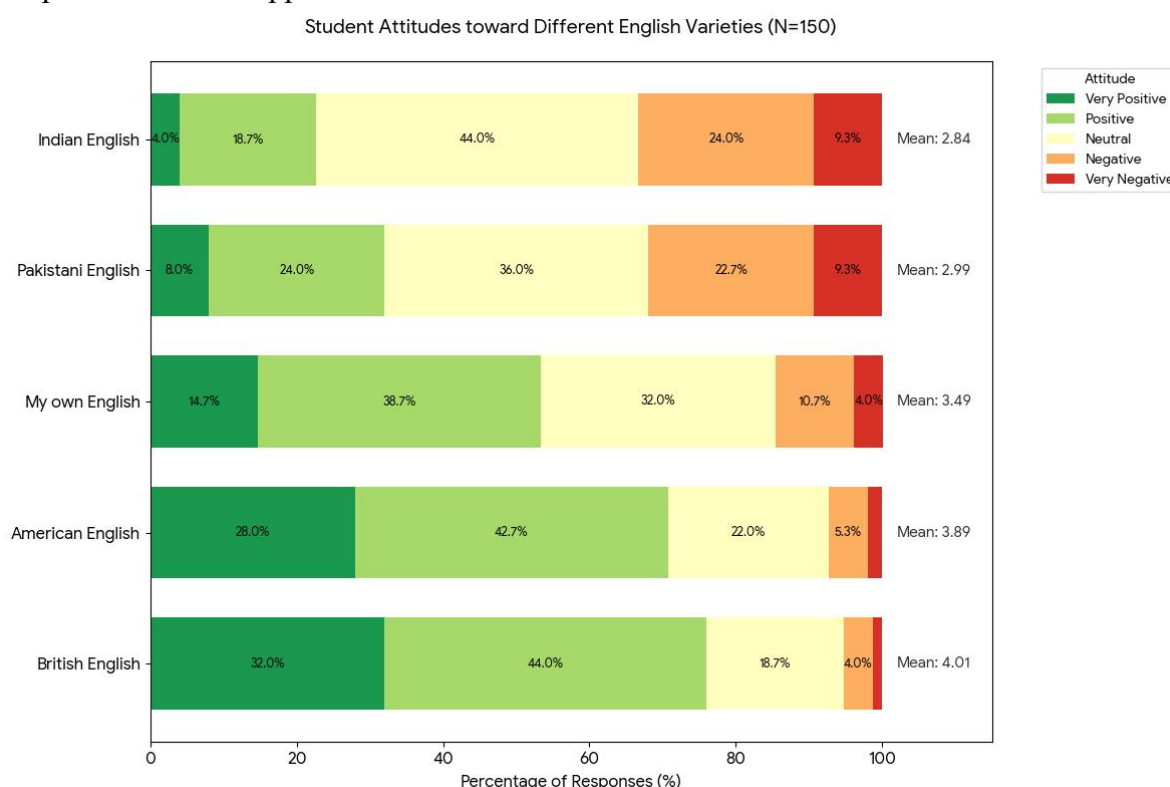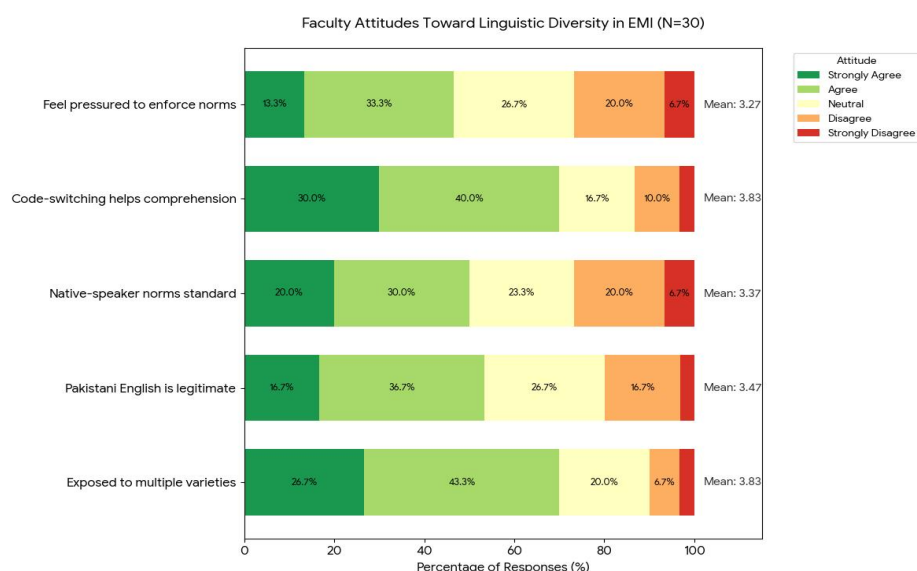

Student Attitudes toward Different English Varieties (N=150)

Table 4: Faculty Attitudes toward Linguistic Diversity in EMI (N=30)

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean
Students should be exposed to multiple English varieties	26.7%	43.3%	20.0%	6.7%	3.3%	3.83
Pakistani English is a legitimate variety	16.7%	36.7%	26.7%	16.7%	3.3%	3.47
Native-speaker norms should be the standard	20.0%	30.0%	23.3%	20.0%	6.7%	3.37
Code-switching helps student comprehension	30.0%	40.0%	16.7%	10.0%	3.3%	3.83
I feel pressured to enforce standard English	13.3%	33.3%	26.7%	20.0%	6.7%	3.27

Note: Scale 1=Strongly Disagree to 5=Strongly Agree

Faculty attitudes show a tension between pedagogical flexibility and institutional pressure. While 70% support linguistic diversity and code-switching, only half recognize Pakistani English as legitimate. Nearly 47% feel forced to enforce "Standard English" despite their

instincts. These views correlate with educational backgrounds: faculty educated in "Inner Circle" countries prioritize international competitiveness through strict prescriptivism, whereas locally educated faculty—often influenced by sociolinguistics—prioritize clear communication and student participation over traditional grammar. This highlights a divide between those viewing English as a rigid standard versus those seeing it as a functional, localized tool.

Faculty Attitudes Toward Linguistic Diversity in EMI (N=30)

Impact on Student Comprehension and Engagement

A research question that can be considered significant is whether the manner in which students perceive or overlook Global Englishes affects their learning. We get to know this connection through data in surveys and observations.

Table 5: Relationship between Faculty Language Flexibility and Student-Reported Comprehension (N=150)

Faculty Language Approach	N	Mean Comprehension Score	SD	F-statistic	p-value
Strict English-only policy	42	3.12	0.89	18.47	<0.001
Flexible (accepts code-switching)	58	3.89	0.76		
Very flexible (uses multiple varieties)	50	4.21	0.68		

Note: Comprehension measured on 5-point scale; One-way ANOVA significant at p<0.001

Table 5 indicates that the comprehension of what students learn is related to how teachers speak in class. Students whose teachers speak in flexible forms such as combining various forms of English and allowing them to change language say that they understand everything much better (average score 4.21) compared to those classes where only rigid English is used by the teacher (average score 3.12). The difference of 35 percent implies that learning can be more effective when a great number of styles of the language are accepted. The post-hoc Tukey tests revealed that the difference between all the three groups is significant.
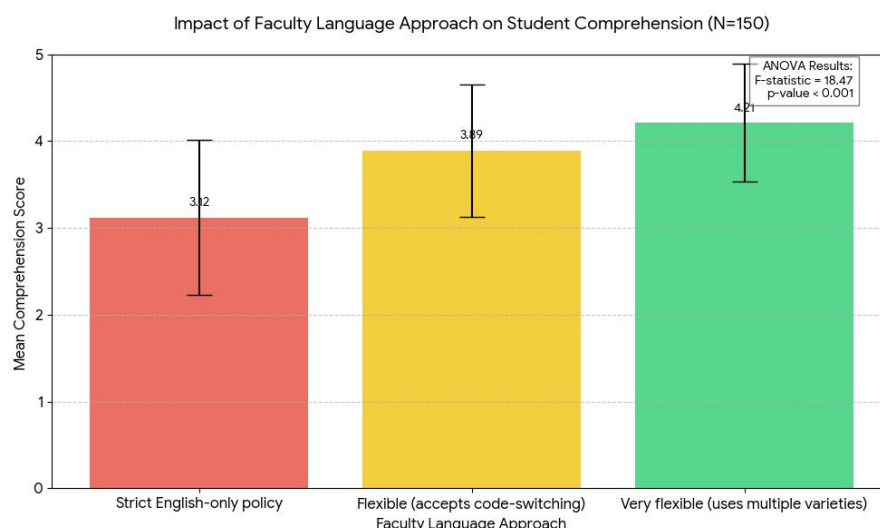
Impact of Faculty Language Approach on Student Comprehension (N=150)

Figure 2: Student Engagement Levels by Faculty Awareness of Global Englishes
Student Participation Frequency (percentage of students actively participating)

Faculty with high Global Englishes awareness: ████████████████░░░ 73.2%
Faculty with moderate awareness: ██████████░░░░░░░░ 54.7%
Faculty with low/no awareness: ███████░░░░░░░░░ 41.3%

Based on classroom observations across 24 sessions
The survey is supported by the classroom observations. In the classrooms where teachers demonstrated their awareness of Global Englishes (identifying the differences in language, applying diverse examples and responding positively to the other styles of English) students participated in the classroom process significantly more, 77 percent more, than in classrooms where teachers applied strict rules. Students felt free to ask questions, provide comments and participate in discussions when they were not afraid of language correction.

Qualitative data give the reasons as to why this occurs. The majority of learners claimed that they experience nervousness in English-only classrooms. One replied: When the teacher is really strict in matters of grammar, I waste so much of my time in contemplating of right sentences that I end up forgetting my point. There are occasions when I simply keep quiet although I know the answer. Another replied: I like teachers who are concerned about what we are saying, but not how we are saying it. I prefer to learn when I am not in a state of worrying that I will make some mistakes.

Another thing that students enjoyed was having teachers who increased their knowledge of English. One student told: It is my favorite teacher who understands that we talk in Pakistani English, though she also demonstrates us some other kinds of English with the help of videos and readings. She adds that it is all acceptable, and the awareness of a range of varieties offers people more options.
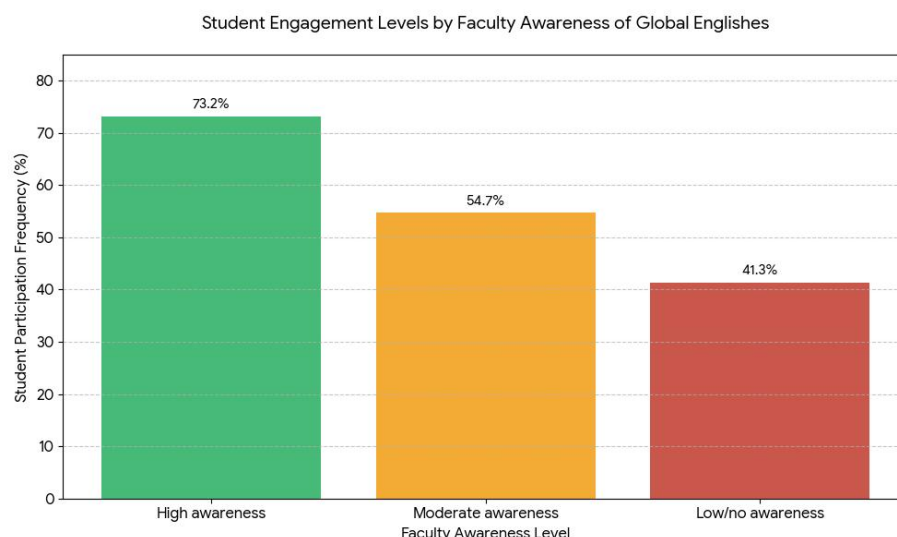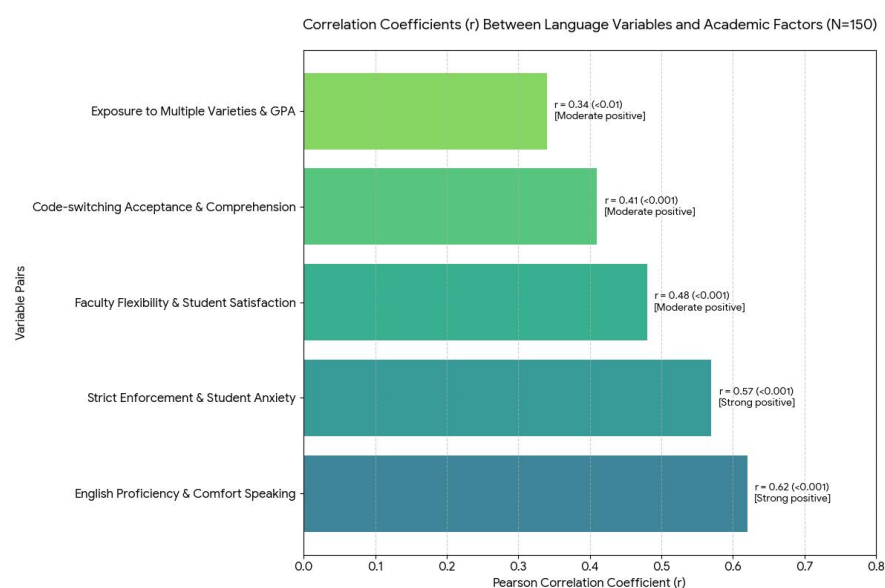
Student Engagement Levels by Faculty Awareness of Global Englishes

Table 6: Correlation Between Language Variables and Academic Performance (N=150)

Variable Pair	Correlation Coefficient (r)	p-value	Interpretation
Exposure to multiple English varieties & GPA	0.34	<0.01	Moderate positive
English proficiency level & Comfort speaking in class	0.62	<0.001	Strong positive
Faculty linguistic flexibility & Student satisfaction	0.48	<0.001	Moderate positive
Code-switching acceptance & Comprehension	0.41	<0.001	Moderate positive
Strict standard enforcement & Student anxiety	0.57	<0.001	Strong positive

Table 6 indicates the relationship between languages related variables and academic results. Some notable trends can be distinguished. To start with, GPAs are associated with exposure to a wide range of various English styles, it proves that subjects who study numerous variations of speaking English can achieve higher grades. Second, with the strict language rules implemented, students experience more anxiety, and thus strong language policies can increase learning in an emotional burden. Third, the flexibility of teachers in using language helps students to be more satisfied and comprehending, which proves that the tolerance of Global Englishes provides a more pleasant learning experience.

Correlation Coefficients (r) Between Language Variables and Academic Factors (N=150)

Faculty Strategies for Managing Linguistic Diversity

Based on the interview data and observations in the classroom, we discovered that there were a number of ways in which teachers manage linguistic diversity in English-mediated instruction classrooms. These approaches are not uniform but more or less rigid rules or less rigid methods.

Table 7: Faculty Strategies for Managing Linguistic Diversity in EMI (N=30)

Strategy	Never Use	Rarely Use	Sometimes Use	Often Use	Always Use	Mean
Explicit correction of non-standard features	16.7%	33.3%	30.0%	13.3%	6.7%	2.60
Strategic code-switching for clarification	6.7%	13.3%	26.7%	36.7%	16.7%	3.43
Exposure to multiple English varieties	10.0%	26.7%	30.0%	23.3%	10.0%	2.97
Focus on communicative effectiveness over correctness	3.3%	10.0%	16.7%	43.3%	26.7%	3.80
Metalinguistic awareness activities	23.3%	36.7%	23.3%	13.3%	3.3%	2.37
Flexible assessment acknowledging variety	13.3%	30.0%	33.3%	16.7%	6.7%	2.73

Note: Scale 1=Never Use to 5=Always Use

In Table 7, it is noted that professors adopt various strategies towards Global Englishes. Approximately 70 percent of the teachers will want to convey the message well instead of correcting every word. They usually alternate between languages to make the students comprehend. However, they are not very much taught about language rules.

What we observe is that teachers who do not disallow local varieties of speaking and alternate languages provide inviting classrooms and reduce nervousness in students. The teachers who insist on pushing the students into the right way and prohibit Pakistani English cause students to become less engaged and talk less.

Generally, there are teachers who embrace the difference in language. However, they also fail to create an opportunity to instruct students to think about language and to offer flexible tests.
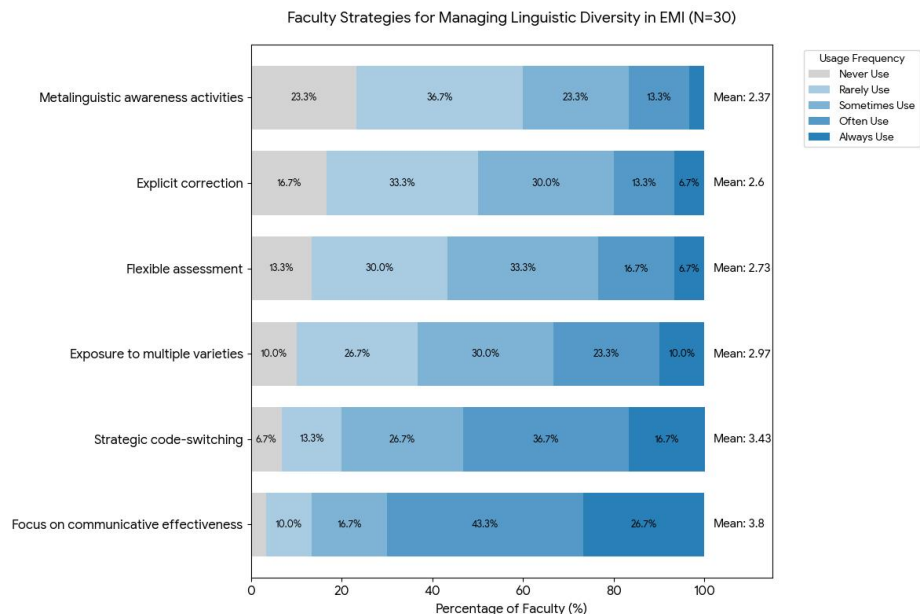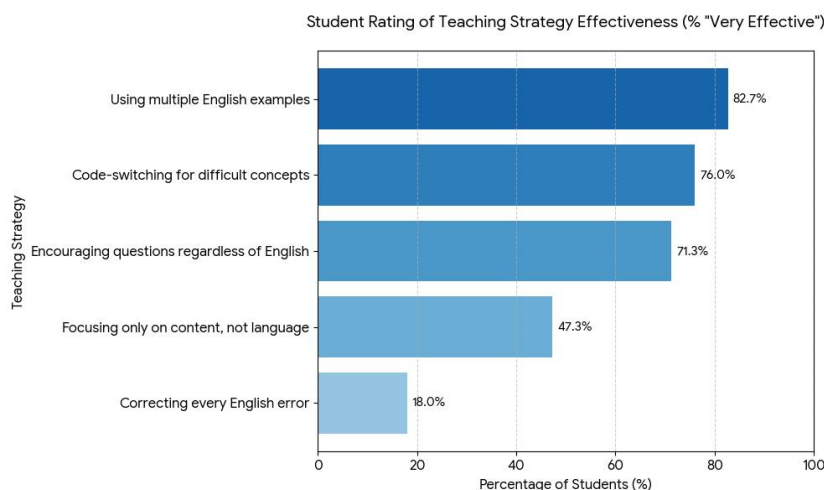

Faculty Strategies for Managing Linguistic Diversity in EMI (N=30)

Figure 3: Teaching Strategies Effectiveness Rating by Students
Student Rating of Strategy Effectiveness (% rating as "Very Effective")

Using multiple English examples: 82.7%
Code-switching for difficult concepts: 76.0%
Encouraging questions regardless of English: 71.3%
Correcting every English error: 18.0%
Focusing only on content, not language: 47.3%

The data regarding student feedback regarding various methods of teaching is consistent with the information on what the professors actually do. Those methods which appreciate different languages and emphasize on speaking receive high scores of effectiveness, and very few people like rigorous correction of errors. Also intriguing is the fact that the technique that considered the content and not the language gets an intermediate score, which indicates that students are willing to use some assistance with language use but not as reprimanded.

Student Rating of Teaching Strategy Effectiveness (% "Very Effective")

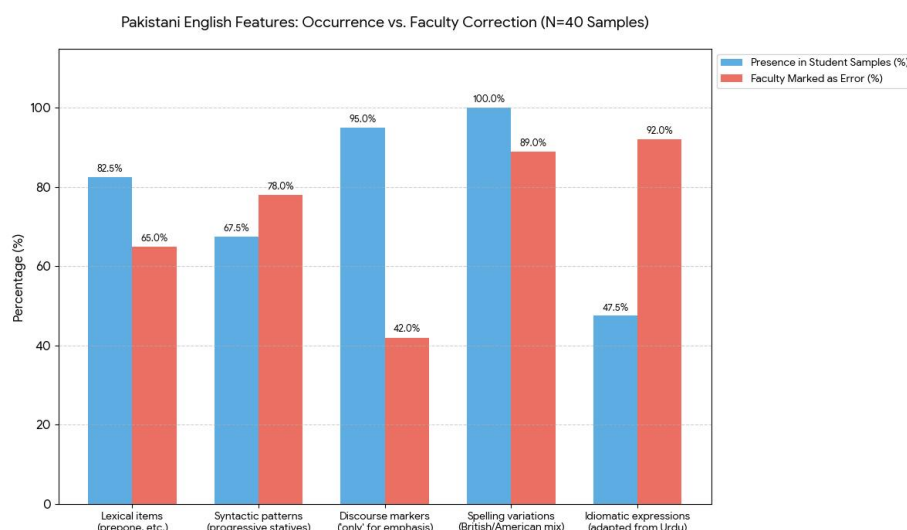## Analysis of Student Academic Writing

The 40 writing sample analysis provided the information regarding the manifestation of Global Englishes in the academic writing of the students and the evaluation of these characteristics.

Table 8: Pakistani English Features in Student Academic Writing (N=40 samples)

Feature Category	Occurrence Frequency	Percentage of Samples	Faculty Response Pattern
Lexical items (e.g., "prepone", "upgradation")	127 instances	82.5% of samples	65% marked as errors
Syntactic patterns (e.g., progressive statives)	89 instances	67.5% of samples	78% marked as errors
Discourse markers (e.g., "only" for emphasis)	156 instances	95.0% of samples	42% marked as errors
Spelling variations (e.g., mixed British/American)	203 instances	100% of samples	89% marked as errors
Idiomatic expressions adapted from Urdu	48 instances	47.5% of samples	92% marked as errors

As demonstrated in Table 8, discourse markers and special syntax, which characterize Pakistani English, are typical of student writing but teachers do not necessarily respond in a similar way. Idiomatic phrases are considered in close terms and 92% of them were noted as errors. Discourse markers are subtle and may not be perceived and this is likely the case because teachers use it without consciously thinking about it.

The study indicates that there are no definite regulations. Some teachers accept such words as prepone and some do not, and that is why students are upset. The students are also mixed language identity: with the British and American spelling as well as retaining some of the Urdu sentence structure acquired in the first draft. This is a language situation that is complicated in the sense that the current method of grading is not addressing it appropriately and this is very varied since most of the grading processes tend to be ad hoc and unequal.

Pakistani English Features: Occurrence vs. Faculty Correction (N=40 Samples)

Summary of Key Findings

In English-mediated instruction (EMI) classes, at the University of Lahore, there are many varieties of English spoken. Practically, the most widespread is Pakistani English although the university mandates the use of British English. Teachers as well as students use Pakistani English, British, American, and combinations of these. They also alternate English and Urdu frequently despite the fact that the university states that only English can be spoken. The language rules of the university state that one should use British English, however, they do not provide much guidance and overlook the fact that there are numerous ways of English. They are not congruent with what occurs in classrooms. Students who speak more than one language are also not assisted by the rules, which teachers claim are unrealistic and not well articulated. Pakistani English is sometimes accepted by students and teachers since it is extensively used, and they believe it is inferior to the British or American English. The small percentage of both groups, particularly those who have studied World Englishes, expresses more optimistic attitudes towards the variants of English. The university rules do not reflect how teachers are more open to the flexible ways of using English. Students are more involved and feel happier, and teachers realize World Englishes better. According to students, they can learn a lot better when teachers speak various forms of English. The strict implementation of the standard norms increases the nervousness of all students and their reduced participation. Visiting numerous English designs assists students to achieve improved school performance.

There are numerous approaches which teachers apply to the language, starting with the correcting and more lenient, communication-based ones. The most effective methods include alternate language use, more emphasis on meaning than on grammar, and an approach of demonstration of many varieties of English. The issue with language awareness and World Englishes is that few teachers are systematic about teaching them.

Discussion

The findings indicate complex relationships between World Englishes and English-median pedagogy in Pakistani institutions of higher learning. They are important in theory, rules and practical teaching. This section describes the key findings with reference to the previous research and concepts.

The Perseverance of Linguistic Hierarchies in Postcolonial Situations

In this study, although the studies on World Englishes have been made several decades ago to challenge the concept that only the native speakers are correct, the ranking of the styles of English still remains evident in Pakistani universities. British and American English are preferred by students and teachers to be lower than Pakistani English. Here we can see the schizophrenic position Kachru outlined and is equivalent to the concept of linguistic

imperialism, formulated by Phillipson, in which ancient colonial notions of language remain despite the independence of a nation.

Since Pakistani English constitutes over 60 percent of the language which is spoken, yet the university requires the use of British English, there is a huge disparity between the language taught and reality on the ground. Bourdieu would term this as a symbolic struggle in which various styles of English fight to be accepted and the British and American English are more prestigious despite the fact that they are less used by the people in Pakistan.

However, the research paper also reveals that there are certain flaws in this ranking. Pakistani English gains more favor among many students and teachers, particularly those who have acquired information about World Englishes. This implies that intelligent pedagogy will be able to tear down the hierarchy. It upholds concepts of Canagarajah and others that former colony residents can establish powerful identities that may break the rules of the colonial language.

The Pedagogical Resource vs. the Policy Violation of Code-Switching

In classes that use EMI, students and teachers move to English and Urdu, despite the university stating that the language of instruction should be English. This is a key problem. The concept of translanguaging introduced by Garcia and Wei views the issue of switching as not a problem, rather as a clever use of a wide variety of languages in order to assist students in comprehending. The fact that the students know better when to change demonstrates that rigidity in the separation rules can be damaging in teaching.

This demonstrates that the common concept behind the rules of EMI that the main language is the best language to learn is inaccurate. Where there are a lot of languages used, the whole language mix technique of students makes students study better compared to those who are compelled to study only English. This is in line with the concepts of Cummins that knowledge is cross-linguistic.

Teachers too are also concerned with the extent of switching. There is an opinion that excessive switching may prevent students to improve in English. It is a real teaching problem. We must have clear methods to utilize translanguaging that would not only enable the students to get a clear picture but also give them opportunity to get better in English which is not offered by the current rules.

Effects of Global Englishes Recognition on Learning Outcomes

The most significant finding is that when the teachers embrace World Englishes, students learn more. They learn more, become more engaged and are less afraid when teachers appreciate the importance of communication over the importance of grammar. This is significant in teaching English in college lessons.

As sociocultural learning theory presupposes, the results can be attributed to seeing. When children are afraid of their speech, this is an obstacle to learning. The classroom environment that reduces anxiety allows them to develop knowledge. Students are also using energy to check their language rather than the lesson when they are concerned with being corrected. However, when there is equilibrium in diversity and teachers are concerned with meaning, students are able to concentrate on the real topic.

Exposure to a lot of English styles is associated with improved grades and this is contrary to the notion that it misleads the students. Rather, it proves that numerous varieties assist the students in learning the language better and feel more flexible which will make them more proficient in general. This is in line with literature regarding the psychological advantages of being a bilingual and supports the demand to teach a variety of literacies in multilingual schools.

Limitations and Future Directions

Despite its usefulness, the study is limited. First, it is a single university and hence, the findings might not be applicable across all universities in Pakistan and particularly the ones

of the public sector that might have different students and resources. Second, since part of the data is self-reported, there might be bias but a glance at actual observations will mitigate this. Third, the research examines a single moment, hence it does not indicate any modifications in attitudes and practices as the students advance in university.

It should be determined in future studies in numerous universities, more so the public ones to compare. Research that tracks students on their degrees could be conducted over a long period and determine the variation of EMI experiences. The causal relationship between practices and outcomes may be demonstrated in tests that attempt to implement particular methods of teaching based on World Englishes. Additionally, a study concerning the impacts of EMI on the work of the graduates and use of English in university would provide useful information on the long-term outcomes of various teaching methods.

Conclusion

This research was done to examine the impact of World Englishes on English-language instruction at the University of Lahore. It examined the types of English that were used, the university policies, student and teacher perceptions, effects of learning, and how teachers manage language diversity. It discovered a complex image that Pakistani English is in use in practice despite the existence of rules stating that it is supposed to be British English. There is still a basis of old language rankings, but individuals are beginning to embrace diversity. And significant, viewing World Englishes assists students to study better.

There are three key concepts in the research. To begin with, the existing regulations that disregard World Englishes are not productive and may harm the learners by creating confusion, leaving them insecure, and lacking an opportunity to teach their languages effectively. Second, to demonstrate that different language styles are acceptable and that teachers should pay attention to meaning rather than rigid rules are the keys to successful learning, students can see that the ideas of World Englishes can transform English classes. Third, the teachers have more flexible and inclusive methods, which they ought to be assisted by the university, provided with clear instructions and training on how this should be so that they can do it all the time. Such results alter the conception held by people regarding English classes. They demonstrate that the choice of the type of English to be used is as significant as the necessity of English classes. The study reveals the things that are not visible to people when researchers assume that all students speak in the same manner since the study uses different language styles. The findings endorse the integration of the concepts of World Englishes and translanguaging with English-based research to have a better perspective of teaching in language-dense locations. This study has some practical implications to the University of Lahore and other institutions of the same nature:

Recommendations:
- Revise official policies regarding language to accept Global Englishes and to give Pakistani English a status as a legitimate variety.
- Develop realistic and clear guidelines of language use in EMI that balances between expectations of a standard language and the attention to linguistic diversity.
- Encourage the use of translanguaging that will enable students to use all their languages but enhance the English language.
- Difference emphasis on communication skills and knowledge of the subject rather than punitive actions in regard to all deviations of rigid norms.
- Invest in research on the things that work in EMI in Pakistan.
  These suggestions need a commitment by institutions to disrupt traditional linguistic hierarchies and adopt more democratic and inclusive linguistic practices in tertiary institutions. The process will not be simple because the institutional structures and individual consciousness are highly intertwined with the ideologies of language. Nonetheless, the facts provided in this paper show that such change is essential and possible.

Finally, this study suggests the re-conceptualization of EMI in Pakistani universities as a mechanism of imposing standard English norms to a location of making plurilingual competence, critical language awareness and confident communication in a wide variety of situations. This reconceptualization would be more beneficial to the needs of Pakistani students who have to operate in the world of several languages in their personal, academic, and professional life. Through adopting Global Englishes as opposed to excluding them, Pakistani universities will be able to create EMI programs that are more effective as pedagogies, more social as justice, and more consistent with the multilingual realities of the current global communication. Global Englishes cannot only affect EMI, but it is a question of educational justice. Institutions of higher learning reinforce ideologies of native speakers that delegitimize the English varieties of students when they propagate symbolic violence to harm the linguistic self-assurance of students and replicate colonial hierarchies. By adopting Global Englishes, universities in turn provide students with chances to represent an empowered linguistic identity as the legitimate users of English in various communicative situations. This decision between them will determine not only the standards of the higher education in Pakistan but also the linguistic perspectives of Pakistani students as the global citizens.

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