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**SOUTH ASIAN VOICES IN ENGLISH: A MULTIDIMENSIONAL
ANALYSIS OF LINGUISTIC VARIATION IN PAKISTANI AND INDIAN
ENGLISH NOVELS**

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Abstract

The research investigates lexico-grammatical differences between Pakistani and Indian English fiction. The research analyzes Pakistani and Indian English fiction through Biber's (1991) Multidimensional Analysis (MDA) framework. The different English varieties use distinct approaches to storytelling and follow different linguistic patterns. The present research employed a balanced corpus of 150 fiction samples, comprising 75 samples from Pakistan and 75 from India. The data processing utilized the Multidimensional Analysis Tagger (MAT). Statistical analysis was conducted using SPSS. The research employed descriptive statistics together with factor analysis. The research examined five distinct dimensions, involved vs. informational discourse, narrative vs. non-narrative, explicit vs. situation-dependent, persuasive vs. non-persuasive, and abstract vs. personal discourse. The analysis reveals that Pakistani literary works, along with Indian narratives, share a prominent structural framework that incorporates informational discourse elements, reflecting a preference for informational over involved discourse. Indian texts depend on situational context rather than explicit statements. Additionally, the persuasive elements in Pakistani writing appear slightly more frequently than in Indian writing, which uses a more formal approach. Both countries favor personal and context-specific over abstract, impersonal discourse. The research reveals significant statistical differences between the two countries.

Keywords: Multidimensional Analysis, South Asian Englishes, Indian English Fiction, Pakistani English Fiction, World Englishes



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INTRODUCTION

The international status of English language has produced localized versions that reflect the linguistic, cultural and historical characteristics of different communities. Every one of these distinct English variations known as World Englishes remains distinct because they develop from indigenous languages, cultural practices and societal politics. Indian and Pakistani English have evolved into two dominant speech forms that established separate cultural and language evolutionary paths. The multilingual environment established English as the essential language for educational purposes, along with powerful functions and international communication. The fictional literature of Pakistan and India serves as a valuable research tool for observing how English language usage evolved into expressions of native identity, cultural elements, and personal experiences. The flexible nature of English language adaptation becomes evident through fictional writing, which demonstrates how Pakistani and Indian Englishes adapt to cultural changes. The scholarly study of Indian English within the framework of World Englishes has garnered substantial attention, yet Pakistani English receives limited research, particularly when compared to other varieties. Research on Indian and Pakistani Englishes tends to approach linguistic features individually, rather than connecting them to form a unified network within the linguistic system. The fragmented approach fails to identify the group of mutually occurring linguistic features necessary to properly define regional English varieties. The Multidimensional (MD) Analysis developed by Biber helps researchers identify functional patterns of co-occurring linguistic features that naturally occur in texts. The evaluation through MD analysis reveals linguistic diversity patterns that standard feature-by-feature evaluation methods would fail to detect. Fiction functions perfectly as a research domain for this type of analysis. Novelists from Pakistan and India combine standardized English with their native linguistic elements, storytelling methods, and cultural references to create an English variety that reflects their unique social experiences. Researchers who investigate linguistic features in novels gain knowledge about complex narrative components, dialogue elements, and literary elements that portray typical ways of speaking. The study examines Pakistani and Indian English fiction, enabling scholars to identify relationships between linguistic choices and their connections to sociological contexts, historical timelines, and cultural elements. This study uses Biber's Multidimensional Analysis to compare and contrast Pakistani and Indian English novels. The research examines the lexicogrammatical differences between the two primary South Asian English varieties, employing systematic corpus analysis to illustrate the contemporary evolution of English in the region. The study examines the lexicogrammatical variations between the two major South Asian varieties of English, using systematic corpus analysis of the two types of English. demonstrate the modern development of English in the area.



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LITERATURE REVIEW

The dominance of the Standard English has been a long debatable issue. Whereas initial researchers such as Quirk (1981) and McArthur (1988) argued in favor of native speaker norms and discouraged any deviation, Kachru (1991) criticized the use of a single norm, and instead, argued the validity of localized varieties of English. Modiano (1999) asserts that English as an International Language (EIL) must acknowledge the non-native varieties of language on equal terms. Acculturation and nativization processes have been vital in the development of these varieties as stated by Kachru (1992) and Bolton (2008) by the fact that the literary works of Raja Rao and Wole Soyinka utilized English to illustrate local cultural elements and realities.

In multilingual interactions, Englishization and indigenization, as identified by Kachru (2005), continue to influence the evolution of South Asian Englishes (SEAs). Indian and Korean English varieties, for instance, exhibit grammatical borrowings and distinctive politeness strategies (Yamuna Kachru, 1992). Functional nativeness, rather than genetic nativeness, best describes English's role in South Asia, where it serves critical functions in education, governance, literature, and media.

Brown (1995) emphasized three fundamental elements of World Englishes: the existence of multiple models, the importance of local initiatives, and the concept that English belongs to all who use it. Scholars like Kachru (1997) have observed cultural influences such as indirectness and ornamental rhetoric in formal Indian English writing, practices often misunderstood by Western scholars (Yamuna Kachru, 1997).

Researchers have started to use Multidimensional (MD) analysis as a method to study linguistic changes that occur in academic writing, digital communication and AI-based systems. Research by Ali (2025) shows that Saudi students writing in academic settings differ lexico-grammatically from their British counterparts because of their educational background and cultural environment. MD analysis has been applied to digital platforms by researchers who discovered YouTube users in the Middle East use English differently from traditional British and American norms (Ali, 2024). Research on human and AI-created English writing proved that technological mediation generates unique writing patterns (Ali, 2024) and human translators yield different multidimensional linguistic profiles than ChatGPT when translating from Arabic into English (Ali & Afzal, 2024). The structural differences between Saudi and British research articles in linguistics and English language teaching have been studied by Ali and Abdulhaleem (2024) to understand how disciplinary norms and regional elements affect writing styles. Studies of Saudi academic writing



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patterns based on gender show that academic discourse style choices might differ between male and female authors (Ali & Abdulhaleem, 2024). The researches prove MD methods to be the most efficient to find out new language patterns in different genres, including South Asian English fiction literature, and confirm their efficiency in these literary studies.

The paper subscribes to this new discourse by trying to establish patterns of linguistic variation in the South Asian English fiction, namely Pakistani and Indian Englishes, based on the Multidimensional Analysis model proposed by Biber (1988). This kind of analysis plays a critical role in the comprehension of social roles and linguistic innovation that prevails in multilingual societies.

RESEARCH METHODOLOGY

3.1 Introduction

In the present paper, the lexicogrammatical features of Indian and Pakistani novels are examined with the help of the Multidimensional Analysis (MDA) model introduced by Biber. The study will seek to describe the linguistic patterns that depict the regional peculiarities and global influences, using the MD framework.

3.2 Theoretical Framework

This study has its theoretical framework as Biber (1988, 2006) Multidimensional (MD) analysis. The present study conducts a comparative analysis of Pakistani and Indian Englishes on a systematic basis. The paper examines the selected novels as far as their lexicogrammatical features are concerned in order to determine the levels of divergence and convergence of the two forms of English. The research method will help to identify the peculiarities of Pakistani and Indian Englishes regarding lexicogrammatical patterns. In the study, the old MD dimensions developed by Biber are utilized to examine the issue of language variation since they define lexicogrammatical preferences on a continuum.

3.3 Data Collection and Corpus Preparation

The corpus development included the choice of the novels of two countries, India and Pakistan. The present study had a corpus of 150 text files. Novels were obtained using such popular digital



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sources as the Internet Archive, Google Books, and Amazon. All the collected texts were cleaned up in detail to eliminate digitization errors and normalize formatting and then analyzed.

Systematic coding procedures were used after the researchers split the texts into smaller files. The files were coded such as CSAPkTtST (5). The organization established a fundamental system to monitor sources and, simultaneously, maintain analytical consistency throughout.

3.4 Tagging and Analysis

The Multidimensional Analysis Tagging tool was used to tag the files. The linguistic features were fully captured through the usage of the "Old MD" dimensions.

The statistical analysis was performed using SPSS software, which included descriptive statistics, ANOVA tests, and post hoc tests (Tukey's HSD) for identifying significant differences between the English varieties. The data set received a unique interpretation through factor analysis with Promax rotation.

ANALYSIS AND DISCUSSION

Biber's (1988) Multidimensional framework uses Dimension 1, "Involved vs. Informational Discourse," to measure the extent to which texts contain informational elements and personal involvement. Both India and Pakistan show a strong preference for informational discourse through their mean scores of -1.31 and -2.11.

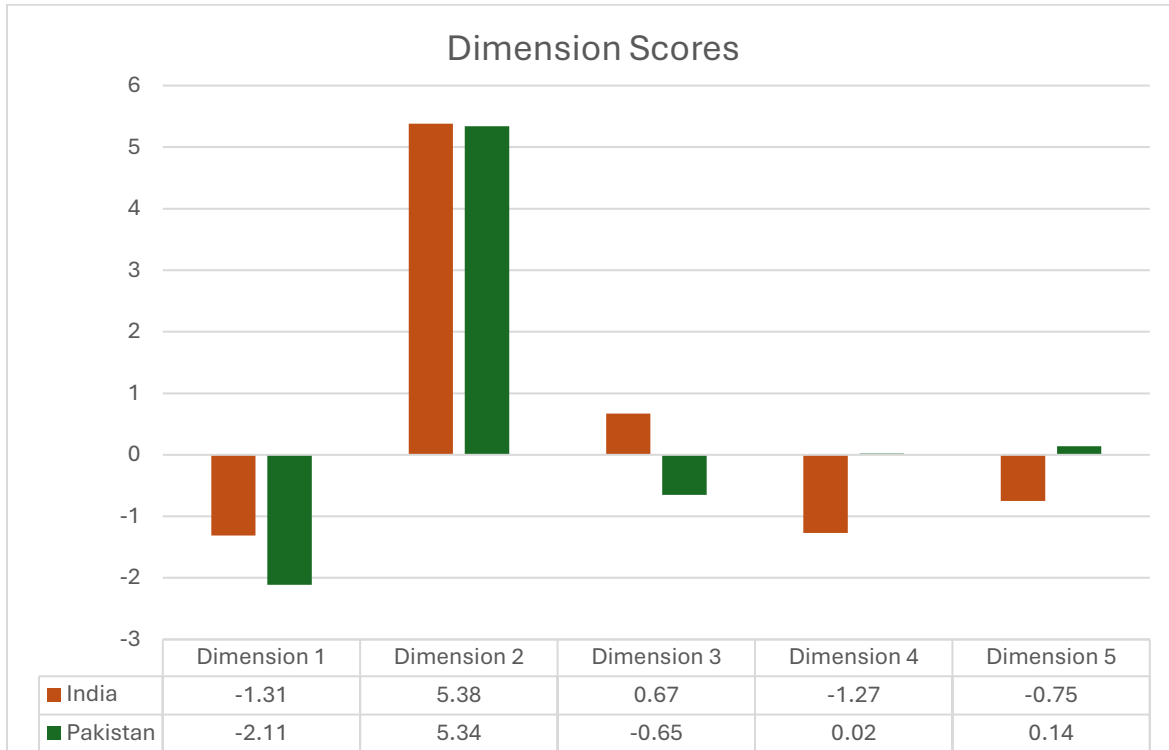


Fig 1. Lexico-Grammatical Variation Across All Dimensions

The combination of numerous nouns with prepositional phrases and attributive adjectives establishes informational discourse, as these elements enable the presentation of detailed information. Informational discourse elements appear most frequently in the texts extracted from India and Pakistan within the analyzed corpus. The writing style adopts structures that direct focus on content rather than interaction, thus preferring detailed explanation along with factual accuracy above emotional expression and natural conversation. An example of this is the frequent use of phrases like “the establishment of institutional frameworks” or “historical transformations in the region,” which are characterized by nominalization and a lack of interpersonal engagement.

On the other hand, involved discourse—characterized by frequent use of first and second-person pronouns, private verbs (think, believe), discourse particles (well, oh, so), and modals of possibility (might, could)—is largely absent or significantly underused in the Indian and Pakistani fiction samples.

Figure 1 shows that the small gap between the two—India at -1.31 and Pakistan at -2.11—invites further interpretation. The literary works of Pakistan display informational features to a



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greater extent than those of India, although both nations show informational tendencies. The observation may arise due to the different literary traditions present in each country.

Figure 1 displays the Dimension 2 mean scores from India reached 5.38, while Pakistan scored slightly lower at 5.34. Both India and Pakistan demonstrate a narrative discourse style dominance in their English fiction writing. Research findings indicate that Indian and Pakistani fictional prose normally follows a sequence of events while developing characters and their situations through time. Biber's linguistic framework identifies narrative discourse through its regular use of past tense verbs and third-person pronouns except "it" and perfect aspect constructions like "he had gone" and "they had seen." The narrative elements create a chronological sequence which maintains storyline coherence throughout the story. Within their cultural tradition writers choose verbalization patterns which serve dual functions as both entertainment platforms and historical record keepers along with moral lecturers and social critics.

The literary writing styles in India and Pakistan show minor variations according to mean score. Indian English fiction writers use reflective and experimental narrative methods because they have experienced global literary trends for many years. The narrative features of Pakistani fiction emerge from Pakistani socio-political realities and realist exploration and social commentary. Mathematical analysis indicates India leads the field because their storytelling skills combine effective linguistic elements with story narration abilities.

The positive mean scores in India and Pakistan indicate that both nations employ a unified narrative discourse tradition that originates from their traditional educational practices and storytelling traditions. The storytelling approach aligns with regional communicative values because it serves as both artistic expression and educational content, as well as social commentary and identity-building practice.

Figure 1 illustrates an explicit discourse comparing India and Pakistan in terms of Dimension 3's Explicit versus Situation-Dependent Discourse. Within Biber's (1988) Multi-Dimensional framework, this makes up a measure of what percentage of meaning originates from text-based grammatical elements and how much depends on knowledge across contexts. The main difference between explicit discourse and situation-dependent discourse exists in how they present textual content, since explicit discourse uses clear structural elements, but situation-dependent discourse depends on the reader's interpretation based on shared knowledge. The understanding of authorial choices that create text coherence and meaning in narratives can be achieved through analysis of Dimension 3.



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The analysis demonstrates that Indian and Pakistani English fiction use different approaches to construct their narratives. The Indian texts present with a 0.67 positive mean score which reveals that their discourse features are explicit in nature. These include grammatical features such as Wh-pronouns in relative clauses (e.g., “the woman who spoke”), nominalizations (e.g., “the destruction of the village”), and coordinating conjunctions that serve as phrasal connectors (e.g., “and,” “but,” “or”). These discourse features create roles while linking characters and showing narrative sequence through a reduced ambiguity structure that provides clear semantic meaning to the reader. The use of pied-piping (prepositional fronting, as in “to whom she spoke”) and singular noun nominalizations is further indication of formal structuring that offers readers a self-contained, grammatically organized narrative.

A negative mean score of -0.65 is observed when situational elements are employed in Pakistani fiction discourse. The discourse depends on adverbs which refer to time (e.g., yesterday, then) and place (e.g., there, at the corner) and generalized adverbial modifiers that lack meaning without contextual references. The interpretation process of text readers relies on their existing experience along with cultural awareness and storytelling skills, because of the particular interpretation triggers embedded in the text. Pakistani novels express their themes with the help of imagery that makes the readers remember common memories without passing messages directly.

Indian fiction, through its discourse, introduces explicit content which allows readers who want to have structured information to relate themes to correct syntax. The Pakistani literary situation literature creates a rich storytelling with the real cultural aspects that the reader can easily find and comprehend through textual creation.

The findings of Dimension 3 show that the use of language to create meaning is different in Indian and Pakistani writers. The Indian writing style employs clear grammatical elements due to the culture of discourse based on the school system and the organizational writing norms, and the need to be structurally clear. The Pakistani local literary traditions employ situational discourse because they grew out of the traditional oral storytelling techniques, which emphasize the full understanding of the situation. Such variations are what make Englishes in South Asia plural, and they open up the possibility of a monolithic definition of what is standard in narrative practice.

Texts that are high on Dimension 4 contain characteristics such as infinitive verbs (to explain), modals of prediction (will, shall), and modals of necessity (must, should), and they are characteristic of direct, assertive, and goal-oriented style of communication. Other devices, like persuasive verbs (suggest, urge), conditionals (if, unless), and adverbs in the auxiliary position



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(always, never), contribute to the construction of more solid argumentative structures. Writers achieve complete control of discussions through linguistic elements that enable them to guide interpretation clearly.

The mean scores on Dimension 4 (-1.27) reveal that Indian writers prefer to abstain from direct persuasion methods. This lower score implies that Indian texts more often incorporate features such as private verbs ("think", "believe"), hedges ("perhaps", "possibly"), and third-person pronouns, which collectively signal a more cautious and indirect approach to persuasion. Indian readers interpret narratives and arguments through their cultural norms of deference and indirectness and their freedom to interpret texts.

The score of 0.02 shows that Pakistani novels use explicit persuasive discourse slightly more than Indian novels do. The data shows Indian authors employ delicate argumentative approaches, whereas Pakistani writers utilize direct persuasive methods in their literary works. Cultural, educational, and stylistic norms likely influence this divergence.

Dimension 5 is a contrast between impersonal abstract language and personal non-abstract language. The evaluation process for written text formality and objectivity and generalization heavily relies on this particular dimension.

The scores for Dimension 5 indicate India stands at -0.75 while Pakistan scores 0.14. The writing styles in both countries demonstrate a non-abstract style, with Pakistan showing a slightly stronger preference than India, according to the mean scores. The writers from both South Asian nations tend to use personalized narrative elements in their discourse instead of making universal statements according to their marginally positive or negative mean score orientation.

The linguistic features that are typically associated with a higher score in Dimension 5 include the use of agentless passive verbs, passive verbs followed by "by" phrases, passive post-nominal modifiers, adverbial conjuncts (e.g., "therefore," "however"), and subordinating conjunctions. The number of passive and indirect elements in the selected Indian and Pakistani texts remains remarkably low because writers demonstrate a choice for straightforward direct presentation



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CONCLUSION

The research studied lexico-grammatical contrasts between Indian and Pakistani English fiction through the application of Biber's Multidimensional Analysis model. Research data shows that different patterns exist between India and Pakistan, although it displays significant differences in other discourse elements. Indian fiction writers use explicit grammatical features (D3) in the discourse, whereas Pakistani fiction writers rely mainly on contextual references to construct meanings.

The patterns between these two dimensions show unique characteristics during the evaluation of Dimensions 4 and 5. According to Indian cultural traditions, writers express their arguments indirectly using minimal communication methods. The language elements of persuasion in Pakistan lead to balanced communication that produces parallel discourse by uniting formal structures with cultural native expression. The communication systems of Pakistan and India employ literal language instead of ambiguous wordings as shown through the mean scores of Dimension 5.

Through English, Indian and Pakistani fiction writers create local narratives that maintain both regional storytelling customs and indigenous communication practices and social-cultural norms. Postcolonial writers who write realistic stories about real-life conditions use the English language to reach their community while maintaining reader recognition standards.

Further research would improve by expanding its scope to include analysis of academic publications, journalistic texts, and spoken narratives, together with literary works. A wider research scope would show a complete picture of how English functions in these countries' different settings. A study of style changes through time would bring valuable insight since it could track how local English domains adjusted their language varieties because of worldwide developments and educational changes in both media and education sectors.

Teachers and curriculum designers should develop educational materials to match the discourse patterns that students will both experience and generate. Local English practices will receive validation through this approach, which enables learners to communicate globally.

Future research should investigate the development of digital and multimodal literary forms because it needs to study how the paper's described dimensions appear in online fiction and web-based storytelling as well as hybrid genres.



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