**PAKISTANI LEARNERS OF ENGLISH: SELECTED REFERENCES**

**(Last updated 3 February 2025)**

Abbas, S. (1993). The power of English in Pakistan. *World Englishes, 12*(2), 147-156.

Abbas, F., Pervaiz, A., & Arshad, F. (2018). The competing status of Urdu and English after declaration of Urdu as official language in Pakistan. *Journal of Research (Urdu)*, *34*(1), 142-158.

Abbasi, A. M., Channa, M. A., Kakepoto, I., Ali, R., & Mehmood, M. (2017). A perceptual study of phonological variations in Pakistani English. *International Journal of English Linguistics*, *8*(2), 91-100.

Abbasi, W. T., Ibrahim, A. H., & Ali, F. B. (2021, June). Perceptions about English as second language teachers’ technology based English language teaching in Pakistan: Attitudes, uses of technology and challenges. In M. El-Emran, M. A. Al-Sharafi, M. N. Al-Kabi, & K. Shaalan (Eds.), *International Conference on Emerging Technologies and Intelligent Systems* (pp. 314-325). Springer.

Ahmad, N., Ahmad, S., Bukhari, M. A., & Bukhari, T. A. (2011). The nature of difficulties in learning English by the students at secondary school level in Pakistan. *Journal of Education and Practice*, *10*(2), 18-24.

Ahmed, G., Tayyub, M., & Ismail, R. (2020). Effects of classroom environment for improving students’ learning at secondary level in Punjab Province, Pakistan. *Science Academique*, *1*(1), 1-14.

Ahmed, S., & Rao, C. (2012). Inconsistencies in English language teaching in Pakistan: A comparison between public and private institutions. *European Journal of Business and Management*, *4*(15), 95-105.

Aimen, A., & Khadim, U. (2024). Significance of proficiency in the English language within the realm of education in Pakistan. *English Education Journal*, *15*(1), 1-8.

Akram, M. (2017). Learning and teaching English in Pakistan: Predicaments and solutions. *International Journal of Educational Sciences*, *19*(1), 10-14.

Akram, M., & Mahmood, A. (2007). The status and teaching of English in Pakistan. *Language in India*, *7*(12), 1-7.

Akram, M., & Mahmood, A. (2011). The need of communicative approach (in ELT) in teacher training programmes in Pakistan. *Language in India*, *11*(5), 172-178.

Akram, M., & Qureshi, A. H. (2012). Problems in learning and teaching English pronunciation in Pakistan. *International Journal of Research in Linguistics and Lexicography*, *1*(4), 43-48.

Akram, H., Yang, Y., Ahmad, N., & Aslam, S. (2020). Factors contributing low English language literacy in rural primary schools of Karachi, Pakistan. *International Journal of English Linguistics*, *10*(6), 335-346.

Alam, Q., & Bashir Uddin, A. (2013). Improving English oral communication skills of Pakistani public school’s students. *International Journal of English Language Teaching*, *1*(2), 17-36.

Alderman, H., Orazem, P. F., & Paterno, E. M. (2001). School quality, school cost, and the public/private school choices of low-income households in Pakistan. *Journal of Human Resources, 36*(2), 304-326.

Ali, A. (2021). Lesson planning and proactive classroom management strategies for teaching English at tertiary level in Pakistan. *Elsya: Journal of English Language Studies*, *3*(1), 8-16. [https://doi.org/10.31849/elsya.v3i1.5737](https://doi.org/10.31849/elsya.v3i1.5737%20)

Ali, A., Sulaiman, N., & Javed, M. (2018). Employers' satisfaction with professionally qualified secondary school teachers in Pakistan. *Journal of Educational Research*, *21*(1), 86-105.

Ali, A., & Mangrio, M. A. (2024). Advantages of teaching English through translanguaging: Focus on Sindh, Pakistan. *European Journal of Applied Linguistics & TEFL*, *13*(1).

Ali, I., Azim, M. U., & Rehman, A. U. (2024). Translanguaging as a tool to decolonize English language teaching in Pakistan: Opportunities and challenges. *Pakistan Social Sciences Review*, *8*(1), 246-254. [https://doi.org/10.35484/pssr.2024(8-I)23](https://doi.org/10.35484/pssr.2024%288-I%2923)

Ali, I., Gul, R., Khan, S. S., & Karim, K. (2021). An evaluative study of English contrastive rhetoric in pashtu speaking areas of Pakistan: A case study of District Swat. *Linguistica Antverpiensia*, *1*, 2183-2203.

Ali, M., & Pathan, Z. (2017). Exploring factors causing demotivation and motivation in learning English language among college students of Quetta, Pakistan. *International Journal of English Linguistics*, *7*(2), 81-89.

Ali, M. A. (2000). Supervision for teacher development: An alternative model for Pakistan. *International* *Journal of Educational Development, 20*, 177-188.

Ali, M. M., Alaa, A. M., & Shahnaz, A. (2024). The impact of mobile learning in English language classrooms in Pakistan. *Asian-Pacific Journal of Second and Foreign Language Education*, *9*(1), 62. https://doi.org/10.1186/s40862-024-00274-0

Ali, M. M., Khizar, N. U., Yaqub, H., Afzaal, J., & Shahid, A. (2020). Investigating speaking skills problems of Pakistani learners in ESL context. *International Journal of Applied Linguistics and English Literature*, *9*(4), 62-70.

Ali, S. (2011). Deficient policy communication deficient outcomes-capacity building policy under education reforms in Sindh, Pakistan. *Bulletin of Education and Research*, *33*(1), 1-19.

Ali, S., & Farah, I. (2007). Schooling in Pakistan. In A. Gupta (Ed.), *Going to school in South Asia* (pp. 143-166). Greenwood Press.

Ali, T. (2011). Understanding how practices of teacher education in Pakistan compare with the popular theories and theories and narrative of reform of teacher education in international context. *International Journal of Humanities and Social Sciences*, *1*(8), 208-222.

Amin, M., Davis, C. J., Amjad, A. I., Parveen, S., & Naqvi, S. A. A. (2024). Identifying acoustic variability patterns in spoken English of fricative consonants among Pakistani native Punjabi speakers. *Journal of Asian Development Studies*, *13*(3), 1036-1046. <https://doi.org/10.62345/jads.2024.13.3.84>

Amin, R. U. (2021). Access to English, school background, and habitus. In K. M. Bailey & D. Christian (Eds.), *Research on teaching and learning English in under-resourced contexts* (pp. 60-71). Routledge and TIRF.

Anbreen, T. (2015). The influence of English second language learning on Pakistani university studentsʼ identity. *Procedia-Social and Behavioral Sciences*, *192*, 379-387.

Andrabi, T., Das, J., & Khwaja, A. I. (2008). A dime a day: The possibilities and limits of private schooling in Pakistan. *Comparative Education Review, 52*(3), 329-355.

Andrabi, T., Das, J., Khwaja, A., & Zajonc, T. (2006). Religious school enrollment in Pakistan: A look at the data. *Comparative Education Review, 50*(3), 446-477.

Arshad, H. K., Anwar, B., & Shoaib, M. (2024). Teaching spaces in Pakistan: A case of English language learning skills at tertiary level. *Qlantic Journal of Social Sciences and Humanities*, *5*(3), 71-80. <https://doi.org/10.55737/qjssh.579341510>

Arshad, H. K., Anwar, B., & Shoaib, M. (2024). Nexus of classroom environment and English language learning skills in higher education in Pakistan. *Qlantic Journal of Social Sciences*, *5*(3), 58-67. <https://doi.org/10.55737/qjss.336091511>

Asad, M. M., Hussain, N., Wadho, M., Khand, Z. H., & Churi, P. P. (2021). Integration of e-learning technologies for interactive teaching and learning process: An empirical study on higher education institutes of Pakistan. *Journal of Applied Research in Higher Education*, *13*(3), 649-663.

ASER. (2015). *Annual status of education report: ASER-Pakistan 2014*. SAFED.

Asif, M. U., Asad, M., Bhutta, N. A., & Khan, S. N. (2021). Leadership behavior and sustainable leadership among higher education institutions of Pakistan. *Sustainable Leadership and Academic Excellence International Conference (SLAE)* *proceedings* (pp. 1-6). IEEE.

Asif, S., Bashir, R., & Zafar, S. (2018). What are the factors affecting the use of English language in English-only classrooms: Students’ perspectives in Pakistan. *English Language Teaching*, *11*(6), 67-79.

Aslam, M. (2009). The relative effectiveness of government and private schools in Pakistan: Are girls worse off? *Education Economics, 17*(3), 329-354.

Athar, H. M., & Iqbal, M. Z. (2009). Exploring perceptions and practices about information and communication technologies in Business English teaching in Pakistan. *Cankaya University Journal of Law*, *12*(2), 31-42.

Awan, A. G., & Nawaz, A. (2015). Comparison of GTM and Direct Method of teaching English at elementary level in Pakistan. *Global Journal of Management and Social Sciences*, *1*(1), 17-30.

Ayesha, A. (2024). Practices of and for autonomy in a Pakistani blended learning environment. *Innovations in Education and Teaching International*, 1-15. <https://doi.org/10.1080/14703297.2024.2344686>

Ayub, S., & Khaleel, B. (2024). The needs of graduates required by the employment industries: analysis of English language speaking course outlines at Pakistani universities. *Journal of Language and Pragmatics Studies*, *3*(1), 9-21. <https://doi.org/10.58881/jlps.v3i1.44>

Azam, S., & Saleem, T. (2018). Teaching pragmatic competence in Pakistani context: A case of Pakistani EFL learners compliment responses. *Erevna Journal of Linguistics and Literature*, *2*(2), 27-49.

Azhar, M., Khan, A. S., Naz, S., Pastakia, F., Rashid, A., & Shah, S. A. (2014). *The voices of teachers: Learning from teachers across Pakistan*. Society for the Advancement of Education [SAHI] and Alif Ailaan.

Bacha, M. S. (2012). English language teaching in Pakistan from the perspective of English as a globalised language. *Language in India*, *12*(8), 243-296.

Bacha, M. S., Kumar, T., Bibi, B. S., & Yunus, M. M. (2021). Using English as a lingua franca in Pakistan: Influences and implications in English language teaching (ELT). *Asian ESP Journal*, *17*(2), 155-175.

Bashiruddin, A. (2006). A Pakistani teacher educator's self-study of teaching self-study research. *Studying Teacher Education*, *2*(2), 201-212.

Bashiruddin, A., & Qayyum, R. (2014). Teachers of English in Pakistan: Profile and recommendations. *NUML Journal of Critical Inquiry*, *12*(1), 1-19.

Baumgardner, R. J. (1990). The indigenization of English in Pakistan. *English Today*, *6*(1), 59-65.

Baumgardner, R. J., Kennedy, A. E., & Shamim, F. (1993). The Urduization of English in Pakistan. *The English Language in Pakistan*, *6*, 82-203.

Behlol, M. G., & Anwar, M. (2011). Comparative analyses of the teaching methods and evaluation practices in English subject at Secondary School Certificate (SSC) and General Certificate of Education (GCE O-Level) in Pakistan. *International Education Studies*, *4*(1), 202-211.

Bhatti, A., Pathan, H., Tabieh, A., & Hassan, A. (2020). Impact of learner-learner rapport on L2 learning: A study of public sector universities in Sindh, Pakistan. *The Asian EFL Journal*, *27*(4.6), 204-226.

Bhatti, N., & Memon, S. (2016). Investigating the perceptions of Pakistani English language learners on language learning anxiety in EFL classroom. *Advances in Language and Literary Studies*, *7*(5), 23-34.

Bosch, K., Tahira, B., & Khan, T. (2008). *Islamic education in Pakistan: Introducing government approved subjects*. LINS Report 2008-2. Oslo University College.

Bukhari, S. F., Cheng, X., & Khan, S. A. (2015). Willingness to communicate in English as a second language: A case study of Pakistani undergraduates. *Journal of Education and Practice*, *6*(29), 39-44.

Burki, S. J. (2005). Educating the Pakistani masses. In R. M. Hathaway (Ed.), *Education reform in Pakistan: Building for the future* (pp. 15-31). Woodrow Wilson International Center for Scholars.

Butt, M., & Shahzad, A. (2019). The agency of secondary school English teachers and national curriculum change (2006) in Pakistan: Challenges and problems. *Journal of Research*, *13*(1), 134-147.

Capstick, T. (2011). Language and migration: The social and economic benefits of learning English in Pakistan. In H. Coleman (Ed.), *Dreams and realities: Developing countries and the English language* (pp. 207-228). British Council.

Chachar, Z. A., Ahmed, S. T., & Khurram, S. (2023). Investigating the impacts of intensive and extensive reading approaches on the reading attitudes of Pakistani pre-university EFL learners. *Journal of Educational Research and Social Sciences Review (JERSSR)*, *3*(4), 50-64.

Chandio, J. H., Khan, H. M. A., & Samiullah, M. (2013). Condition of creative writing in the north and south Punjab. *Pakistan Journal of Commerce and Social Sciences (PJCSS)*, *7*(2), 321-330.

Channa, L. A., Manan, S. A., & David, M. K. (2021). Global aspirations versus local resources: Planning a sustainable English teaching policy in Pakistan. *Asian Englishes*, *23*(3), 294-312.

Coleman, H. (2010). *Teaching and learning in Pakistan: The role of language in education*. British Council.

Coleman, H. (2012). Profile of Pakistan. In H. Coleman & T. Capstick (Eds.), *Language in education in Pakistan: Recommendations for policy and practice* (pp. 13-17). British Council.

Coleman, H., & Capstick, T. (Eds.). (2012). *Language in education in Pakistan: Recommendations for policy and practice*. British Council.

Din, M. (2020). Evaluating university students’ critical thinking ability as reflected in their critical reading skill: A study at bachelor level in Pakistan. *Thinking Skills and Creativity*, *35*. <https://doi.org/10.1016/j.tsc.2020.100627>

Esmail, A., Ahmed, M., & Noreen, S. (2015). Why Pakistani students are reluctant to speak English. *Academic Research International, 6*(3), 372-383.

Farah, I., & Rizvi, S. (2007). Public-private partnerships: Implications for primary schooling in Pakistan. *Social Policy and Administration, 41*(4), 339-354.

Fareed, M., Ashraf, A., & Bilal, M. (2016). ESL learners’ writing skills: Problems, factors and suggestions. *Journal of Education and Social Sciences*, *4*(2), 81-92.

Fareed, M., Jawed, S., & Awan, S. (2018). Teaching English language at SSC Level in private non-elite schools in Pakistan: Practices and problems. *Journal of Education and Educational Development*, *5*(1), 80-95.

Farooq, M. U., Al Asmari, A., & Javid, C. Z. (2012). A study of online English language teacher education programmes in distance education context in Pakistan. *English Language Teaching*, *5*(11), 91-103.

Ghani, M., & Din, M. (2017). The effect of teaching English through literature on creative writing at HSSC level in Pakistan. *International Journal of English Linguistics*, *7*(2), 142-150.

Gopang, I. B., Bughio, F. A., & Pathan, H. (2018). Investigating foreign language learning anxiety among students learning English in a public sector university, Pakistan. *MOJES: Malaysian Online Journal of Educational Sciences*, *3*(4), 27-37.

Government of Pakistan (1978). *Development of education in Pakistan (1970*–*1980)*. Ministry of Education.

Government of Pakistan. (2004). *The development of education: National report of Pakistan.* Ministry of Education.

Government of Pakistan (2009). *National education policy*. Ministry of Education.

Government of Pakistan. (2010). *Constitution (eighteenth amendment) act, 2010.* Ministry of Law.

Government of Pakistan. (2014). *Education for All 2015 National Review Report: Pakistan*. Ministry of Education, Trainings and Standards in Higher Education, Academy of Educational Planning and Management. <http://unesdoc.unesco.org/images/0022/002297/229718E.pdf>

Hafeez, A. (2004). The need of introducing communicative syllabuses for teaching English in Pakistan. *Journal of Research (Faculty of Languages & Islamic Studies)*, *6*, 27-32.

Haidar, S. (2017). Access to English in Pakistan: Inculcating prestige and leadership through instruction in elite schools. *International Journal of Bilingual Education and Bilingualism, 22*(7), 833-848.

Haidar, S., & Fang, F. (2019). English language in education and globalization: A comparative analysis of the role of English in Pakistan and China. *Asia Pacific Journal of Education*, *39*(2), 165-176.

Haidar, S., & Fang, F. (2019). Access to English in Pakistan: A source of prestige or a hindrance to success. *Asia Pacific Journal of Education*, *39*(4), 485-500.

Hallberg, D. G. (1992). *Sociolinguistic survey of Northern Pakistan: Pashto, Waneci, Ormuri*. National Institute of Pakistan Studies.

Halo, L. A., Rustamani, S., & Muhammad, N. (2024). Study of linguistic components of Pakistani English: An indigenized English variety. *Pakistan Journal of Humanities and Social Sciences*, *12*(1), 287-293. <https://doi.org/10.52131/pjhss.2024.v12i1.2012>

Haq, A. U., Mahmood, S., Shabbir, M., & Batool, Z. (2020). Assessing the academic integrity among university students in Pakistan. *Journal of Business and Social Review in Emerging Economies*, *6*(3), 1025-1032. https://doi.org/10.26710/jbsee.v6i3.1359

Haque, A. R. (1982). The position and status of English in Pakistan. *World Englishes*, *2*(1), 6-9.

Hathaway, R. M. (Ed.), (2005). *Education reform in Pakistan: Building for the future*. Woodrow Wilson International Center for Scholars.

Hathaway, R. M. (2005). Introduction. In R. M. Hathaway (Ed.), *Education reform in Pakistan: Building for the future* (pp. 1-13). Woodrow Wilson International Center for Scholars.

Hussain, M. A., Jumani, N. B., Sultana, M., & Iqbal, M. Z. (2010). Exploring perceptions and practices about information and communication technologies in business English teaching in Pakistan. *International Scholarly and Scientific Research & Innovation*, *4*(1), 1127-1131.

Hussain, M. A., Niwaz, A., Zaman, A., Dahar, M. A., & Akhtar, M. (2010). Technology based learning environment and student achievement in English as a foreign language in Pakistan. *Journal of World Academy of Science, Engineering, and Technology*, *61*, 129-133.

Hussain, R., & Ali, S. (2010). Improving public school teachers in Pakistan: Challenges and opportunities. *Improving Schools, 13*(1), 70-80.

Iftikhar, H., Azim, M. U., & Ali, I. (2024). Bane or boon: ChatGPT in learning English language in Pakistan. *Jahan-e-Tahqeeq*, *7*(1), 370-383.

Ijaz, M. T., Mahmood, M. A., & Ameer, A. (2014). A corpus-based study of the errors committed by Pakistani learners of English at graduation level. *Journal of Education and Practice*, *5*(24), 159-162.

Imran, S., & Wyatt, M. (2015). Pakistani university English teachers’ cognitions and classroom practices regarding their use of the learners’ first languages. *Asian EFL Journal*, *17*(1), 138-179.

Irshad, A., & Bukhari, N. H. (2020). Investigating the effect of explicit instruction on the development of pragmatic competence of Pakistani learners of English. *Kashmir Journal of Language Research*, *23*(1).

Islam, M., Lamb, M., & Chambers, G. (2013). The L2 motivational self-system and national interest: A Pakistani perspective. *System*, *41*(2), 231-244.

Islam, M., Lodhi, A. S., & Khan, A. M. (2020). Future L2 selves of Pakistani learners of English: A qualitative perspective. *Linguistics and Literature Review*, *6*(1), 39-55.

Islam, M., Shah, M., Sarir, S., & Jan, A. U. (2019). Situational analysis of teacher capacity building paradigm in Khyber Pakhtunkhwa–Pakistan. *Indian Journal of Science and Technology*, *12*, 46.

Jabeen, I., & Akhtar, R. N. (2013). Implementing sociocultural approach in teaching English as a second language in Pakistan: Challenges and remedies. *Journal of Education and Practice*, *4*(9).

Karim, S., & Haq, N. (2014). Culture of language learning: A comparative study of English language textbooks used in Pakistan. *Journal of Language and Linguistic Studies*, *10*(2), 157-168.

Khaliq, F., Nadeem, M., Rasul, I., Saeed, S., Minaz, M., Baig, G. N., ... & Ali10, I. (2021). Investigating relationship of multiple intelligences with English language teaching strategies at secondary level in Khyber Pakhtunkhwa-Pakistan. *International Journal of Innovation, Creativity and Change*, *15*(9), 71-86.

Khamis, A., & Sammons, P. (2004). Development of a cadre of teacher educators: some lessons from Pakistan. *International Journal of Educational Development*, *24*(3), 255-268.

Khan, I. U., Rahman, G., & Hamid, A. (2021). Poststructuralist perspectives on language and identity: Implications for English language teaching research in Pakistan. *Sir Syed Journal of Education and Social Research*, *4*(1), 257-267.

Khan, M. A., & Afridi, A. K. (2017). Professional Development of Teachers and its Future Needs. *Dialogue (Pakistan)*, *12*(2), 211-228.

Khan, T. J., & Khan, N. (2016). Obstacles in learning English as a second language among intermediate students of districts Mianwali and Bhakkar, Pakistan. *Open Journal of Social Sciences*, *4*(2), 154-162.

Khan, S. R., Kazmi, S., & Latif, Z. (2005). A comparative institutional analysis of government, NGO and private rural primary schooling in Pakistan. *The European Journal of Development Research*, *17*(2), 199-223.

Khan, T. A. (2023). Impact of English language imperialism on Pakistani learners’ psychology. *Journal of Communication and Cultural Trends*, *5*(2), 23-48. <https://doi.org/10.32350/jcct.52.02>

Khanam, A., Ali, A., & Zulifiqar, A. (2020). Investigating quality of induction training of novice teachers in Punjab. *Global Social Sciences Review*, *1*, 370-378.

Khurram, B. A. (2018). Promoting learner engagement in a large university-level ESL class in Pakistan. In K. Kuchah & F. Shamim (Eds.), *International perspectives on teaching English in difficult circumstances* (pp. 73-88). Palgrave Macmillan.

Khushik, G. A. (2024). Is the variation in syntactic complexity features observed in argumentative essays produced by B1 level EFL learners in Finland and Pakistan attributable exclusively to their L1?. *Assessing Writing*, *60*. <https://doi.org/10.1016/j.asw.2024.100839>

Kugelman, M. (2011). Pakistan’s demographics: Possibilities, perils, and prescriptions. In M. Kugelman & R. M. Hathaway (Eds.), *Reaping the dividend: Overcoming Pakistan’s demographic challenges* (pp. 4-31). Woodrow Wilson International Center for Scholars.

Kugelman, M., & Hathaway, R. M. (Eds.), (2011). *Reaping the dividend: Overcoming Pakistan’s demographic challenges* (pp. 76-105). Woodrow Wilson International Center for Scholars.

Lalani, S. S., & Rodrigues, S. (2012). A teacher's perception and practice of assessing the reading skills of young learners: A study from Pakistan. *Journal on English Language Teaching*, *2*(4), 23-33.

**Lingard, B., & Ali, S. (2009).** Contextualising education in Pakistan, a white paper: Global/national articulations in education policy. *Globalisation, Societies, and Education, 7*(3), 237-256.

**Lynd, D. (2007). *The education system in Pakistan: Assessment of the national education census.* UNESCO.**

Maham Rafiq, M. A., & Hussain, M. S. (2024). Reasons and remedies for English comprehension and production problems for Pakistani university students–A review article. *Jahan-e-Tahqeeq*, *7*(1), 740-759.

Mahboob, A. (2002). “No English, no future!”: Language policy in Pakistan. In S. G. Obeng & B. Hartford (Eds.), *Political independence with linguistic servitude: The politics about languages in the developing world* (pp. 15-39). Nova Science.

Mahboob, A. (2003). The English language in Pakistan: A brief overview of its history and linguistics*. Pakistan Journal of Languages, 4*, 1-28.

Mahboob, A. (2007). The future of English in Pakistan. *SPO Discussion Paper Series: Understanding Pakistan*, *1*, 5-27.

Mahboob, A. (2009). English as an Islamic language: A case study of Pakistani English. *World Englishes, 28*(2), 175-189.

Mahboob, A. (2017). English medium instruction in higher education in Pakistan: Policies, perceptions, problems, and possibilities. In B. Fenton-Smith, P. Humphreys, & I. Walkinshaw (Eds.), *English medium instruction in higher education in Asia-Pacific*, (pp. 71-91). Springer International.

Mahboob, A., Ahmar, N. H. (2008). Pakistani English: Phonology. *Varieties of English*, *4*, 244-258.

Malik, A. A. (2015). Identification of the factors of quality teacher training and development of a model program in Pakistan. *VFAST Transactions on Education and Social Sciences*, *5*(2), 1-15. DOI:[10.21015/VTESS.V5I2.191](https://doi.org/10.21015/VTESS.V5I2.191)

Manan, S. A. (2016). Building on children’s linguistic resources: A socio-culturally responsive pedagogy for English language teaching in Pakistan. *Philippine ESL Journal*, *17*, 67-85.

Manan, S. A. (2019). Myth of English teaching and learning: A study of practices in the low-cost schools in Pakistan. *Asian Englishes*, *21*(2), 172-189.

Manan, S. A. (2024). ‘English is like a credit card’: The workings of neoliberal governmentality in English learning in Pakistan. *Journal of Multilingual and Multicultural Development*, *45*(4), 987-1003. <https://doi.org/10.1080/01434632.2021.1931251>

Manan, S. A., & David, M. K. (2014). Mapping ecology of literacies in educational setting: The case of local mother tongues vis-à-vis Urdu and English languages in Pakistan. *Language and Education, 28*(3), 203-222.

Manan, S. A., David, M. K., & Dumanig, F. P. (2014). Language management: A snapshot of governmentality within the private schools in Quetta, Pakistan. *Language Policy,* 1-24. doi:10.1007/s10993-014-9343-x

Manan, S. A., David, M. K., & Dumanig, F. P. (2015). Disjunction between language policy and children's sociocultural ecology–an analysis of English-medium education policy in Pakistan. *Language and Education*, *29*(5), 453-473.

Manan, S. A., Dumanig, F. P., & David, M. K. (2015). The English-medium fever in Pakistan: Analyzing policy, perceptions and practices through additive bi/multilingual education lens. *International Journal of Bilingual Education and Bilingualism.* *20*(6), 736-752, <https://doi.org/10.1080/13670050.2015.1080159>

Manan, S. A., David, M. K., & Dumanig, F. P. (2016). English language teaching in Pakistan: Language policies, delusions and solutions. In R. Kirkpatrick (Ed.), *English language education policy in Asia* (pp. 219-244). Springer.

Manan, S. A., David, M. K., Dumanig, F. P., & Channa, L. A. (2017). The glocalization of English in the Pakistan linguistic landscape. *World Englishes*, *36*(4), 645-665.

Mansoor, S. (2004). The medium of instruction dilemma: Implications for language planning in education. In S. Mansoor (Ed.), *Language policy, planning and practice: A South Asian perspective* (pp. 53-78)*.* Oxford University Press.

Mansoor, S. (2005). *Language planning in higher education: A case study of Pakistan.* Oxford University Press.

Mansoor, S. (2010). The status and role of regional languages in higher education in Pakistan. *Journal of Multilingual and Multicultural Development, 25*(4), 333-353.

Manzar-Abbas, S. S., & Lu, L. (2013). Collaboration problems during practicum in preservice teacher education in Pakistan. *Academic Research International*, *4*(3), 379-393.

Masood, M. H., Shafi, S., Rahim, M. Y., & Darwesh, M. A. (2020). Interference of L1 (Urdu) in L2 (English) in Pakistan: Teaching English as a second language. *International Journal of Applied Linguistics and English Literature*, *9*(5), 110-118.

Memon, A., Siddiqui, N., & Jat, A. R. L. (2024). Developing English language productive skills through task-based language learning model at tertiary level education in Karachi. *International" Journal of Academic Research for Humanities"*, *4*(2), 37-48.

Mir, S. H., & Afsar, A. (2024). The pronunciation constraints of syllable stress-coloration in Pakistani English. *Journal of Humanities, Social and Management Sciences (JHSMS)*, *5*(1), 21-35. <https://doi.org/10.47264/idea.jhsms/5.1.2>

Mitchell, J., Humayun, S., & Muzaffar, I. (2005). Education sector reforms in Pakistan: Demand generation as an alternative recipe. In R. M. Hathaway (Ed.), *Education reform in Pakistan: Building for the future* (pp. 107-122). Woodrow Wilson International Center for Scholars.

Moghal, S., Kazi, A. S., & Bukhari, A. (2019). Large classes and English language teaching and learning in public sector secondary schools of Pakistan. *Indonesian TESOL Journal*, *1*(1), 1-8.

Mohammad, N., Masum, R., Ali, Z., & Baksh, K. (2018). Teaching practices of English language in the schools of Lasbela District, Pakistan. *International Journal of Experiential Learning & Case Studies*, *2*(2), 34-39.

Murad, A., Zafar, S., & Mushtaq, Z. (2024). Effectiveness of code-switching in Pakistani university ESL classroom: Action research. *Pakistan Languages and Humanities Review*, *8*(2), 28-36. [https://doi.org/10.47205/plhr.2024(8-II)04](https://doi.org/10.47205/plhr.2024%288-II%2904)

Mushtaq, M., Khurshid, R., & Khan, M. K. (2020). Analyzing English language teaching practices in public middle schools of AJK, Pakistan. *International Journal of English Language and Literature Studies*, *9*(1), 18-30.

**Mustafa, Z. (2011). *Tyranny of language in education: The problem and its solution*. Ushba Publishing International.**

Nawab, A. (2012). Is it the way to teach language the way we teach language? English language teaching in rural Pakistan. *Academic Research International*, *2*(2), 696-705.

Nazir, M., Bashir, S., & Raja, Z. B. (2014). A study of second language speaking-anxiety among ESL intermediate Pakistani learners. *International Journal of English and Education*, *3*(3), 216-229.

Nelson, M. J. (2006). Muslims, markets, and the meaning of a “good” education in Pakistan. *Asian Survey, 46*(5), 699-720.

Noor, A., Shahid, A., Ahmed, S., & Ahmad, M. (2021). An evaluation of communicative language teaching in Pakistan: A study of undergraduate English learners of Pakistan. *Pakistan Journal of Humanities and Social Sciences*, *9*(3), 259-264.

Noor, T., Zai, R. A. Y., Zardari, Z. A., & Khan, K. A. (2024). Comparative analysis of phonological variation of Pakistani English and standard British English: A case study of English speaking Sindhi Students of Shaheed Benazir Bhutto University, Shaheed Benazirabad Pakistan. *Journal of Arts and Linguistics Studies*, *2*(1), 385-401.

Norton, B., & Kamal, F. (2003). The imagined communities of English language learners in a Pakistani school. *Journal of Language, Identity, and Education*, *2*(4), 301-317.

Panezai, A., Channa, L. A., & Bibi, B. (2023). Translanguaging in higher education: Exploring interactional spaces for meaning-making in the multilingual universities of Pakistan. *International Journal of Bilingual Education and Bilingualism*, *26*(4), 514-527.

Panhwar, A. H., Baloch, S., & Khan, S. (2017). Making communicative language teaching work in Pakistan. *International Journal of English Linguistics*, *7*(3), 226-234.

Parveen, S. (2008). An evaluative study of primary education in the light of policies and plans in Pakistan (1947-2006). *Journal of College Teaching & Learning 5(7),* 17-26.

Pathan, H., Pandhiani, S. M., Aleksandrova, O. I., & Soomro, M. A. (2024). Understanding the complexity of motivational orientations towards learning English among Pakistani female university students. *Information Sciences and Letters: An International Journal, 13*(1), 55-63. http://dx.doi.org/10.18576/isl/130105

Pathan, H., Shahriar, A., & Mari, M. A. (2010). Motivation for learning English in Pakistan. *ELF, Annual Research Journal*, *12*, 75-93.

Pinon, R., & Haydon, J. (2010). *English language quantitative indicators: Cameroon, Nigeria, Rwanda, Bangladesh and Pakistan.* A custom report compiled by Euromonitor International for the British Council.

Powel, R. (2002). Language planning and the British Empire: Comparing Pakistan, Malaysia and Kenya. *Current Issues in Language Planning, 3*(3), 205-279.

Qasim, A. (2021). Impact of digital games on incidental vocabulary acquisition of Pakistani high school students. *Asian EFL Journal Research Articles*, *28*(1), 206-224.

Qasim, A., & Qasim, Z. (2009). The role of language in education: An analytical review of Pakistan’s education policy 2009. *Journal of Education and Practice, 5*(4), 159-164.

Qureshi, M., Jadoon, N. K., & Farooq, M. (2023). An account of semantic change in Pakistani English and its impact on its intelligibility and acceptability. *Pakistan Journal of Social Research*, *5*(02), 538-546.

Qureshi, R., & Shamim, F. (2009). *Schools and schoolings practices in Pakistan: Lessons for policy and practice*. Oxford University Press.

Rafique, N., Sultan, B., Ahmad, S., & Imran, M. (2018). Teachers’ role in implementation of English language teaching policies in public primary schools of rural area in Punjab, Pakistan. *Language in India*, *18*(4), 252-260.

Rahman, T. (1995). Pashto language and identity formation in Pakistan. *Contemporary South Asia, 4*(2), 1-23.

Rahman, T. (1997). The Urdu-English controversy in Pakistan. *Modern Asian Studies*, *31*(1), 177-207.

Rahman, T. (1998). *Language and politics in Pakistan*. Oxford University Press.

Rahman, T. (1999). *Language, education and culture.* Oxford University Press.

Rahman, T. (2001). English teaching institutions in Pakistan. *Journal of Multilingual and Multicultural Development, 22*(3), 242-261.

Rahman, T. (2002). *Language, ideology and power: Language learning among the Muslims of Pakistan and North India.* Oxford University Press.

Rahman, T. (2004). *Denizens of alien worlds: A study of education, inequality and polarization in Pakistan*. Oxford University Press.

Rahman, T. (2005). Reasons for rage: Reflections on the education system of Pakistan with special reference to English. In R. M. Hathaway (Ed.), *Education reform in Pakistan: Building for the future* (pp. 87-106). Woodrow Wilson International Center for Scholars.

Rahman, T. (2005). The Muslim response to English in South Asia: With special reference to inequality, intolerance, and militancy in Pakistan. *Journal of Language, Identity & Education*, *4*(2), 119-135.

Rahman, T. (2006). Language policy, multilingualism and language vitality in Pakistan. In S. Anju & B. Lars (Eds.), *Trends in linguistics: Lesser-known languages of South Asia: Status and policies, case studies and applications of information technology* (pp. 73-104). Mouton de Gruyter.

Rahman, T. (2007). The role of English in Pakistan with special reference to tolerance and militancy. In A. B. Tsui & J. W. Tollefson (Eds.), *Language policy, culture, and identity in Asian contexts* (pp. 219-239). Lawrence Erlbaum.

Rahman, T. (2010). *Language policy, identity, and religion: Aspects of the civilization of the Muslims of Pakistan and North India*. National Institute of Pakistan Studies, Quaid-i-Azam University.

Rahman, T. (2020) English in Pakistan: Past, present and future. In R. A. Giri, A. Sharma, & J. D'Angelo (Eds.), *Functional variations in English* (pp. 128-147). Springer. https://doi.org/10.1007/978-3-030-52225-4\_9

Rana, A. M. K., Bhatti, A. M., & Farukh, A. (2020). Perceptions of Punjabi speakers towards English language teaching policies in Pakistan: A systematic approach. *Journal of Talent Development and Excellence*, *12*(1), 6257-6272.

Rasheed, S., & Mehmood, A. (2014). The use of progressives in Pakistani learners’ English: A corpus-based study. *Journal of Education and Practice*, *5*(9), 128-133.

Rasheed, S., Zeeshan, M., & Zaidi, N. A. (2017). Challenges of teaching English language in a multilingual setting: An investigation at government girls’ secondary schools of Quetta, Baluchistan, Pakistan. *International Journal of English Linguistics*, *7*(4), 149.

Rashid, S., Cunningham, U., & Watson, K. (2017). Task-based language teaching with smartphones: A case study in Pakistan. *Teachers and Curriculum*, *17*(2), 33-40.

Rasool, U., Qian, J., & Aslam, M. Z. (2023). An investigation of foreign language writing anxiety and its reasons among pre-service EFL teachers in Pakistan. *Frontiers in Psychology*, *13*. <https://doi.org/10.3389/fpsyg.2022.947867>

Raza, N. A., & Coombe, C. (Eds.). (2022). *English language teaching in Pakistan*. Springer.

Rehman, A., Bilal, H., Sheikh, A., Bibi, N., & Nawaz, A. (2014). The role of motivation in learning English language for Pakistani learners. *International Journal of Humanities and Social Science*, *4*(1), 254-258.

Sadruddin, M. M. (2017). Teaching human rights through global education to teachers in Pakistan. *Prospect*, *47*(1-2), 73-86.

Sahito, Z., & Vaisanen, P. (2018). Effect of English language competency on the job satisfaction and motivation of teacher educators: A narrative analysis. *Journal of Language Teaching and Research, 9*(2), 225-235.

Sajjad, S. (2010). Effective teaching methods at higher education level. *Pakistan Journal of Special Education*, *11*, 29-43.

Saleem, A. (2005). Against the tide: Role of the citizens foundation in Pakistani education. In R. M. Hathaway (Ed.), *Education reform in Pakistan: Building for the future* (pp. 71-85). Woodrow Wilson International Center for Scholars.

Sarwar, Z. (2001). Innovations in large classes in Pakistan. *TESOL Quarterly*, *35*(3), 497-500.

Sathar, Z. A. (2011). Demographic doom or demographic dreams: Pakistan at the crossroads. In M. Kugelman & R. M. Hathaway (Eds.), *Reaping the dividend: Overcoming Pakistan’s demographic challenges* (pp. 32-45). Woodrow Wilson International Center for Scholars.

Shackle, C. (2007). Pakistan. In A. Simpson (Ed.), *Language and national identity in Asia* (pp. 1-30). Oxford University Press.

Shafa, M. D. (2014). Initiating reform through Whole School Improvement Programme: Aga Khan University’s experiences from Pakistan. *Journal of Education & Human Development*, *3*(1), 347-368.

Shamim, F. (1994). Teachers’ and learners’ beliefs about large and smaller size classes in Pakistan. *Journal of English Language Teaching and Studies*, *1*(2), 24-40.

Shamim, F. (1996). In or out of the action zone: Location as a feature of interaction in large ESL classes in Pakistan. In K. M. Bailey & D. Nunan (Eds.), *Voices from the language classroom* (pp. 123-144). Cambridge University Press.

Shamim, F. (2008). Trends, issues and challenges in English language education in Pakistan. *Asia Pacific Journal of Education*, *28*(3), 235-249.

Shamim, F. (2008). Trends, issues and challenges in English language education in Pakistan. *Asia Pacific Journal of Education*, *28*(3), 235-249.

Shamim, F. (2009). Final destinations. Trends and skills for employment of English graduates in Pakistan. *Journal of Social Sciences and Humanities, 49*(11), 39-64.

Shamim, F. (2011). English as the language for development in Pakistan: Issues, challenges and possible solutions. In H. Coleman (Ed.), *Dreams and realities: Developing countries and the English language* (pp. 291-309). British Council.

Shamim, F., & Anderson, S. (2010). Developing teacher leadership for school improvement in Pakistan: A comparative study. *Pakistan Perspectives*, *15*(1), 18-46.

Shamim, F., & Farah, I. (2005). Building communities of practice in Pakistani schools. In J. Retallick & I. Farah (Eds.)., *Transforming schools in Pakistan: Toward the learning community* (199-214). Oxford University Press.

Shamim, F., & Rashid, U. (2019). The English/Urdu-medium divide in Pakistan: Consequences for learner identity and future life chances. *Journal of Education and Educational Development*, *6*(1), 43-61.

Shahzad, A. H., Tondeur, J., Zulfqar, A., & Valcke, M. (2015). Exploring teacher educators and student teacher’s adoption of didactical strategies in the Initial Teacher Education (ITE) programmes in Pakistan. *European Journal of Social Sciences*, *50*(3), 1-11.

Shahzad, S. K., Hussain, J., Sadaf, N., Sarwat, S., Ghani, U., & Saleem, R. (2020). Impact of virtual teaching on ESL learners' attitudes under COVID-19 circumstances at post graduate level in Pakistan. *English Language Teaching*, *13*(9), 1-9.

Siddiqui, S. (2013). *Language, gender and power: The politics of representation and hegemony in South Asia*. Oxford University Press.

Sultana, M., & Zaki, S. (2015). Proposing Project Based Learning as an alternative to traditional ELT pedagogy at public colleges in Pakistan. *International Journal for Lesson and Learning Studies, 4*(2), 155-173.

Tamim, T. (2014). The politics of languages in education: Issues of access, social participation and inequality in the multilingual context of Pakistan. *British Educational Research Journal*, *40*(2), 280-299.

Tehseem, T. (2016). Investigating character construal of rape victims in Pakistani news reporting. *International Journal of Language Studies, 10*(2), 127-148.

Umrani, T., & Bughio, F. A. (2017). Language politics and role of English in Pakistan. *ARIEL-An International Research Journal of English Language and Literature*, *26,* 114-124.

Warsi, J. (2004). Conditions under which English is taught in Pakistan: An applied linguistic perspective. *Sarid Journal*, *1*(1), 1-9.

Waseem, F., & Jibeen, T. (2013). Anxiety amongst learners of English as a second language: An examination of motivational patterns in the Pakistani context. *International Journal of Humanities and Social Science*, *3*(16), 174-184.

Watson, D. (2005). *Capacity building for decentralised education service delivery in Ethiopia and Pakistan: A comparative analysis*. ECDPM.

Yasmin, M., Sarkar, M., & Sohail, A. (2016). Exploring English language needs in the hotel industry in Pakistan: An evaluation of existing teaching material. *Journal of Hospitality & Tourism Education*, *28*(4), 202-213.

Yasmin, M., & Sohail, A. (2018). A creative alliance between learner autonomy and English language learning: Pakistani university teachers’ beliefs. *Creativity Studies*, *11*(1), 1-9.

Yasmin, M., & Sohail, A. (2018). Socio-cultural barriers in promoting learner autonomy in Pakistani universities: English teachers’ beliefs. *Cogent Education*, *5*(1), 1-12. <https://www.cogentoa.com/article/10.1080/2331186X.2018.1501888.pdf>

Younas, M., & Dong, Y. (2024). The impact of using animated movies in learning English language vocabulary: An empirical study of Lahore, Pakistan. *SAGE Open*, *14*(2). [https://doi.org/10.1177/21582440241258](https://doi.org/10.1177/21582440241258398)

Yusuf, M. (2011). A society on the precipice? Examining the prospects of youth radicalization in Pakistan. In M. Kugelman & R. M. Hathaway (Eds.), *Reaping the dividend: Overcoming Pakistan’s demographic challenges* (pp. 76-105). Woodrow Wilson International Center for Scholars.

Zafar, M. (2009). English language teaching at tertiary level in Pakistan: A case for English for specific purposes. In N. Hussain, A. Ahmed, & M. Zafra (Eds.), *English and empowerment in the developing world* (pp. 151-164). Cambridge Scholars Publishing.

Zahid, Z., Ghani, M., Khan, A., & Ali, A. (2014). A debate on Pakistan’s education policy of 2009 with special reference to English language teaching: Drawbacks and negation of ground realities. *European Academic Research, 1*(10), 3745-3759.

Zainab, A., Ahmed, I., & Kshif, W. (2024). Urdu-English code-switching in Pakistani English. *Voyage Journal of Educational Studies*, *4*(1), 47-56. <https://doi.org/10.58622/vjes.v4i1.121>

Zalmay, K. (2013, May 7). *Pakistan: The case of Pashtun genocide in the country*. <http://www.humanrights.asia/opinions/columns/AHRC-ETC-019-2013>.

Zeb, K., & Ali, M. W. (2024). The effect of online article writing on Pakistani English language graduates' writing skills. *Pakistan Languages and Humanities Review*, *8*(2), 90-100. [https://doi.org/10.47205/plhr.2024(8-II)09](https://doi.org/10.47205/plhr.2024%288-II%2909)