



Second Language Errors and Features of World Englishes: A Perception of University English Teachers in Pakistan

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Abstract- This paper aims at gauging the perception of university teachers about second language errors' in teaching of writing in Pakistani universities. However, the standardization of world Englishes (WEs) and conceptualizations of second language errors and mistake have been considers from SLA point of view is that it should be obtain native competence in the targeted language. This research is an amalgamation of both qualitative and quantitative studies. For the qualitative part and gauging the perception of teachers' Bamgbos (1998) acceptability and codification features have been encapsulated. For the quantitative part, 50 questionnaires have been distributed randomly among the Pakistani university teachers. The questionnaire is consisting of 18 statements and is following the pattern of Likert scale. Results reveal that teachers are much aware about the concept of World Englishes and are apprehending the importance of the standardization. Hence keeping in mind the feature of codification and cultural diversity there is a minor chance of acceptability of the errors in grammatical items like tenses , spellings and sentence structures.

Keywords: Second language, Errors, Perception, Acceptability, Codification, teachers

I. INTRODUCTION

In this period of globalization the importance and need of English language cannot be neglected. According to Paik (2008), the interest in English language as L2 has been increased day by day. Other than the English language importance and needs in the advanced world, it is also perceived as having a robust background of English language skills consistently not just support the participant for stepping into the advanced educational organizations but also helps them to have better opportunities in their career. English is a recognized visa for better instruction and better job opportunities (Ahmad, 2016).

The various strategies for educating to encourage learning the English language may assume a different role in the advancement of the English language. Patil (2006) stated that practitioners and academicians have concerns with respect to the educating of English, all things considered to not only send the information regarding the subjects to the students but also to build up their abilities in perusing, composing and fluently speaking.

Background of the study

In L2 acquirement, it is considered that norms are generally attached to the targeted language. American or British English on account of English perceived as a second or foreign dialect. Ellis (1994) defined errors analysis as which recognizes, characterizes, and clarifies second language errors against target language standards that have an important area inside second language acquisition during the 1970s it offered approach to inter language theory..

Such against assumptions that have paved the way for the inner circle English, the unchallenging standards and second language English errors, abbreviations, fossilization, deficit structures, and inter-language (Kachru 1997; Kirkpatrick 2007; Bhatt 2001; Kachru 1994).

In numerous on the outside circle nations, where English has gone via a cycle of nativisation, the SLA viewpoint might be unrelated to the sort of Englishes delivered by speakers in light of limited socio-cultural factors (Bamgbos, 1998; Tan 2005; Patil 2006; Guzman 2009). Worldwide English diffusion has taken a fascinating turn; the local speakers of this language appear to have lost the selective right to control its standardization (Kachru, 1985).

Subsequently, Error intends keep on utilizing Inner Circle assortments as standards, while WE researchers progressively, centers around imaginative highlights of second language Englishes along with their clarity and adequacy, even though these advancements are yet to be perceived as authentic assortments by their

own rights (Smith 2009). Therefore, arising critical questions that have concern recognizing errors in the L2 acquisition sense and highlights of second language assortments in the WE sense (Bamgbos, 1998; Mollin, 2006; Groves, 2010; van Rooy, 2011).

Bamgbos (1998) emerged the main question that with need of innovation to choose when language component use is for sure a development and when it is only an error. Innovation is seemed as a worthy variation, on the other side an error is just as uneducated use or mistakes.

Nowhere is this difference among innovation and errors more alluring than in the second language pedagogy. English language instructors in' on outer Circle needs to chip away at second language information and give feedback to students for corrective. Basically, the feedback technique has a gatekeeping part in that a few highlights of second language that would be assessed as errors requiring rectification while others should be viewed as highlights of an assortment requiring instructor endorsement, backing and nurturance. Educators ought to put their valiant effort to build up what they should address immovably, what they should address likely and, what they ought to acknowledge as correct (Gupta, 2006).

National English language approaches might endorse exocentric standards as objectives, exhibiting little respect regarding highlights of English on the ground (Tomlinson, 2010). Arrangements based upon prescription should be unfeasible in settings where locally delivered English reading material is utilized for guidance that reflects local varieties of English. In addition. Teacher's decisions may become tricky in light of the fact that numerous highlights of second language English are yet to be classified and dispersed in acknowledgment of the case to a second language assortment status. Besides, Lin (1999); and Martin (2005), stated that regardless of strategy solutions, teachers regularly practice their organization and build up their own criteria and procedures to manage different academic difficulties in reality of a legitimate concern for their students. Lee (2001); and Tupas (2010) stated that as mediators among students and the official educational program instructors are guards of language norms and assortments in the society.

Though there have been different trails to making different criteria to differentiate between innovations and errors but there has been not enough focus on giving practices to teachers and pedagogical viewpoint

Research questions

Q1: What is the perception of university teachers' on the use of pluralistic/Wes approaches in the teaching of writing?

Q2: What is the perceptions of university teachers' about the error and features of WEs-oriented approaches to the teaching of writing?

Research objectives

This study will help in

- understanding the perception of university teachers about the Wes approaches in the teaching of writing
- understanding the perception of university teachers about the errors and features of Wes oriented approaches to the teaching of writing

Significance if the study

This study will be having importance particularly in terms of gauging the perception of university teachers' about the pluralistic/Wes approach in the teaching of writing. Furthermore this research will highlight the errors and particular features like acceptability and codification in teaching English to undergraduate students. It will pave the way for the researchers to work and in the domain of Wes specially for those who speaks English as a second language and belongs to the Kachru's (1992) outer circle. It also enables the researchers to dig out the importance of two features by Bamgbos (1998) i-e codification and acceptability for errors identification and deviation. Furthermore, this study will open horizons in the field of applied World Englishes and in terms of amalgamation of qualitative and quantitative research with regards to understand the perception of second language teachers.

II. LITERATURE REVIEW

Kachru (1992) made a difference among innovations and errors labeled that with deviations and mistakes. While the divergences with regards to its acceptability of these errors may not be suitable according to the standardized English. Therefore, errors might be unsuitable to local speakers of English (Mollin 2006).

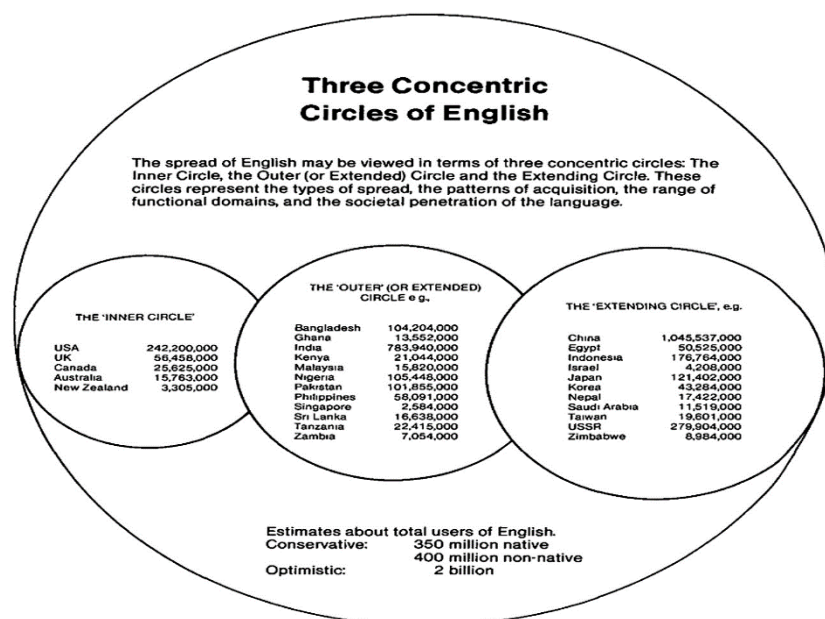


Figure 1. Kachru (1992) three concentric circles of English

Though, pedagogical repercussions of assortments of English have been accentuated in the literature that tensions among innovation and errors addressing the two paradigms have not gotten a lot of consideration (Guzman 2009). The paradigmatic division can be represented by highlighting the innovative features of Second language (Kachru et al. 2006; Shin & Kubota 2008), errors contemplates keep on being educated by the SLA point of view (Granger 2003; Chan 2010). Moreover, WE research has explored social attributes towards assortments of English as a second language in generally and explicit features of those other Englishes. (Timmis 2002; Xiaoqiong 2005). Mollin (2006) argues that seeing how individuals see assortments of English and its types can be a significant move in settling tension among mistakes and deviations.

Evoking social acceptability and perception about English as L2 without contrasting them with genuine mistakes actually reflects the language inadequacy and may have restricted the worth of pedagogy. However, studies based on attitudes are tangling between the actual linguistic practices and the attractive linguistic standards (Wiebesiek et al., 2011), or by indecision between the local assortment in the theoretical and its practical examples (Bautista 2001).

Therefore, the current research has moved beyond the concept of social acceptability decisions and asked members to categorical features from English as a Second language to set out the freedom to look at connections between the social acceptability of second language things and their categorization as mistakes or varietal features. Exploration about the variants and the errors can be witnessed at its earliest stages. Therefore, a couple of studies in English as a second language have shed some light on the differences between them and have done so primarily concerning about the corpus information (Li 2010). The study that centers on variant or errors differences dependent on individuals' decisions incorporated by French (2005) in which he explored was there any agreement among the language instructors in following certain rubrics for the assessments of some grammatical items in the composed work of Japanese English users. The data of the study is comprised on 248 term papers of the college students at various phases of their synthesis, which later was rectified by the four college instructors. Two belongs to USA, one from UK and one was Japanese. In which the teachers called attention to various grammatical mistakes in the students' composed work, the analyst explored certain little exemptions

The study shows certain grammatical items that are highlighted in Japanese English may get acknowledgment as a language variety through pedagogical endorsement. Although, the frequencies regarding the types of errors highlighted by the language instructors are not dependable on the grounds that they ignore the strict rules in distinguishing or disregarding errors in students' work. The perception regarding the acceptability can be observed in the survey that includes 20 syntactic structure, which are accepted to highlight another variety of English which supposedly was an Euro-English (Mollin, 2006). The reactions to this was that 427 scholastics who belongs to the family of first language foundations presently working all across the European universities showed and recommend their preference of exocentric standards among the scholastics.

Whereas the language instructors decided to gave a vital attitudinal premise to remark the systematization of Euro-English, it was observed that there have been immense stress on the lexical items which normally have deviated them from exocentric standards than the grammar. Another detailed study that was 29 pretertiary students with more significant levels from English capability to pass their opinions on the acceptability of twenty sentences out of which eight of adhered to standard English while the excess 12 (six lexical and six grammatical) reflected the assortment of Brunei English which would be viewed as unsuitable against exocentric standards. Of the eight standard English sentences. Therefore results revealed that 66 percent of the appointed authorities thought of them as right, 23 percent evaluated them mistaken while the 11 percent couldn't settle on their rightness. Of the six grammatically not accepted items, 46.5% pass judgment on the thought of them as right, 45% erroneous and 8.5% didn't sure.

Status of English Language in Pakistan

According to Rahman (1990) the Emergence of English history in Pakistan is like the development of English in South Asia, particularly India. India was administered by the British Empire for many years. Pakistan was essential for India during this time. Furthermore, he stated that Pakistan was part separated from India in 1947 and the examples of the utilization of English are like the assortment of English utilized in India. After 1947, English has been quickly assimilated, nativized and turned out to be important for the local culture. EL learning, user and testing in Pakistan depend on exonormative standards, and British English is considered a source of reference currently.

The status of the English language has been discussed by many researchers in Pakistan. Most investigations have focused on the expressive viewpoint of English language educating without taking a gander at it from a worldwide perspective (Mahboob, 2002; Shamim, 2008).

Justification for World Englishes

It's been 50 years ago when researchers began to feel about the significance and role of various assortments of English in the world (Halliday et al. 1964). Local speakers are no longer the English owner however recently showed up non-local speakers are additionally influencing the language an incredible arrangement (Widdowson, 1994). This makes it crucial for Pakistani students to have learned with the WE. Warschauer (2000) stated that the world has now become a worldwide town and another post-industrial financial order is occurring. Students ought to perceive the force of the English language in fields like worldwide financial matters, governmental issues, and education. Furthermore, Pakistani students need to become familiar with the worldwide language and WE by being a part of a global society. Fast changes in each areas of life whis are presenting genuine dangers to many countries of the world, particularly non-industrial nations like Pakistan, as they can't adapt to the snappy changes.

The world is confronting difficulties like rising joblessness, contamination, commoditization of education, more noteworthy vulnerability and danger at occupations, and the consistently bridging the gap between the developing and developed nations (Hsieh and Tseng, 2002; Stiglitz 2002). Simultaneously, globalization encourages individuals to interface with one another through the world. Undoubtedly, Pakistan is a part of the worldwide world, and the existence of individuals is being influenced by the world. We ought to be discerning of the circumstance and partake in the worldwide society by learning the various assortments of English. We can push ahead to confront numerous social and monetary issues that are equipped with WE. Pakistani students need to learn English since it has effectively acquired the situation with intra-national means of correspondence in the world (Halliday, 2008). Rather, it has become another baseline for us that we are not even in the race without English (Graddol, 2006). Furthermore he stated that English has got the status of an official language in Pakistan and is a working language of organization, court, legitimatization and a mode of guidance in Pakistan Higher Education. Many Pakistani students travel to

another country for concentrates each year and they can't actually receive the best in return in the event that they are bad at WE. Eteraz (2009) stated that there are in excess of 7 million Pakistanis living and working abroad which establishes almost 4% of the total populace. Consequently, they cannot survive in the worldwide difficulties without being furnished with the devices to meet them.

Research gap

The present research is a fusion of both qualitative and quantitative study regarding the perception of English teacher regarding the errors and features of WEs in teaching English at University level. Based on Kachru's five distinctive features the focus of this research is revolving around two important features i.e. codification and acceptability. Several researches have been conducting regarding errors and features for second language learners but this research has open new horizons to gauge the perception of SL university teachers in Pakistani in apprehending codification and acceptability. Therefore, the study will help bridging the gap between the current research and for future research. Moreover, the research will pave a way for new researchers in exploring, analyzing and finding new dimensions on numerous issues that are hidden in existing pluralistic approaches of world Englishes.

Theoretical framework

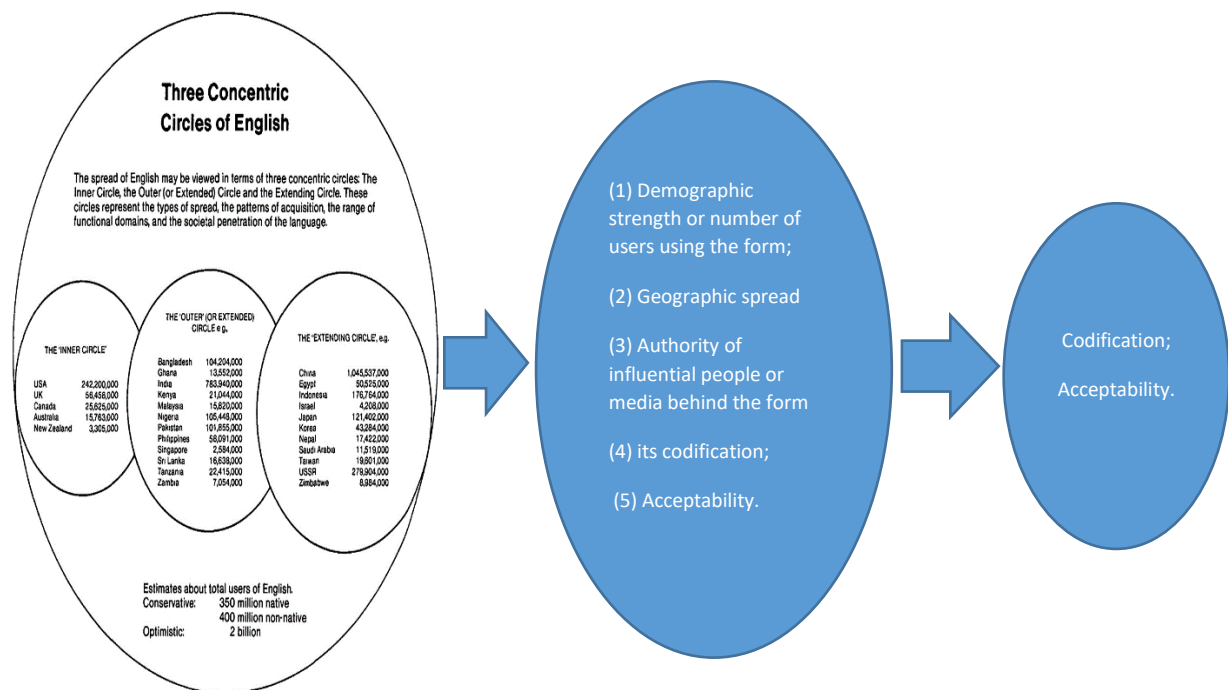


Figure 2 Bamgbos (1998) features of WEs

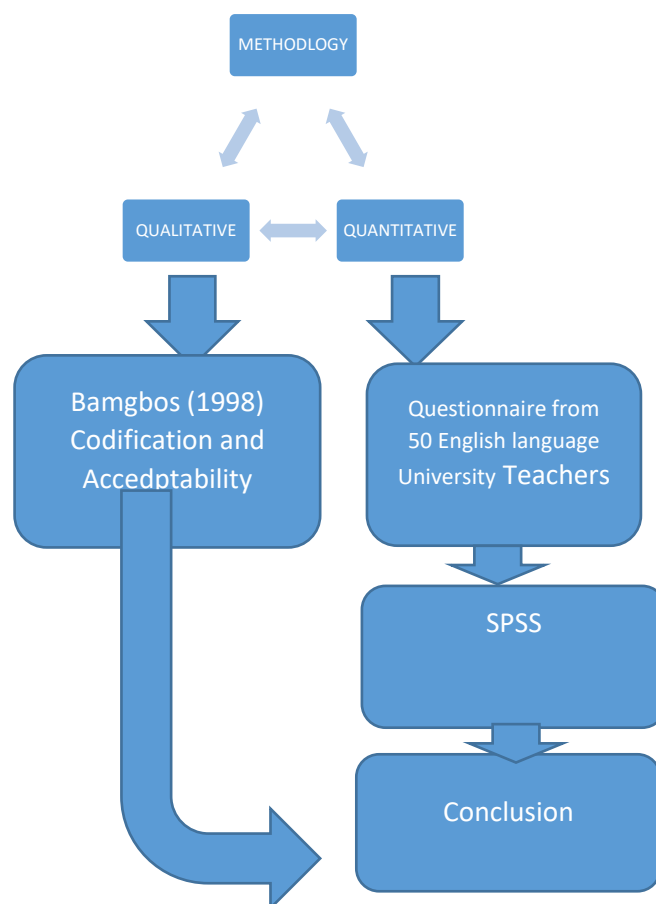
Van Rooy (2011) stated that the trait of 'consistency' supporting 'deviation' can accommodately clarify numerous highlights of new Englishes in light of Kachru's differences. It proposed a detailed composition comprising of five measures: the strength of demographic or number of clients utilizing the structure; authority of compelling individuals or media behind the structure; geographic spread; its codification; and worthiness (Bamgbos, 1998). The second criteria contended that difficult to quantify (Li, 2010).

Kachru (1992) claimed that the number of individuals in a specific context could be distinguished by doing a search on Yahoo or Google search bar. Therefore, he adds it as the 6th criteria, however, it can change the strength of demographical criteria. Bamgbos (1998) also contends that of the five criteria acceptability and codification is the priority. Acceptability, along with appropriateness, intelligibility, and grammaticality that decided the situation with syntactic features in the case of Nigerian English (Okunrinmeta, 2011). Intelligibility has additionally been contended by different researchers (for example Smith & Nelson, 1985; Nelson, 2012; Smith, 2009). However, later in the study that many criteria have their theoretical and practical impediments. There have been restricted efforts to return to these criteria in the light of empirical

insights more crucially. Therefore, the current study is focusing on teachers' perception about the understanding of codification and acceptability of English in Pakistan.

III. METHODOLOGY

This study encapsulate the perception of teachers about the pluralists/Wes approach in teaching writing. This study is apprehending the triangulation, which is an amalgamation of both qualitative and quantitative study. For qualitative analysis, Bamgbos (1998) concept of deviation and errors have been inculcated under codification and acceptability. For quantitative analysis and to gauge the perception of the English teachers about the errors and deviation questionnaire have been developed. It consist of 18 statements on the Likert scale. The reason for using questionnaire is to obtain the relevant information in most reliable and valid manner. Thus, the data consisted of 25 male teachers and 25 female teachers has been analyzed on SPSS. This will help in determining the accuracy and consistency of these questionnaires and will pave in two significant ways known as validity, and reliability.



IV. DISCUSSION

This study focusing on the pluristic approaches of Wes and the perception of Pakistani university teachers about the acceptability of errors and codification of Wes in Pakistani context. The results reveal that the overall both male and female teacher they are much aware of the concept of World Englishes. However, this familiarization was at different level of qualification. Keeping in the importance of English standardization, they are preferably focusing on two standards British and American. According to Kachru's three concentric model, Pakistan belongs to the outer circle. A large diaspora belongs to the circle are of those who learn English as a second language. So English that gone to the outer circle have to merge with the multilingualism and multiculturalism. University teachers have to inculcate this concept of diverse contextualization while teaching. The results also reflects the teachers' perception that they do consider the regional/local varieties attached to Pakistani English. They are of the

view that student of English language they do make errors and mistakes in different stages of learning a language but the frequently errors that they sometimes consider as a deviations are of sentence structure, tenses and spellings. Furthermore, in the light of the result the two important features i-e codification and acceptability have also been discussed. Codification can be seen in two ways firstly, how the codification works and for whom it will work. Keeping in view the prestige attached to English language and how it has been working as a nucleus for promoting globalization one cannot decline the financial opportunities attached to it. So codification for those who belongs to the outer circle have to consider dire need of learning English as a Second language to meet both ends. The Pedagogical norms and cultural context for the teacher can sometimes blurred the concept of prescribed language rather than described. With this very notion, results have shown the perception of teachers that they sometimes do consider the grammatical deviation from the exponent of an L2 variety,

V. RESULTS AND FINDINGS

Table 1

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Total	Male	25	60.0800	5.14679	1.42936
	Female	25	64.4800	7.65037	1.13007

The result revealed that females are found to be high in using the pluralistic/WEs approach in teaching writing as compared to male

Table 2

I understand the concept of World Englishes.

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Q1	Male	25	4.1600	.55377	.11075
	Female	25	4.0400	.67577	.13515

The result revealed that males are found to be high in understanding the concept of World Englishes as compared to females.

Table 3

I was introduced to the topic of World Englishes in my Ph.D program

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Q2	Male	25	2.6400	1.18603	.23721
	Female	25	2.9600	1.17189	.23438

The result revealed that females are found to be high in introducing the topic of World Englishes in my PHD program as compared to males.

Table 4

I was introduced to the topic of World Englishes in my M.Phil program

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Q3	Male	25	3.0000	1.15831	.25166
	Female	25	3.4800	1.21505	.22301

The result revealed that females were found to be introduced to the topic of World Englishes in my M.Phil program as compared to males.

Table 5

I use British English variety in my teaching of English writing

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Q4	Male	25	3.9600	1.05987	.21197
	Female	25	3.4000	1.08012	.21602

The result revealed that males were found to be more used British English variety in my teaching of English writing as compared to females

Table 6

I use American English variety in my teaching of English writing

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Q5	Male	25	3.0800	1.07703	.21541
	Female	25	3.3000	1.11803	.22361

The result revealed that females were found to be in using American English variety in my teaching of English writing as compared to males.

Table 7

I believe using only British or American English helps students improve their academic writing skills.

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Q6	Male	25	3.8800	1.1290	.22598
	Female	25	3.9200	1.3630	.18726

The result revealed that females were found to be more in believing to use only British or American English helps students improve their academic writing skills as compared to males.

Table 8

I use multilingual approaches In my teaching of English writing.

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Q7	Male	25	3.7600	1.01160	.20232
	Female	25	3.8400	.89815	.17963

The result revealed that females were found to be used multilingual approaches In my teaching of English writing as compared to males.

Table 9

I use language variation In my teaching of English writing.

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Q8	Male	25	3.8000	.95743	.19149
	Female	25	3.8000	.95743	.19149

The result revealed that males and females both are found to be used language variation in my teaching of English Writing.

Table 10

I am comfortable using local varieties of English (e.g., Pakistani English, in the teaching of English writing.

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Q9	Male	25	3.5600	1.15758	.23152
	Female	25	4.2000	1.00000	.20000

The result revealed that females were found to be high in comfortable using local varieties of English (e.g., Pakistani English, in the teaching of English writing as compared to males.

Table 11

I am comfortable using regional varieties of English in the teaching of English writing.

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Q10	Male	25	3.0000	1.41421	.28284
	Female	25	3.8000	1.22474	.24495

The result revealed that females are found to be high in comfortable using regional varieties of English in the teaching of English writing as compared to males.

Table 12

I believe encouraging learners to use the local varieties of English in their writing is pedagogically sound.

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Q11	Male	25	3.6000	1.19024	.23805
	Female	25	3.8400	.89815	.17963

The result revealed that females were found to be more in believed encouraging learners to use the local varieties of English in their writing is pedagogically sound.as compared to males.

Table 13

I believe encouraging learners to use the local varieties of English in their writing is appropriate.

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Q12	Male	25	3.3000	1.32288	.26458
	Female	25	3.0600	1.18603	.23721

The result revealed that males are found to be in believing encouraging learners to use the local varieties of English in their writing is appropriate as compared to females

Table 14

I have participated in professional development program(s) that include the topic of World Englishes related to English language teaching.

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Q13	Male	25	2.9200	1.11505	.22301
	Female	25	2.9200	1.28841	.25768

The result revealed that both male and females were found to be have participated in professional development program(s) that include the topic of World Englishes related to English language teaching.

Table 15

I believe student make common mistakes in terms of tenses

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Q14	Male	25	4.4400	.50662	.10132
	Female	25	4.2000	.40825	.08165

The result revealed that males were found to be high in believing students that makes common mistakes in terms of tenses.

Table 16

I believe student make common mistakes in terms of using parts of speech

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Q15	Male	25	3.8200	.78102	.15620
	Female	25	4.1800	.88129	.17626

The result revealed that females were found to be believe student make common mistakes in terms of using parts of speech as compared to males.

Table 17

I believe student make common mistakes in terms of spellings

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Q16	Male	25	4.3000	.57735	.11547
	Female	25	4.4200	.55678	.11136

The result revealed that females are found to be high in believe student make common mistakes in terms of spellings as compared to males.

Table 18

I believe student make common mistakes in terms of Sentence structure

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Q17	Male	25	4.3600	.63770	.12754
	Female	25	4.1200	.78102	.15620

The result revealed that males were found to be high in believing students make common mistakes in terms of Sentence structure as compared to females.

VI. CONCLUSION

To conclude, what we need presently are new perspective and standards for accepting and codifying the dire need of learning English as a second language while keeping in mind the diversity of multilingual circumstances in Pakistan. Under the lens of Bamgbos (1998) this study highlighted the perception of teachers about the pluralistic/Wes approach in teaching of writing at university level. Oscillations percentages between male and female teachers are vivid but is also shedding light on the divergent behavior of accepting the error and mistakes. Furthermore being member of an outer circle there must be an amalgamation between the standardization of English language between inner and outer circle and it ought to be treated accordingly and not decided against inner circle. However, the literature of WE supported by such contentions, has flourished in the course of the recent three years, the gap between the SLA and WE is yet to be crossed over (Mukherjee & Hundt, 2011).

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