

Comparing Pakistani Graduates' Preferences for American Versus British English

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Abstract

This study investigates the language preferences of Pakistani graduates, revealing a significant shift towards American English despite the country's historical background of British English due to colonization. A survey of 500 students from the University of Gujrat and GIFT University Gujranwala shows a growing preference for American English, attributed to the global spread of American media and the United States' status as a superpower. This study contributes to World English, highlighting the dynamic nature of language preferences in a globalized world. The research is essential as it informs language teaching and learning policies in Pakistan, provides insights for curriculum development, and sheds light on the impact of globalization on language attitudes, ultimately bridging the gap between language instruction and real-world communication demands of Pakistan to pace with the world.

Keywords: World English, Language Preferences, Pakistani Graduates, American English, British English, Globalization.

Introduction

English expanded its domination beyond the British Isles, the United States, and the colonies. Kachru's (1983) explanation of the three stages of English expansion explains how English became the universal language in recent decades. He introduced the concept of World Englishes instead of World English. Instead of dialects of English, every dialect has developed into a unique variety of English language. He called this phenomenon World Englishes. Of all Indigenous English realities that are "English", American English has more global fame in the current century, being America's power'. It has been customary for a long time that the language of a superpower (economically, socially, and politically) is considered lingua franca.

The British English variety has been in vogue in Pakistan for the last two centuries. However, America's success as a power and the spread of American English made it confusing for students and teachers to select between the two varieties. Teaching students specific English variations, such as British or American, in Pakistan challenges their ability to participate effectively in the globalized knowledge-based economy.

The widespread use of American English in media and social media has significantly contributed to its global expansion. This study looks at how university students prefer to utilize a specific variant of English in social and academic contexts.

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Standard British English is used in books, journals, newspapers, and other formal writing. Comparable British English (B.E.) and American English (A.E.) differ in a few significant ways. There are sporadic differences in the textual version. However, in oral forms, they are substantial and represent a long history of steady development and advancement. Accents, word choices, and dialects vary between B.E. and A.E. and within the nation. Received Pronunciation (R.P.), sometimes referred to as Oxford Standard English or British Broadcasting (BBC) English, was given to them; however, only some Oxford residents speak R.P. Additionally, British Broadcasting does not always adhere to this. Standard English (S.E.). Similarly, Sociolinguists distinguish between the North, South, and Western regions of America as the primary spoken regional variants of American English. In this regard, linguist Labov (1969) claims that regional differences exist in all languages of the world, including in different varieties of English.

Other than English countries, the rest of the world uses standard forms of B.E. and A.E. forms of communication. The Commonwealth and other members strictly adhere to Business English (B.E.), while new North American forms are gaining popularity in formal and informal settings. However, B.E. was frequently used since it was seen as more formal and privileged. Given the challenges posed by internationalization and globalization, the trend has shifted.

English has become a universal language of communication due to the British Empire and the later dominant American pop culture. The Internet is dominated by this language as well. The language of the Internet is likewise dominated by it. An English translation is typically available for most websites and web pages in other languages. Pakistan was once a British Empire colony. Therefore, the language was first fully adopted with British English usage and pronunciations. However, because of regional accents and tongues, English has always been a "learned" language that does not come quickly. Including any other language, English in Pakistan was impacted by the limitations imposed on the phonetics of regional languages, including Sindhi, Punjabi, Urdu, and others. Due to these restrictions, spoken English became known as "Pakistani English," which draws influence from various sources rather than the language. While grammar and norms are still broadly consistent, new phrases, meanings, and words have been created due to an intricate and old civilization deeply rooted in this region for hundreds, if not thousands, of years.

Pakistan's official language is English, used for academic, official, and formal events, military tasks, communications, stores, street signs, business discussions, and official documents. English is now the language of teaching in courts, and it is taught in schools to all Pakistani students, with all disciplines exclusively taught in English. Numerous words from the Urdu dictionary, like "dhotī, Gullo," have made their way into the English language. During colonial times, Indian Army garrisons in Rawalpindi and Peshawar and the Pakistan Military's post-partition influence influenced local language with military terminology.

This study investigates selection preferences between two major English varieties and their usage by graduate students in Pakistan, aiming to determine the most commonly used variety.

The study's rationale argues that the global village situation has significantly weakened the world's linguistic and cultural boundaries. In this instance, Pakistan's circumstances are no different. Due to British colonization, academic fields have been employing British English for a considerable time. However, since the fall of Russia and the rise of American imperialism, it has continuously been replaced by the ordinary American form of English. American English has virtually taken over the world's print and electronic media, reigning as today's universal language. Given the current situation, examining and evaluating how often young graduate students in Pakistani culture use the two main kinds of American and British English was necessary.

The study's significance is that English's formal usage in academic fields and official contexts has made it a significant language in Pakistan. The terminology used emphasizes the two most prevalent varieties of English: American and British. Given the intricate differences between these two varieties of English, Research is required to determine which is most commonly used in Pakistani society.

Objectives of the Study

Objectives of the selected study are:

- To categorize the usage of American and British English.
- To examine the elements influencing university students' preferences.

Research Questions

The research questions for the selected study are as follows:

RQ1. What is the classification of preferred English variety by Pakistani University Students?

RQ2. What elements affect the preference for variety among English?

Literature Review

In the current century, World English is a widespread concept that has made the world a global village, and numerous varieties of the English language have emerged. It has given air to the creation of new varieties of English. Delahunty and Garvey (2010) contend that the ability to produce and understand symbols for meaning is a function of language, a system of unconscious mental principles. His study investigates the factors that give rise to new English language varieties. It is frequently noticed that language shifts lead to the creation of New Varieties. Language change is influenced mainly by introducing new words and technology, with some changes being slow and others rapid, as stated by Boeree (2003). The changes in language use are primarily influenced by connectivity with other languages, such as tribes.

English's global prestige cannot be denied in the modern era. According to Crystal (1997), media headlines proclaiming that "anything goes in English these days" support the claim that English is the most widely used lingua franca. Additionally, he emphasizes how speakers of different first languages frequently utilize English as a lingua franca for communication since it is a universally recognized language. Around one in four individuals are native English speakers who use it as their primary language, while non-native speakers interact primarily in English worldwide. English is frequently used as a "contact language" between people, even if their original tongue or culture differs. Delahunty and Garvey (2010) also highlight the importance of English worldwide and the need for pupils to be skilled in the language in elementary and secondary education. He emphasizes the global importance of English, urging students to possess primary and secondary English skills, focus on the original dialect, and exercise critical thinking. Cook (2006) and Sharifian (2009) highlight English's significant role in the globalized world as a "hyper-central language," facilitating global knowledge and achievements. English's influence is evident in its inclusion in professional, technical, and educational curriculums and its international status as the second primary language. They suggest that language diffusion is influenced by globalization. Sweeny (2006), Phillipson (1992), and Pennycook (1994) all have comparable viewpoints regarding the globalization of language use and English. The increasing usage of English has been dramatically impacted by globalization, underscoring the necessity of learning it to engage in the globalized world fully. Luke (2004) asserts that the widespread use of English has significantly bolstered the growth of the textbook publishing sector. These books have significantly contributed to developing a healthy society by facilitating teaching and learning.

Phillipson (1992) asserts that English promotion should offer political, cultural, and economic benefits, as it is universally necessary, while Brown (2007) warns against imposing foreign value systems on language learners. In this regard, Smith (1981) suggests that learning a language does not require abandoning culture. Research indicates that English-speaking solid cultures in many regions make English learning a tradition. Searle (2002) says the English language has no "masters" but its speakers who thrive in it. The speaker argues that English, a language of the elite class, significantly impacts social status, but Tickoo (2008) highlights its negative perception in India. Prodromou (2007) argues that English power does not create elites but absorbs and appropriates them, increasing discrimination and societal tribulations.

English zone expansion significantly impacts international relations, with millions of speakers since 1900, considerably growing English's influence in the 20th century (Pennycook, 1994). Graddol (1997) predicts that English will become more popular as a second language than native speakers in ten years. Training in a second or foreign language is advantageous as it promotes understanding and growth of the language.

Graddol (1997) highlights the significant global English-speaking courses as a symbol of prestige, authority, achievement, and pride. English has significantly impacted numerous nations' social, political, and economic institutions, influencing the global elite's use of French and contributing to injustice, poverty, gender, class, and ethnicity (Ostler, 2011).

This period can be recognized as the birthplace of certain English realities. American and British English are the two most commonly spoken varieties despite other dialects. Crystal (2003) reports a fifty-fold increase in English speakers. The English language's global influence is primarily due to its widespread use in North America, necessitating a shift in focus from linguistics to culture. The United States' rapid economic expansion, along with its distinct English culture and customs, has dramatically enhanced its standing as a worldwide language of communication. Delahunty and Garvey (2010) assert that language usage, environmental conditions, and the transmission channel influence a speaker's speech pattern.

Delahunty and Garvey (2010) assert that language usage, environmental conditions, and the transmission channel influence a speaker's speech pattern. Benson and Ilson's (1986) study introduced a comprehensive classification technique for English dialects and accents, comparing British English words with American English counterparts. Studying British and American English language distinctions reveals significant syntax, phonology, and morphology differences, especially in studying varieties. When comparing interactive vs edited, abstract versus contextual material, and reported versus immediate style, Biber and Finegan's (1986) study shows that British texts use less formal language than American texts on average. Tottie (2001) suggests that previous studies often assume language forms can be categorized into British and American English without any variants. He indicates that features may vary in both languages, using extensive analyses to determine frequency and alternatives and comparing results between varieties.

Hjarvard's (2004) study reveals that English significantly influenced the Danish language, with 38% of words directly derived from English in the Danish vocabulary between 1955 and 1998. The data shows a significant increase in English-language films used in imports from 10% in 1980 to 45% by 2000, but may not accurately analyze American and British English differences.

Bayard et al. (2001) New Zealand experiment revealed that respondents preferred traditional New Zealand English or British English over innovative American English words, putting pressure on New Zealand English (NZE) expressions. It showed that 70% of informants preferred the American English alternative, like a truck over a lorry, with preference higher among the working class and young.

Görlach (1998) introduced a method for studying heteronyms by translating sentences into native English, using drawings and objects to illustrate language variation across dialects. The proposed questionnaire method is deemed hesitant due to the possibility of incorporating independent variables like age, gender, class, and communities of practice. Delahunty and Garvey (2010) highlight global English differences, while the British press emphasizes American influence. Spelling, idioms, phonetics, punctuation, lexicology, and phonetics differ between American and British English dialects.

The history of British English and its impact on Pakistan is very vast. British colonial policies allowed English to survive in an elitist culture, symbolizing high status and authority and dispelling power from civil service, military, judiciary, universities, and media (Mahboob, 2021). Rahman (2002) and Rahman (2007) discuss the Pakistani government's continued policies and the ongoing demand for English abolition, highlighting its power and cultural significance despite its growing demand. The general role of colonization was also played in the spread of English. Phillipson (1992) states that English is vital in post-colonial global communication, international marketing, economic development, and national and international unity preservation. Hall (2008) aimed to educate Indian colonized individuals, creating a distinct class based on their blood, colour, taste, opinion, morality, and intellect. Pakistan is transitioning to using American English in various sectors, including formal planning, finance, industry, trade, law, justice, business, military, government, and academia (Graddol, 1998). English is more commonly used in wedding invitations than the original language due to interactions with native languages and diverse social and cultural settings (Levine & Adelman, 1982). Chan (2020) emphasizes the influence of language contraction on cultural contraction in the evolving Asian way of life. Languages are often acquired as a second language due to their suitability in political environments and international roles. Phillipson (1992) highlights the Americanization of media, trade, commerce, and adolescent lifestyles, leading to English's global expansion and dominance in European education systems, promoting British culture and U.S. corporate interests. Widdowson (1997) compares language spread to disease spread, highlighting its malleability in ideas, attitudes, and values. Despite being an English language component, language spreads using virtual resources. The speaker discusses using linguistic resources by poets and young people, highlighting the non-stable variety of ephemeral utterances and the virtual nature of English, including non-institutionalized forms like Nigerian English. Trudgill (1992) defines standardization as the linguistic stabilization, codification, and determination process, with Standard English being a type used by social convention.

The English language in the United Kingdom varies significantly in pronunciation, vocabulary, and dialects between England, Scotland, and Wales and within each region. R.P., often known as "the Queen's English," "Oxford English," and "BBC English," is a formal English accent spoken by 2% of U.K. people, requiring regulation in specific settings (McArthur, 2006, p. 20). According to Kachru (1983), differing English users do not become less understandable when they accept distinct forms of the language. According to Widdowson (1994), most bilingual English language users acquire language skills in academic, professional, or educational settings, adhering to standardized and unified forms. It is consistent with Kachru's (1983).

Zou (2023) highlights that inner-circle users challenge traditional English concepts, necessitating sociolinguistics research to understand language innovation in multilingual contexts. Widdowson (2021) agrees with Kachru (1983) that native speakers should not develop English and reject imposing standards on Standard English or giving them ownership rights. Promoting English as

the sole language of a region could hinder development and jeopardize its international status, as its widespread use brings pride and satisfaction to native speakers.

Ashari et al. (2022) argue that the English language development in Pakistan was influenced by foreign invaders who forced their languages on the indigenous population. Pakistan's diverse languages and cultures make linguistic boundaries challenging, with English being a status symbol for the elite and proto-elite class, surpassing Urdu and regional languages. New governments should prioritize English learning for democratic ideals, promoting equality and justice, and shaping Pakistan's perception of the future. Knapp (2021) highlights English's significance in Pakistan and class, asserting it is more crucial than native languages for self-concept and self-expression. Mirza's (2018) study suggests that learning English in Pakistan is a love-hate relationship, with some liking it and others not, and is required from kindergarten to intermediate school. English is used by the elite to maintain status and is seen as a path to success and fulfilment. A study on language vitality and multilingualism in Pakistan highlights its upkeep and promotion, with Pakistani English classified as Anglicized, acrolectal, mesolectal, or basilect. Pakistani English (P.E.) is a unique language with varying syntax, lexicology, spelling, accent, and features, distinct from Standard English. Parametric grammatical variations occur within lexical changes (Afzal et al., 2022).

Naeem and Ahmed's (2022) study on secondary school certificates and GCE O-level English language courses is a crucial source of information on Pakistani English variations among students. Mansoor's (1993) polls reveal that Pakistani students prioritize English over Urdu and Punjabi in their language preferences, ranking it first. Mansoor (1993) argued that Punjabi symbolizes informality and intimacy, while English represents modernism and efficiency, and Singh (2005) asserted that English is now the language of the excolonized. Irfan, H. (2019) discuss the impact of unique language accents on communication and interpretation and the challenges Pakistani students face in acquiring native English accents.

Contrary to many research works on the concept that Pakistanis are inclined to American English, Gul and Channa (2023) claimed positive attitudes towards British English, moderate attitudes towards Pakistani English, and negative attitudes towards American English. The study recommends a sociolinguistic framework for promoting pluralistic world Englishes. Thus, knowing the contradictory arguments, this study investigates students' preferences among British and American English to understand the current trend of using English variety in vogue.

Research Methodology

Mixed construction, a reliable method combining qualitative and quantitative research methods, is crucial for legitimate research projects in today's knowledge-driven society involving dialogue, validation, dispute resolution, and content analysis. Mixed Research, a systematic combination of quantitative and qualitative methodologies, aims to enhance understanding and comprehension of a specific research project by employing diverse methods for gathering and representing human phenomena. Qualitative research focuses on intricate issues, while quantitative methods utilize numbers and percentages, sometimes combining them for more detailed results.

The study explores Pakistani undergraduates' opinions on American and British English using a survey of 500 students from the University of Gujrat and Gift University, Gujranwala. The distributed worksheet comprised 500 respondents, including 250 boys and 250 girls. All students were enrolled in a language skill development course, but none had English as their major. The study utilized a distributed worksheet to investigate students' preferences towards American or British English. The study involved five steps: 1. manipulating identical words from American and

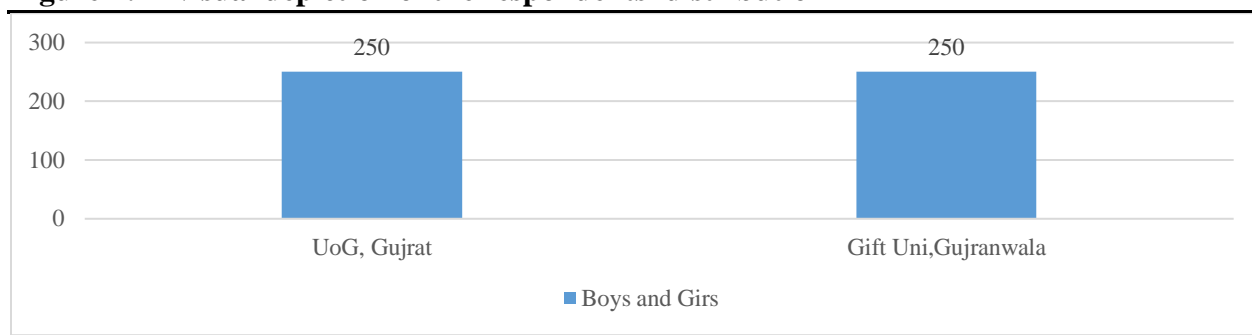
British origins, 2. choosing one word and constructing a statement of vocabulary items, 3. English usage in British and American English through multiple-choice questions, 4. English spellings, highlighting significant differences between American and British English; 5. to explore undergraduates' preference for British and American verb usage. Exercise responses were recorded, and statistics were displayed as charts/tables, including English proficiency percentages among undergraduate students. Data was represented using standard Microsoft Word and Excel software.

The methodology is justified as the mixed-methods approach employed in this study offers a comprehensive understanding of Pakistani undergraduates' preferences towards American and British English. Combining qualitative and quantitative methods, the research provides a nuanced exploration of the complex issues surrounding language preferences and utilises numerical data to support the findings. Using a survey with a large sample size (500 students) ensures the reliability and generalizability of the results. The equal distribution of male and female participants (250 boys and 250 girls) helps to minimize gender bias and ensures a representative sample. The five-step methodology employed in the study allows for a thorough investigation of language preferences, including:

1. Vocabulary: Assessing students' familiarity with American and British English words.
2. Sentence construction: Evaluating students' ability to use American and British English in context.
3. Multiple-choice questions: Testing students' understanding of English usage in both varieties.
4. Spelling differences: Significant differences between American and British English spellings are highlighted.
5. Verb usage: Exploring undergraduates' preferences for British and American verb usage.

Using Microsoft Word and Excel software for data representation ensures accuracy and ease of analysis. Statistics are displayed in charts and tables, facilitating clear visualization of the results. Overall, the mixed-methods approach and systematic combination of quantitative and qualitative methodologies provide a robust and reliable method for exploring Pakistani undergraduates' opinions on American and British English.

Figure 1: A visual depiction of the respondents' distribution



Undergraduate youth is a time of adapting to new habits, cultures, and ideas. This article considered undergraduates as a subject. This worksheet covers English varieties' accents, grammar, and vocabulary, offering various sentence construction and paragraph writing options, analyzed after descriptive statistical estimation. A worksheet is a set of inductively designed exercises written on paper for a specific purpose. This method is selected over interviews or other tools due to their numerous advantages:

- i. Worksheets provide more honest answers than interviews due to the need for more knowledge of the respondents and surveyors, allowing for more open and sincere communication. In contrast, interviews involve face-to-face conversation, reducing the chances of receiving honest opinions.
- ii. Interviews are challenging, but worksheets are cheaper and require fewer resources, eliminating the need for training.
- iii. The interview needs to be structured appropriately, leading to a potential stray focus on the topic.
- iv. Worksheets are accessible and exciting to fill out due to respondents' opinions, providing more valid results and quantitative data. Interviews, on the other hand, provide diverse and difficult-to-generalize qualitative data, making them less reliable.
- v. Interviews take longer to gather views, while questionnaires are faster. Using a worksheet saves significantly less time than interviews with the same number of participants.

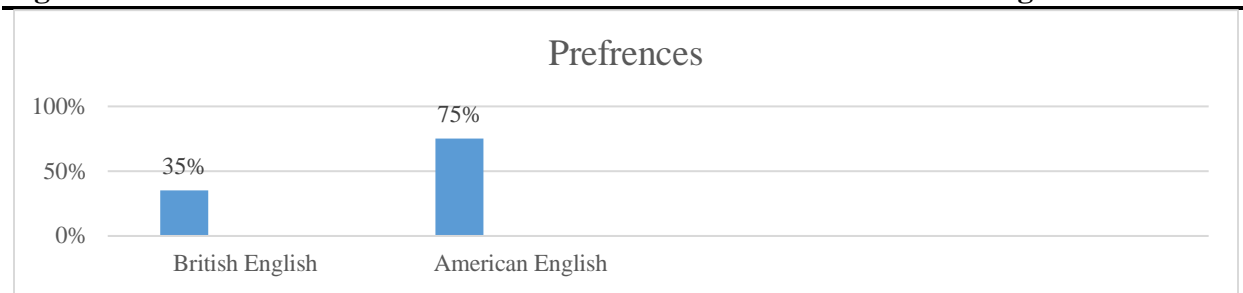
Deductively designed worksheets asked students to practice practical exercises using English naturally and naturally. This study aimed to address worksheet questions in British and American English, with each step providing two options with the same meaning. The assessment focused on the student's use of American or British English. The passage contains blanks with American and British words, with statements, with spellings, with matching, with commonly used sentences etc. This analysis employs descriptive statistics, including tabular, graphical, and numerical methods, to explain the sample's tendency and estimate population characteristics. This method is suitable for comparing diverse data and providing a helpful summary (Harrison et al., 2020).

This study is limited to students from the University of Gujrat and GIFT University Gujranwala in Pakistan and may need to be more generalizable to other regions or countries. The sample size of 500 students may be representative of only some of the population of Pakistani graduates. Additionally, the study assumes a certain level of English language proficiency among participants and relies on self-reported data through surveys, which may be subject to biases. The study also only explores preferences for American and British English, excluding other varieties of English or languages. Furthermore, the study provides a snapshot of language preferences at a particular point in time and may not reflect changing attitudes or preferences over time.

Data Analysis

First of all English style varies in phonetics and pronunciation, that is selection of word choices is investigated. The questionnaire's structure allows for using American and British words in the same sentence without changing the theme, serving the purpose of the whole.

The first test involves manipulating identical words from American and British origins, with peers choosing one word based on their preference. Since it is now challenging to limit media exposure to a particular nation in the twenty-first century, Pakistani graduates will undoubtedly be exposed to British and American media. Preisler (1999) suggests that when dominant culture media communicates with young people in their language, it reflects the youth culture influencing the press. American English is a popular choice for Pakistani graduates worldwide because it essentially possesses these traits, as statistically proven.

Figure 2: Preference out of identical words from American and British origins

As shown in figure 2, most undergraduate students prefer to practice using the American style. The data shows that 75% of Pakistani respondents use American English in daily conversations, while 25% prefer British English. The term 'to call' (American) is used instead of 'ring' (British) in telephone conversations. The cooker is replaced with a stove; the tap is replaced with the faucet; the cupboard with a closet; cotton candy with cotton floss, a sweet shop with sweet store, nappies with clothespins, powder sugar with icing sugar, clothespins with clothes pegs, a car park with a parking lot, a zebra crossing with a pedestrian crossing, a theater with a theatre, a motorway with subway, return with get back, daddy with father.

The rapid expansion of social media technologies, including wikis, blogs, weblogs, networks, podcasts, and internet platforms, affects grammar because of chat languages. Omekwu and Breaker (2021) claim that because of contemporary inventions and advancements in mass communication, language is becoming a universally recognized language. Today's majority of people are familiar with and frequently use the majority of well-known American websites, such as Google, Hotmail, Wikipedia, and Facebook. Thomson argues that websites have become integral to our daily lives, influencing work and youth's lives and promoting American vocabulary and syntax. The youth's preference for the American style over the British is due to constant interaction with American sites, as Kachru (1983) asserts that language power is closely linked to societal influence. American movies receive high budgets and global acclaim, with the U.S. having the most significant home cinema market in dollar-making terms, according to Zuberi (2001) British movies rarely reach Pakistani audiences, and music influences the youth's English, influencing American culture. However, academics follow British lines, and interests in music shape American English and culture; as Yaqian (2011) argues Pakistan has been influenced by the United States' global influence, with youth and elders adopting American culture, traditions, and styles, leading to a cycle of imitation and cultural adaptation. American trailblazers Apple and Microsoft transformed computer hardware, search engines, editing, documentation, and app development. Undergrads worldwide are enthralled with several games, even if they are not wholly American since they utilize American English.

The second test asked participants to choose one word and construct a statement of vocabulary items, each containing an American and British term. By arranging vocabulary terms to determine whether the individual utilizes American or British vocabulary, this activity assesses youth preference for British or American semantics. The contrast between British and American English is observed. Kachru (1983) highlights the issue for second-language English learners, focusing on "WE-ness" rather than the dichotomy between them and us. According to Gaerlan (2009), media plays a big part in addressing the divergence that causes non-native speakers of English to struggle to grasp the language. For instance, British biscuits are replaced with crackers. Students use the following words percentage-wise.

Table 1: British and American one-word and construct a statement of vocabulary items

British Choices	Percentage% used in sentence making	American Choices	Percentage% used in sentence making
'Elevator'	30%	Lift	70%
'Aerial'	45%	Antenna	55%
'Crash'	20%	Wreck	80%
'Autumn'	30%	Fall	70%
'Bonnet'	40%	Hood	60%
'Biscuit'	25%	Cookies	75%
'Chips'	40%	French Fries	50%
'Film'	35%	Movie	85%
'Flat'	35%	Apartment	65%
'Fly Over'	30%	Overpass	70%

Table 1 shows a choice of words in a sentence made out of the provided vocabulary. The choice of British or American language in sentence making not only indicated their preference but also indicated their comfort level with specific sentence structures. According to Shabbir (2019), the global domination of American culture and language has dramatically impacted our people since the Balkanization of Russia, encouraging unity and sharing among all. American and Pakistani media played a crucial role in resolving misunderstandings between the two nations after 9/11, leading to increased adaptability between the two nations.

The third test evaluates Pakistani undergraduates' English usage in British and American English through multiple-choice questions with 2-3 options, varying in structure and phonology but similar meaning. The question explores a student's dilemma, where they must brainstorm multiple correct options despite each being correct. The survey results indicate that Pakistani undergraduates use a blend of British English and Pakistani, reflecting the impact of colonial rule on the sub-continent. Some individuals utilized American English words, indicating the significant influence of American media on English origins in the United States, with a notable usage percentage per paper. A wide variety of everyday items were covered in the third question.

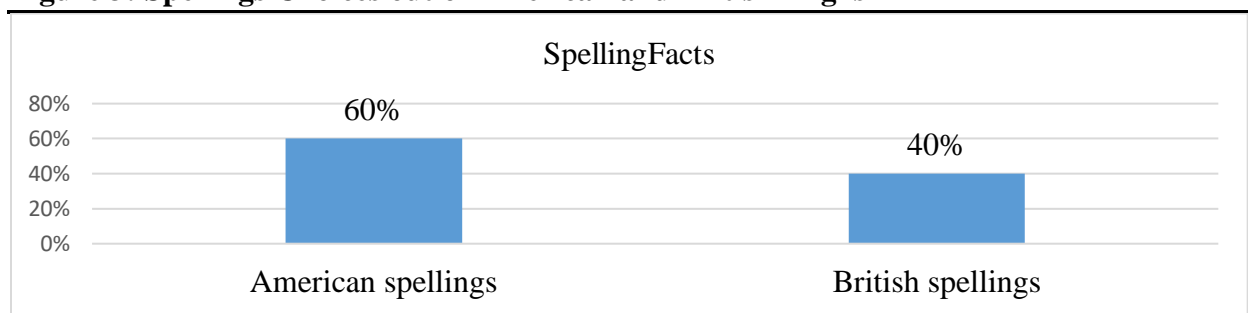
Table 2: British and American English preference through multiple-choice questions

1. The location that one must visit following a large water intake is known as:- The toilet 70%: (British) The loo 20%: (British) The bathroom 20%: (American)
2. The name of a portable light that one can use to navigate in the dark is:- Flashlight. 80%: (American) Torch. 20%: (British)
3. A time when one does not have to work, e.g. at Xmas, is called:- A holiday. 70%: (British) A vacation. 30%: (American)
4. Clothes those men and women wear on the bottom half of their body, e.g. jeans called:- Pants. 75%: (American) Trousers. 25%: (British)
5. The location where all of the train schedules are recorded is known as:- The timetable. 40%: (British). The schedule. 60 %:(American).

Table 2 shows the choices students made among the given items. Most of the students, as shown, had shown an inclination towards American English. Students consider it a matter of prestige and level of proficiency when choosing American English as compared to British English. In Pakistan, now it is a trend to chase the traditions of Americans in spoken and written communication instead of British. Language adaptation is a process that goes with the lingua franca of economic superpower, as is the case with America. Earlier, this credit was with the British; now, the crown has shifted, so the inclination of language also shifted.

The fourth question addresses Pakistani undergraduates' English spellings, highlighting significant differences between American and British English that challenge their writing skills. It aims to reveal the actual spelling used by Pakistani undergraduates, highlighting the crucial role of spelling in our field of study. The user was asked to choose one option from 12 pairs of words, with the first column featuring British spellings and the second featuring American spellings.

Figure 3: Spellings Choices out of American and British English



The study indicates that students and young people prefer American spellings over British ones, with over half of pupils using American spellings, as per Abdullah's 1996 opinion.

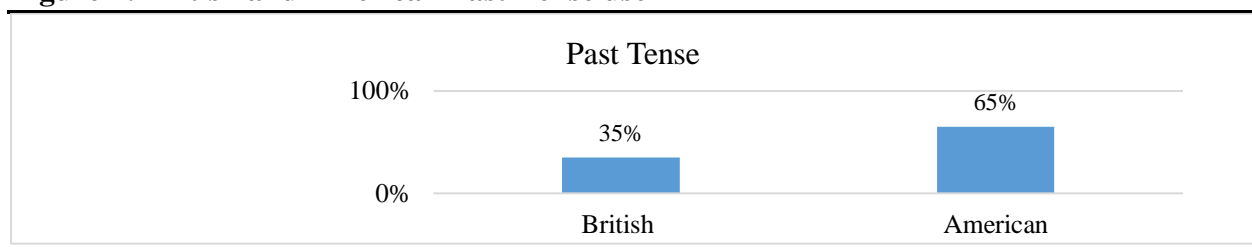
The spellings of the American and British varieties differ noticeably. America declared its differences from the British, and one method they used was enacting a new spelling change. Webster started assembling a comprehensive English-language American dictionary in 1807. Since Americans pronounced and spelt English words differently nationwide, Webster's goal was to standardize American speech. As a spelling reformer, Webster believed that the laws and regulations governing spelling in British English were very complex. As a result, the terms in his American English spellings were those with simpler spellings. He used "colour" for "color" and "centre" for "center." The Noah Webster "An American Dictionary" is the current name of the Merriam-Webster dictionary. He simplified a few words, which are listed below, but only slightly altered the spelling. Honour is replaced with honor, favourite is replaced with favorite, colour is replaced with color, the catalogue is replaced with catalog and licence is replaced with license.

It shows that Pakistani graduates prefer American spellings due to their ease of use and appeal. American media influence, American-based university syllabi, and widespread use of American software like M.S. Word contribute to this change in linguistic usage. Pakistan's diverse cultural heritage is thriving, including Urdu, Hindi, Pashto, Panjabi, and Sindhi literature. However, the role of American English in Pakistan's culture is increasing due to the popularity of U.S. movies over British ones. Popular culture and fashion in society are influenced by vernacular, religion, behaviour, traditions, rituals, and social values. Americans and Pakistani graduate students are fashion trendsetters. Political agreements protect countries from rivalries, disputes, and conflicts. The USA aids Pakistan, provides education, and works with Pakistani military forces. The Afghanistan war increased American English usage. The table compares British and American

spellings, with a graph showing percentage usage, with words first written with British spelling and then '/' with American spellings.

The fifth test was designed to explore undergraduates' preference for British and American verb usage, considering vocabulary and intonation differences. The results showed a contrasting ratio, indicating language differences. This question investigates Pakistani graduates' usage of spellings for verbs, examining grammatical differences between British and American English, focusing on verbs only. Students were asked to choose tenses of verb forms, with British words being the most popular among Pakistani graduates, indicating a preference for British English in writing skills. The following samples are used by the students; Gotton is used instead of got, dreamed is used instead of dreamt, smelled is used instead of smelt, forecasted is used instead of forecast and learned is used instead of learnt.

Figure 4: British and American Past Tense use



Verbs in the past tense that were irregular during the Shakespearean era have become regular by adding the suffix "-ed" at the end. It is still common to use irregular verbs from old English, such as "wrote". American communication innovations have led to American English becoming the dominant language on the Internet, cable networks, movies, textbooks, news channels, and other media, resulting in American spellings. They have introduced more regular verbs than British English.

Pakistan's education system needs to exhibit uniformity. Students initially learn British English but are later exposed to American English in university, leading to students merging the two forms due to easy grammar learning.

According to the discussion, 65% of Pakistani graduates speak American English tenses, mainly because of the country's dominance and the language's importance in communication.

This study is significant as it explores the shifting language preferences of Pakistani graduates towards American and British English, providing insights into the impact of globalization and cultural exchange on language attitudes. The findings have implications for language teaching and learning, global communication, cultural exchange, language policy and planning, and sociolinguistic Research, ultimately contributing to a deeper understanding of the complex dynamics of language in a globalized world. By understanding students' language preferences, educators and policymakers can make informed decisions about teaching methodologies, materials, and language policies, facilitating effective communication in international contexts and promoting cultural understanding.

Conclusion

The media's indisputable role in Pakistani graduate students' increased use of American English can be traced to various factors. The Hollywood film industry from the United States has had a significant impact on Pakistani theatres, and young people in Pakistan are drawn to see these films

at home or in their neighborhood theatres. Furthermore, among the educated class, American dramas and soap operas are equally popular and are ardently watched season after season. Prison break, Friends, How I met your mother, Seinfeld, and Two and a Half men are examples of American sitcoms. In addition to American best-sellers like Nancy Drew and Hardy boys, young readers also prefer British best-sellers like the critically acclaimed Harry Potter and Lord of the rings series but the percentage is less.

Likewise, print media affects readers' linguistic proficiency. Time, Reader's digest, Newsweek, Herald, and Reader's digest are popular American magazines. International organizations in Pakistan, including USAID and the U.N., also employ American English in their advertising to ensure everyone can understand what they are saying.

Additionally, in the Foreign cultural exchange, Fulbright, and other fellowship programs, the U.S. government sponsors study abroad opportunities for over 200 graduate and undergraduate students each year. However, till now Oxford University Press has published the most popular books in Pakistan but now popularity is getting less as compared to the previous years. At the same time, this influences British English usage, but it could be better for American English. Most Pakistani graduates speak American English. It is the outcome of the factors that were previously described. Graduates' use of British English is becoming less widespread, but it still has deep societal roots and will take a long time to fade. Due to a lack of statistical data, a detailed analysis of these characteristics, which substantially impacted Pakistani graduates' English proficiency, was not possible. These factors include gender, academic discipline, university semesters, and prior schooling. English proficiency is significantly impacted by gender, particularly for graduates from Pakistan. It is particularly relevant because boys and girls read differently and have different interests. Depending on whether exposure is gained through American or British versions, there are differences in the vocabulary, tenses, and spellings of English. The reading genres that are appropriate for both genders also differ significantly.

Similarly, men see more films than women, which has a statistically significant effect because most films are set in America. Not only do females love to read novels, but American trends have also dominated contemporary trends. The Twilight series, which enjoyed great success among women, was a helpful tool for disseminating American culture because of its innate Americanness. Similarly, American television shows are popular and easily accessible to Pakistani youth on networks such as Star world, which impacts the language.

The academic subjects taught in universities also significantly impact Pakistani graduate students' ability to communicate in English. Syllabi and educational standards are primarily based on the American semester system, which is used by the majority of universities. American writers dominate foreign books taught, impacting graduate students' English language skills through the literature they study during their academic careers.

The study's findings indicate a significant shift in language preference among Pakistani graduates, with prefer American English. This contradicts the expected dominance of American English, given the United States' global influence. The still existence of British English can be attributed to the historical legacy of British colonialism in the region, which has maintained a strong cultural and educational presence. However, the growing popularity of American English suggests a shift towards a more globalized and modernized English language variety. This can be justified by the widespread consumption of American media, such as movies, TV shows, and music, which has increased exposure to American English. Additionally, the United States' status as a superpower has contributed to the perceived prestige and utility of American English. The findings also reveal a generational divide, with younger graduates (aged 20-24) showing a stronger preference for

American English compared to older graduates (aged 25-30), who favor British English. This suggests that the shift towards American English is likely to continue in the future. Overall, the study's findings highlight the dynamic nature of language preferences in a globalized world, where both historical and modern factors influence language attitudes.

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