



# Beyond the Standard: Exploring Models and Dynamics of World Englishes

## Research Article

Correspondence:	Hafiz Ahmad Bilal <ahmadbilal.uos@gmail.com>	PhD Scholar, Department of English, University of Sargodha, Sargodha, Punjab, Pakistan.
	Ayesha Shahid <ayesha.shahid@asbu.edu.tr>	Senior Lecturer, Social Sciences, University of Ankara, Lefkoşa, Turkish Republic of Northern Cyprus, Turkey
	Zahra Iqbal <zahra112329@gmail.com>	MS Scholar (ELL), Cyprus International University, Lefkoşa, Turkish Republic of Northern Cyprus, Turkey.
	Dr. Ijaz Asghar <ijzasghar@uos.edu.pk>	Professor / Chairperson, Department of English, University of Sargodha, Punjab, Pakistan.

## Publication Details

**Received:** January 22, 2023    **Accepted:** February 25, 2023    **Published:** March 30, 2023

## Abstract

The current study constitutes a comprehensive review of the field of World Englishes. In addition to delineating the evolving linguistic landscape, it undertakes an examination of international English models, with a particular focus on their pedagogical applications and implications. Furthermore, it delves into the characterization of Pakistani English within the framework of these models. Kachru's 1984 conception of World Englishes, which underscores the diverse sociolinguistic contexts in which English is utilized, challenges the longstanding assumption of a singular, standardized English. The review critically surveys a wide spectrum of theories that elucidate the global utilization of English in its multifaceted forms. The review encompasses various theoretical frameworks, commencing with Strevens' World Map of English and extending to Haswell's Global Model of English. Through a meticulous analysis, it dissects their conceptual foundations, intellectual lineage, and practical significance. Furthermore, the review examines the intricate sociolinguistic processes that shape the



emergence and evolution of World Englishes. Ultimately, the review posits the idea that the era of a single, monolithic standard of English has given way to the development of regional standards. Consequently, it underscores the imperative for policymakers to take cognizance of these findings and tailor English Language Teaching curricula to reflect the distinctive features of local English varieties.

**Keywords:** Strevens' World Map of English, Haswell's Global Model of English, Kachru, World Englishes, International Englishes

## 1. Introduction

In our contemporary global society, the English language has undergone a substantial transformation, giving rise to a diverse array of distinct linguistic forms collectively known as World Englishes (Kachru, 1985). These variations have emerged and adapted within unique global regions, cultures, and societies, challenging the conventional notion of a standardized and uniform English (Bhatt, 2007). The recognition of World Englishes underscores the broad spectrum of linguistic expressions molded by specific socio-cultural, historical, and linguistic contexts in which the language is employed. This recognition encompasses variances in lexicon, pronunciation, syntax, and usage, thereby emphasizing the distinct identities and influences of language users (Kirkpatrick, 2007; Graddol, 1997; King, 2006).

The concept of World Englishes has garnered prominence due to English's universal prevalence as a lingua franca, adopted by a significant majority as a second or non-native language (Graddol, 1997). This global adoption challenges established notions of a uniform and "standard" English, necessitating a reevaluation of established language norms and conventions. By emphasizing the significance of recognizing and respecting linguistic diversity, the exploration of World Englishes assumes pivotal importance in our interconnected global landscape (Kirkpatrick, 2007; Bolton, 2006; Mesthrie & Bhatt, 2008).

A comprehensive understanding of World Englishes necessitates an examination of the linguistic, societal, and historical factors that have contributed to its evolution. Influences such as global migrations, historical colonialism, trade, and technological advancements have significantly shaped the dissemination and adaptation of English across diverse societies (Kachru, 1994; Bhatt, 2008). Scholars and linguists delve into the study of World Englishes to decipher the fundamental patterns and principles underpinning these linguistic divergences. This scholarly endeavor yields valuable insights into language interaction, sociolinguistics, and the intricate dynamics linking language and culture.

This review article embarks on an academic exploration and evaluation of various models and perspectives that shed light on the intricate nature of World Englishes. Through a rigorous examination of existing academic literature and scholarly discourse, this study aims to present a comprehensive synthesis of knowledge, establishing a robust framework for subsequent research, scholarly deliberations, and academic pursuits within this dynamic and evolving domain. By unraveling the intricacies of World Englishes, this study aspires to contribute to a deeper understanding of how the English language adapts and thrives within diverse international contexts.

## **2. Models of World Englishes**

The models associated with World Englishes serve as theoretical frameworks aimed at elucidating, describing, and predicting the extensive linguistic variations and sociolinguistic complexities observed in the global use of the English language. These models provide an organized understanding of the diverse aspects of English as it adapts and is employed within various linguistic and sociocultural contexts. They function as analytical tools for comprehending differences in vocabulary, grammar, phonetics, and discourse strategies that characterize the landscape of World Englishes. These theoretical frameworks are essential for exploring the impact of sociolinguistic variables, historical circumstances, language interactions, and individual identities on the structures and functions of English across diverse global settings. Through these theoretical frameworks, linguists and scholars can delve into the intricate dynamics encompassing language, society, and culture in the extensive dissemination and diversification of the English language.

### **2.1 Strevens' World Map of English**

Strevens' World Map of English stands as a seminal model that illustrates the historical spread of the English language, representing one of the earliest attempts to map its global distribution. This model, crafted by John Strevens in 1980, places significant emphasis on colonization as a pivotal factor in the differentiation of English into significant branches, notably British English and American English.

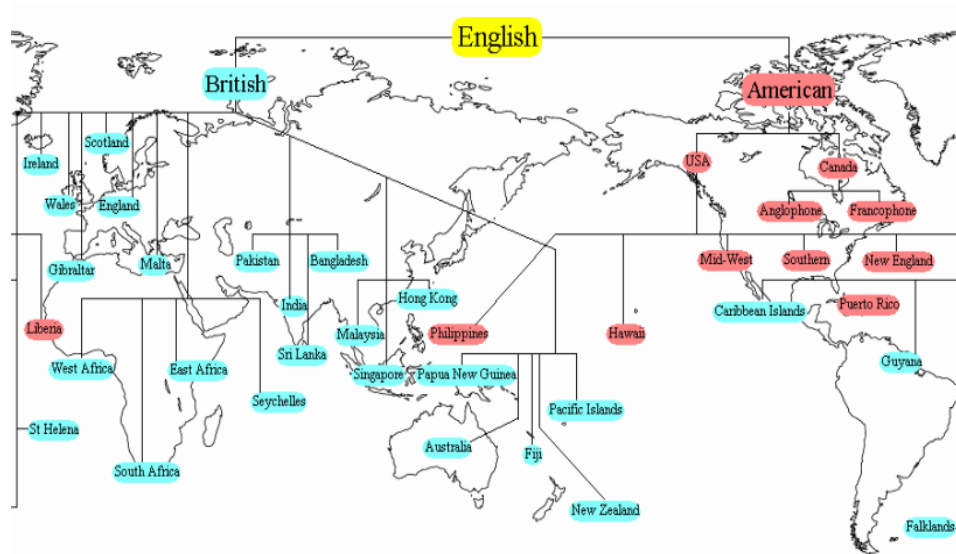
Structured in a genealogical tree-like fashion, the model commences with the overarching category of 'English', which then branches into subcategories and further subdivisions. The foundational split distinguishes British English from American English, a division marked by Britain's settlement in North America during the seventeenth century, alongside colonial expansion into regions such as the Caribbean and parts of Oceania, including Australia and New Zealand. This phase is referred to as the first dispersal of English, signifying the language's expansion into 'the New World' (Strevens, 1980).

Subsequent divisions within British English align with the second dispersal of English, giving rise to New Englishes primarily due to Britain's colonial activities in Asia and Africa. Strevens acknowledged colonization as a pivotal factor influencing the branching of the English language, emphasizing that subsequent English varieties originating from the British/American schism bore distinct affinities with either source.

Strevens (1977, 1980) advocated for an approach to English language instruction that prioritized local English variations, particularly those acquired as a second language (L2), over standard British or American varieties. He argued that these local varieties, widely accepted by ESL populations, served as effective vehicles for the propagation of English across diverse regions globally, contributing to its status as a global language.

However, it should be noted that this model has been subject to debate, particularly regarding its treatment of English varieties that have developed in isolation from native varieties and emerged through contact with other non-native varieties of English. These debates include examples like China English (e.g., see Kirkpatrick & Xu, 2002; He & Li, 2009) and various Asian varieties of English (e.g., see Widdowson, 2003; Bolton, 2002).

Figure 1. Strevens' World Map of English



## 2.2 McArthur's Wheel Model of World Englishes

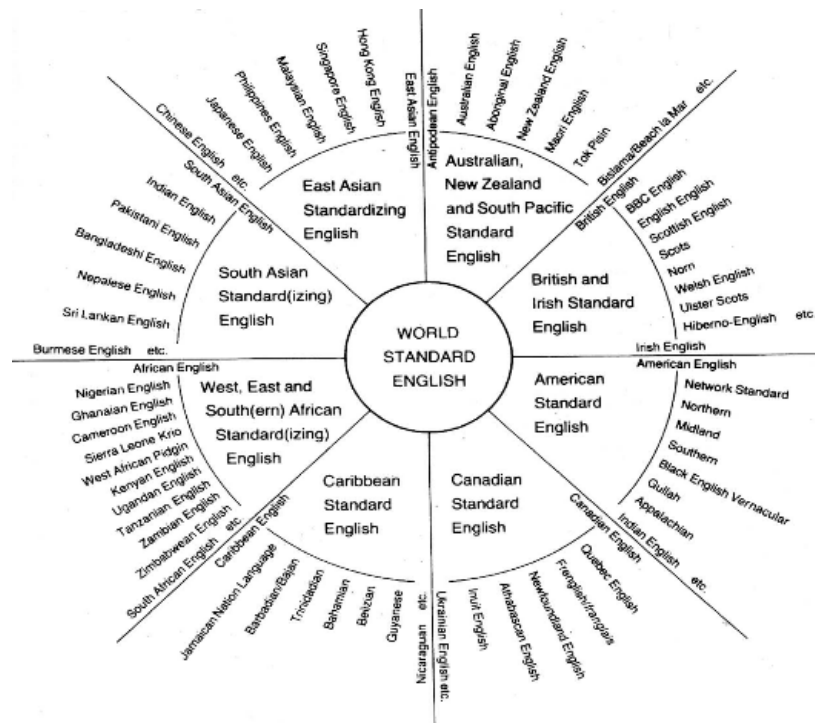
McArthur's model, introduced in 1987, portrays the world as a wheel with divisions based on geography. In this innovative model, the degree of context specificity and distinctiveness in English varieties increases as one moves further from the central hub of the wheel.

To visualize this model, imagine it as a bicycle wheel, with each spoke representing a geographically situated variety of English. These spokes extend linearly from the central hub to the outer edge, and each spoke is directly connected to the preceding variety along a straight line.

What sets this model apart is the absence of direct connections or "inter-spokes" between these varieties. Unlike other models, there are no pathways for one variety to easily understand another. Instead, each variety is directly linked to the previous variety along the spoke leading back to the center. Furthermore, the lines dividing these segments on the wheel are rigid, clearly demarcating one variety from another. Even varieties placed next to each other on the wheel may not necessarily share mutual intelligibility, especially in the outer regions where significant linguistic differences are prevalent.

In essence, McArthur's wheel model (McArthur, 1987) offers a visual representation of the diversity and geographical distinctions within World Englishes. It underscores that the further one moves from the central hub, the more specialized and context-specific English varieties become, and it highlights that mutual intelligibility is not always guaranteed, particularly in the outermost regions of the wheel.

Figure 2. McArthur's Wheel Model of World Englishes



### 2.3 Görlach's Wheel Model of World Englishes

In 1988, the distinguished linguist Manfred Görlach introduced an intricate model of English variations, often referred to as the wheel model, which he formally published in 1990. This model significantly expanded upon the foundational work of McArthur's wheel model, incorporating layers of complexity and structural detail. At its core, Görlach's model organized English varieties into concentric arrangements, resembling the structure of a wheel. The central region included the established regional and national standards of English, signifying accepted linguistic norms within specific geographic regions. Expanding outward, the subsequent ring encompassed sub-regional semi-standards, indicating variations that lacked broad acceptance but still held linguistic significance in defined areas. Finally, in the outermost ring, creoles and non-standard forms were featured, representing highly localized and often informal versions of English.

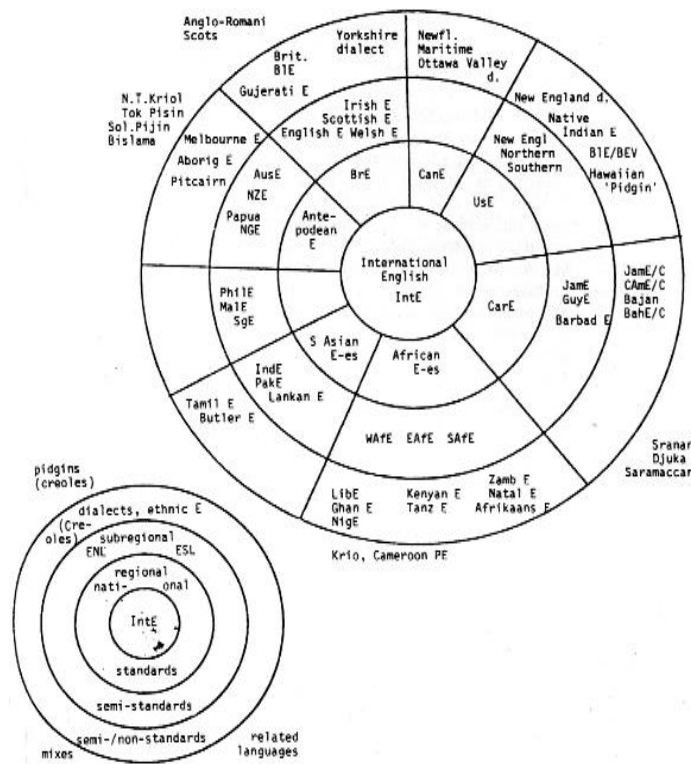
A pivotal feature shared with McArthur's model was the principle that the farther a variety moved from the central hub, the less mutual intelligibility it had with the standard. Furthermore, as one moved away from the center, the contextualized use of the language became more prominent, emphasizing localized linguistic features and practices. In both Görlach's and McArthur's models, the central hub symbolized a conceptual "world standard" of English, with various language varieties radiating from this central hub, highlighting a hub-and-spoke organizational structure (Görlach, 1990, 1998).

Görlach's model diverged from a binary root, a distinct departure from Strevens' model. Instead, it featured eight categories of varieties encircling the hub, signifying a need for a standard variety without specifying its precise origin. Notably, the model neither ranked nor implied value differences among these varieties; it emphasized their relative intelligibility. For instance, both British Standard

English and South or East Asian Standardizing English were equidistant from the center, underlining an impartial valuation of each recognizable standard. This design effectively mitigated potential criticisms of bias toward native speakers or particular geographical regions, as each section was distinctly organized by geographic region without implying superiority or inferiority based on location (Haswell, 2013).

Görlach's wheel model enriched the conceptualization of English variations, recognizing the intricate layers and diverse linguistic norms that shape the global landscape of the English language. The model provided a nuanced and multifaceted perspective, appreciating the rich tapestry of English varieties and their unique contributions to the evolving and dynamic entity known as World Englishes.

Figure 3. Görlach's Wheel Model of World Englishes



### 2.4 Kachru's Three Circle Model

Kachru's Three Circle Model of World Englishes, introduced by the eminent linguist Kachru in 1985, serves as a pivotal and influential theoretical framework for understanding the global diffusion and utilization of the English language. This conceptualization categorizes the diverse structures and functions of English worldwide into three primary categories: the Inner Circle, the Outer Circle, and the Expanding Circle (Kachru, 1985, 1986). Each circle represents a unique sociolinguistic context and historical trajectory of English language usage, contributing to a deeper understanding of the divergences and developments within World Englishes.

The Inner Circle comprises nations where English is the native language and wields significant cultural, political, and historical influence. Prominent constituents of this circle include the United

States, the United Kingdom, Canada, Australia, and New Zealand. In these countries, English serves as the medium of communication, education, governance, and various other aspects of daily life. Native speakers within the Inner Circle have established language standards that influence global linguistic conventions (Bolton, 2006; Kirkpatrick, 2007).

Conversely, the Outer Circle encompasses nations where English was introduced during the era of colonization and has acquired the status of L2. In these regions, English serves both as a means of communication among diverse linguistic communities and as a tool for educational, administrative, and governmental purposes. Nations such as India, Nigeria, Singapore, and the Philippines form part of the Outer Circle. English within these countries has developed distinctive traits influenced by local linguistic and cultural contexts (Bolton, 2006; Kirkpatrick, 2007; Bhatt, 2008).

Lastly, the Expanding Circle includes nations where English is a foreign language. It is not a native or L2 but is acquired for specific functional purposes such as education, business, technology, or international communication. In these regions, English is often viewed as a means to access global knowledge and opportunities. Countries like China, Japan, Russia, Brazil, and numerous others fall within the Expanding Circle. English is employed as a tool for global interaction, facilitating cross-cultural connections and enabling engagement in the international sphere.

The significance of Kachru's Three Circle Model is multifaceted. Firstly, it recognizes and respects the diverse sociolinguistic contexts in which English is used, promoting a more inclusive and appreciative perspective of World Englishes. This understanding is crucial for addressing linguistic biases and fostering effective cross-cultural communication (Bhatt, 2008; Bolton, 2006).

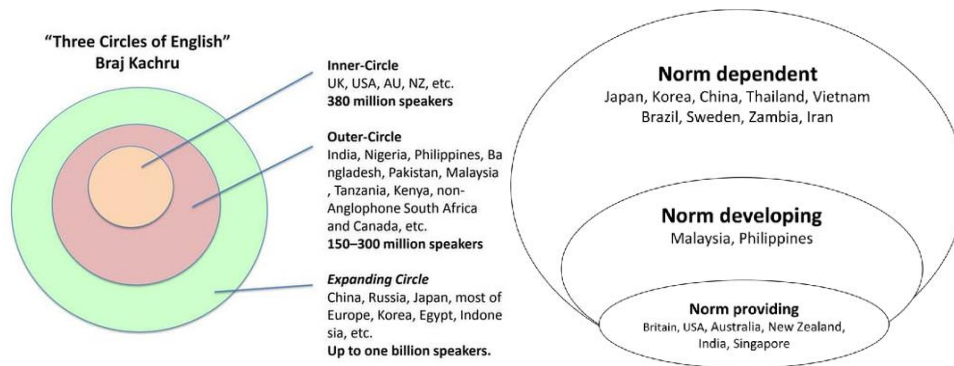
Furthermore, the model has practical implications in the field of language education. It guides language educators, curriculum developers, and policy-makers in tailoring language teaching methodologies and resources in accordance with the linguistic and sociocultural contexts of specific regions. This ensures that language education remains relevant, effective, and culturally sensitive.

Moreover, Kachru's model assists in navigating the variations and intricacies in English usage in international business, diplomacy, academia, and various other domains. Understanding the linguistic diversities in English across the circles is essential for successful communication and collaboration in today's globalized world (Kirkpatrick, 2007).

Kachru's Three Circle Model has introduced three equivalent terms: norm-developing for the Inner Circle, norm-developing for the Outer Circle, and norm-dependent for the Expanding Circle (Kachru, 1985). These novel designations aimed to offer a more nuanced approach, accounting not only for geographical contexts but also linguistic variations and their evolutionary trajectories within the realm of World Englishes. By incorporating these alternative labels, the model embraces a more flexible understanding of English varieties, allowing for fluidity and transition between the established categories. This inclusion underscores the dynamic nature of the varieties within the Three Circles, emphasizing their continual evolution. However, this dynamism necessitates a thorough discussion concerning the precise allocation of each variety within these defined categories. Consequently, the discourse expands beyond a simple geographical or societal lens, delving into the intricate linguistic nuances and advancements that form the basis for categorizing English variations within these circles.

Kachru's Three Circle Model provides a comprehensive framework for comprehending the dynamic role of English in the contemporary world. It underscores the evolving nature of the language, influenced by diverse sociolinguistic contexts, and emphasizes the necessity to acknowledge and accommodate linguistic diversity in our interconnected global society.

Figure 4. Kachru's Three Circle Model



## 2.5 Schneider's Dynamic Model

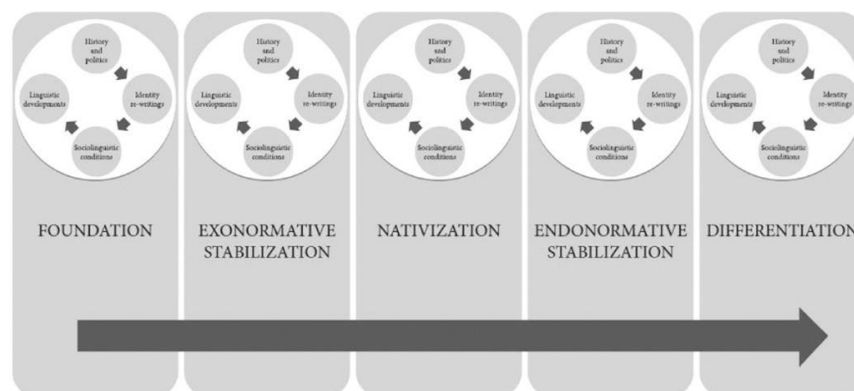
Schneider's dynamic model, a seminal framework in the study of World Englishes, has gained prominence for its insightful depiction of the development of emerging English varieties in post-colonial settings. One critical stage outlined by Schneider is named 'Endonormative Stabilization,' signifying the gradual embrace and validation of a local linguistic norm. This progression is underpinned by a growing linguistic confidence deeply rooted in the local context (Schneider, 2003, 2007).

During the prior phase, termed 'Nativization,' there was a noticeable adjustment in the settlers' sense of identity. However, it is in phase four that the nation's identity, distinct from the colonial 'motherland,' truly begins to solidify. Schneider (2003) argues that a specific event, denoted as 'Event X,' often acts as a catalyst for the transition from phase three to phase four. 'Event X' typically represents an incident that starkly demonstrates to the settlers the inverse relationship between the previously high esteem they held for the mother country and the considerably diminished importance attributed to the former colony by the homeland. This transformation realigns the concept of 'other,' now associated with the motherland, and redefines 'self' to encompass the settlement location. Consequently, there is a profound restructuring of identity, accompanied by a newfound appreciation for the recently evolved language variety (Schneider, 2003).

This phase assumes critical importance in comprehending the establishment of linguistic norms and the shift in identity perceptions within post-colonial linguistic contexts. Schneider's dynamic model offers valuable insights into how local identities and linguistic norms evolve in the wake of colonial legacies, providing a comprehensive framework for understanding the complex interplay between language and identity in World Englishes.



Figure 5. Schneider's Dynamic Model



## 2.6 Crystal's Dialectical Model

Crystal (1995) offers a critical perspective on Kachru's (1985) model, contending that it oversimplifies the complexities of global English use. He challenges the neat categorization of the Inner Circle as norm-producing, the Outer Circle as norm-developing, and the Expanding Circle as norm-dependent. Crystal questions whether the Outer Circle strictly adheres to Inner Circle norms or if it establishes its own standards. He also raises the possibility of norm development within Expanding Circle nations. Furthermore, Crystal highlights the difficulty in differentiating between first language (L1) and L2, especially in regions experiencing notable language shifts and diverse language attitudes. Crystal also notes instances where a child's L1 could be English as a Second or Foreign Language (Crystal, 1999).

In contrast to Kachru's view of a lacking global standard variety of English, Crystal (1997) presents a more integrated perspective of international English use, challenging the distinct circle categorization. He introduces the concept of "Englishes," perceiving them as intranational dialects on a global scale, intertwined with national identities. Crystal envisions a future where speakers predominantly use these new Englishes, potentially influencing a universal spoken English standard. He anticipates shifts in linguistic features, such as rhythm patterns, with these dialects potentially impacting a standardized worldwide spoken English. While challenging the rigid boundaries of the concentric circles, Crystal's model remains predominantly focused on the Inner Circle, even as it acknowledges and legitimizes the emergence of new English variations (Crystal, 1999). He reiterates McArthur's (1998) observation that 'worldwide communication centers on Standard English, which, however, radiates out into many kinds of English and many other languages, producing clarity here, confusion there, and novelties and nonsenses everywhere. The result can be - often is - chaotic, but despite the blurred edges, this latter-day Babel manages to work' (p. 14).

## 2.7 Modiano's Modified Concentric Circles

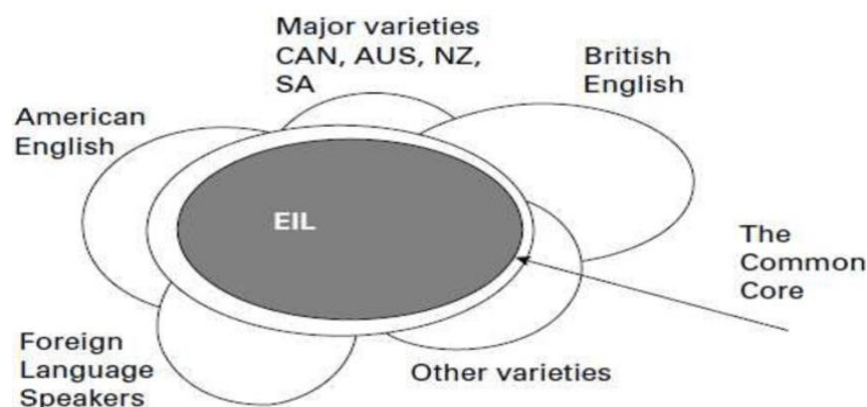
Modiano (1999a, 1999b) devised a model considering the prominent role of English as a lingua franca and structured his classification accordingly, as depicted in the figure given below. At the core of this classification is a central circle denoted as 'Proficient in International English', comprising individuals who possess a high level of proficiency in English. They demonstrate mutual comprehensibility and lack strong regional accents, enabling effective cross-cultural communication with other ELF speakers. Extending beyond this central circle is another, termed 'native and foreign

language proficiency', encompassing individuals proficient in English within their specific variety of the language. However, their proficiency is limited to communication within their variety and does not extend to effective communication with speakers of different English varieties.

A third circle encompasses 'learners of English', representing individuals in the process of learning English as a foreign language. While progressing towards proficiency, they have not yet achieved complete mastery. Beyond these central circles is a group termed 'people who do not speak English', encapsulating individuals lacking proficiency in the English language.

Metaphorically, Modiano's model (Modiano, 1999a) envisions a concentric arrangement, positioning individuals with the highest proficiency in English at the center, enabling effective communication with a broader audience. Those with limited mutual intelligibility and communicative reach are situated in the outer circles, reflecting varying degrees of ability to comprehend and be understood by other English speakers. The outermost circle represents individuals not proficient in English, implying their exclusion from English-mediated communication networks.

Figure 6. Modiano's Modified Concentric Circles



## 2.8 Yano's Cylindrical Model

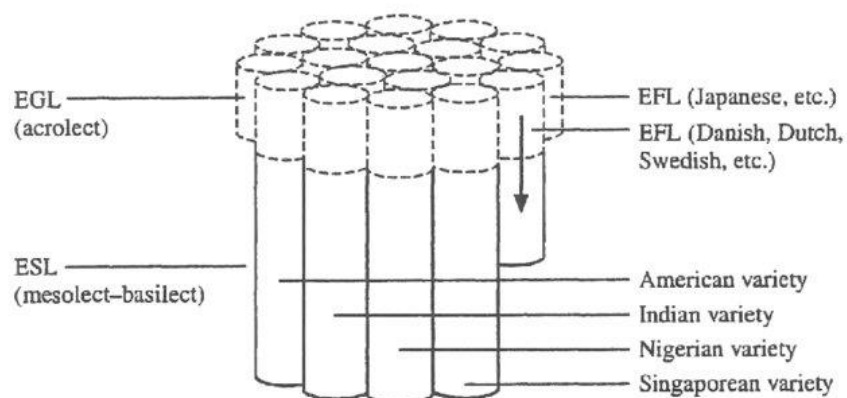
The critique directed at the wheel models by McArthur (1987) primarily centered on their static two-dimensional nature. These models required a hypothetical 'world standard English' at the center, which, however, lacked a clear definition. This raised a significant concern: to maintain flexibility in these models, subjective assessments of intelligibility were necessary, leading to potential inconsistency and uncertainty (Haswell, 2013).

In response to this limitation, Yano's 2001 model introduced a crucial third dimension, incorporating depth as a contextual value for each variety of English. He proposed a cylinder model (depicted in the figure below), where the top of each cylinder represented the point at which the variety was mutually intelligible to all other users of English, regardless of the context. The upper surfaces of these cylinders were then consolidated into a unified face, symbolizing mutual comprehensibility. Yano's utilization of the term 'acrolect,' borrowed from Kachru's terminology, denoted the mutually comprehensible upper face of the cylinders. This acrolect portion of the model could be seen as analogous to the hypothetical hub in wheel models such as McArthur's (1987). By introducing a third

dimension, this model expanded the scope for comprehending and depicting the intricate dynamics of English varieties.

Considering the potential for multi-dimensional modeling, a fusion of regionally structured models like McArthur's wheel (McArthur, 1987) with the third dimension representing varietal comprehensibility, as demonstrated by Yano's cylindrical representation (Yano, 2001), provides a more comprehensive approach to modeling English. This integrated model, as explored later in this article, yields a nuanced understanding of the complexity of English and its manifold manifestations in diverse linguistic contexts.

Figure 7. Yano's Cylindrical Model



## 2.9 Haswell's Global Model of English

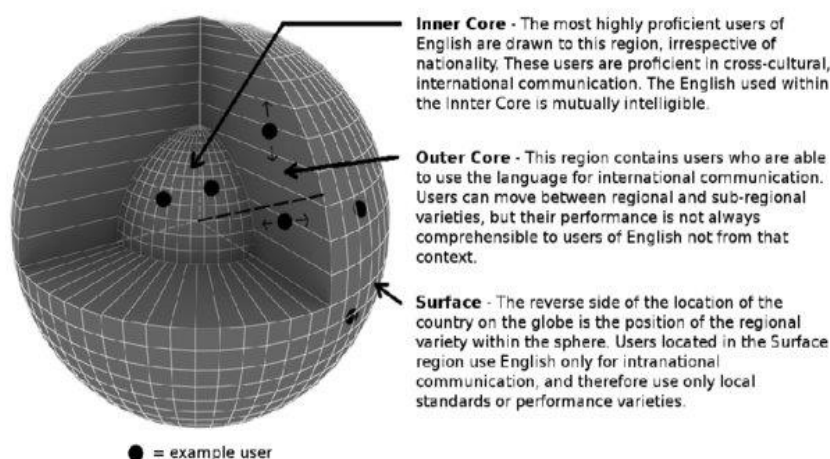
The Global Model of English (Haswell, 2013) introduces a comprehensive framework that allows for the simultaneous consideration of geographical location, the specific variety of English used, and the proficiency level of individual users. Represented as a spherical construct, the model consists of three layers: the Inner Core, the Outer Core, and the Surface. The Inner Core includes highly proficient English users who can adapt their language use for maximum intelligibility to a diverse audience, encompassing proficient users of English as a native language (ENL), English as a second language (ESL), and English as a foreign language (EFL). Users are positioned within the model based on their ability to engage in international communication, creating a continuum of proficiency where higher levels place individuals closer to the center.

The surface of the sphere is mapped with countries and regions, providing a geographical dimension to the model. It acknowledges regionally rooted English varieties, but users can transcend these based on their ability to communicate beyond their local linguistic traits. The Outer Core represents semi-permeable sections denoting regional and sub-regional varieties of English. Users transition through these sections as they progress from regionally bound to highly proficient international users. The sections are interconnected, allowing for cross-varietal borrowing and seamless movement between varieties based on location and experience, enabling fluid intersections between these linguistic variations.

The Global Model (Haswell, 2013) operates in four dimensions, accounting for shifts in varietal use over time and real-time transitions between varieties during interactions. It incorporates patterns of

pronunciation and spoken grammars, acknowledging that users may achieve mutual comprehensibility with speakers from similar linguistic backgrounds. The model evaluates users based on the comprehensibility of their performance to other English speakers, irrespective of standard or local varieties. Users can position themselves within the model based on their proficiency and the necessity or capacity to remain within a geographically rooted variety. It is a dynamic, four-dimensional model that enables real-time tracking of user transitions across regional varieties, attracting the most proficient users to the Inner Core.

Figure 8. Haswell's Global Model of English



## 2.10 Buschfeld and Kautzsch's EIF Model

Buschfeld and Kautzsch (2017) emphasized the need for a more precise model and introduced the EIF model. The EIF model retains the five phases of the Dynamic Model (Schneider, 2003) for both Primary Contact Language (PCE) and non-PCE contexts. However, it raises certain questions about the fourth and fifth phases in the non-PCE column, indicating uncertainty. Some terminology changes have been made, such as Phase 2 being named "Stabilization" instead of "Exonormative Stabilization" for the non-PCE context. The model depicts these phases moving along a vertical timeline, commencing with the Foundation Phase.

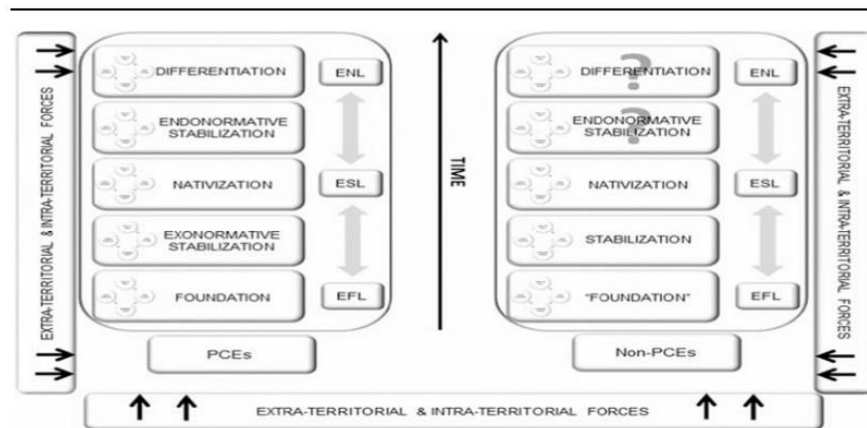
Additionally, the EIF model introduces boxes to the right of the Foundation, Nativization, and Differentiation Phases, labeled as "EFL," "ESL," and "ENL." However, ENL is likely not relevant for non-PCE contexts, as indicated by the question mark on phase 5. Unlike the timeline, these designations are shown with arrows in both directions, suggesting the possibility of a context going back to an earlier phase.

The EIF model also introduces Extra- and Intra-territorial Forces from both sides and at the bottom of the figure below, although it does not explicitly address the four parameters found in the Dynamic Model.

In addition to the global movement, the EIF model illustrates potential forces, both external and internal, as shown in Figure 2. Concerning the specific details of these critical forces, which significantly enhance the Dynamic Model, two forces have the same title in both external and

internal columns, such as "Sociodemographic background" and "Foreign policies." The other three forces have slight modifications in the internal and external categories, such as "Attitudes towards the colonizing power" instead of just "Colonization," "Language attitudes" added to "Language policies," and "Acceptance of globalization" instead of "Globalization." The figure also indicates that Colonization is not categorized as an external or internal force in non-PCE contexts, as shown by the "x" (Buschfeld & Kautzsch, 2017; D'Angelo & Ike, 2020).

Figure 9. The EIF Model



### 3. Conclusion

The discourse surrounding models of World Englishes has evolved dynamically, aiming to comprehend the intricate complexities of English as a global language. Diverse scholars have put forth insightful models, each presenting unique perspectives on the proliferation and diversification of English worldwide. Kachru's Three Circles model (Kachru, 1985) is a notable example, delineating the differing roles and statuses of English across various regions. It categorizes English into the Inner, Outer, and Expanding Circles, highlighting how historical, social, and cultural factors influence its usage and evolution. The model acknowledges the emergence of new forms of English in post-colonial contexts, emphasizing the diversity and complexity inherent in the use of the language.

McArthur (1987) and Görlach (1990) also significantly contributed to this discourse by introducing wheel models, illustrating different varieties of English and their interrelationships. McArthur's concentric wheel emphasizes intelligibility as a crucial factor, while Görlach (1990) further categorizes varieties into distinct rings based on mutual comprehension. Yano's Cylindrical Model (Yano, 2001) adds depth and contextualization, enriching the understanding of varieties. Schneider's dynamic model (Schneider, 2003) introduces a temporal dimension, portraying the evolution of Englishes in post-colonial contexts and the establishment of indigenous linguistic norms.

Considering these models collectively, it becomes evident that the complex nature of World Englishes requires a multidimensional approach (Bruthiaux, 2003). Singular models cannot encapsulate the intricacies of English's global spread (Haswell, 2013). A comprehensive understanding emerges from integrating elements of these models to represent the fluidity, adaptability, and diversity of English across varied contexts.

The Global Model of English (Haswell, 2013) helps us understand how people use English in different parts of the world. It looks at where they are, how good they are at using English, and which type of English they use. The model also focuses on making sure people can understand each other when they speak English, no matter which kind of English they use. This is crucial in a world where English is used to communicate across different languages and cultures.

The EIF model (Buschfeld & Kautzsch, 2017) offers a more scientific approach to studying the changes in the English language in different contexts. The model introduces new concepts about forces that affect language, and these should be studied more deeply to understand their impact. Also, recognizing that some parts of the model might not fit all situations shows the need to be flexible in studying language diversity.

To conclude, the discourse on models of World Englishes underscores the necessity for a flexible and open-minded approach to conceptualizing the dynamic nature of the English language. The interplay of historical, socio-political, and cultural forces continually shapes the linguistic landscape, and any encompassing model should reflect this ever-evolving reality. As English continues to expand and transform, future models should adopt a holistic, inclusive, and adaptable approach to capture the intricate tapestry of World Englishes.

#### **4. Implications**

The discourse on World Englishes models holds significant implications for language education pedagogy. A comprehensive understanding of the various forms and dynamics of English across different global contexts is essential for effective language teaching and learning. One crucial implication is the necessity to recognize and appreciate linguistic diversity within the English language. Educators should expose learners to a wide array of accents, dialects, and usage patterns, promoting an understanding of cultural nuances and contextually appropriate language use.

Pedagogical approaches should prioritize the acquisition of English within authentic, real-life situations, aligning with learners' future needs and objectives. It is important to teach language variation, elucidating how English differs in vocabulary, pronunciation, and grammar across diverse regions and social groups. Encouraging non-native English speakers to embrace their specific form of English, while offering guidance on achieving clarity and effective communication, enhances learners' self-assurance and motivation.

Moreover, the integration of intercultural communication skills into language instruction is vital for enabling effective interactions with speakers employing diverse English varieties. Utilizing technology and media resources that expose learners to an array of English accents and dialects aids in enhancing listening and comprehension skills. Fostering critical analysis of linguistic, cultural, and social factors that impact language use cultivates analytical thinking and a deeper comprehension of World Englishes.

Implementing adaptable assessment practices that consider learners' diverse linguistic backgrounds and contexts is crucial. Assessments should evaluate proficient communication rather than adhering strictly to a specific form of English. Lastly, advocating for a commitment to lifelong learning and staying updated on the evolving nature of English and its varieties ensures adaptability and effective communication in a globalized world. Integration of these implications promotes a more inclusive

and efficient approach to the teaching and learning of English, duly considering the richness and diversity inherent in World Englishes.

**Funding:** This study was not funded in any shape or form by any party.

**Conflict of Interest:** The author declares that he has no conflict of interest.

**Bio-note:**

**Hafiz Ahmad Bilal** is a distinguished academic holding the position of Professor of English in the Higher Education Department located in Punjab, Pakistan. With a wealth of experience and expertise in the field of English language and literature, he has contributed significantly to both academia and the broader educational landscape.

**Ayesha Shahid** is a senior lecturer at the Social Sciences University of Ankara and a PhD scholar in ELT at Cyprus International University, Turkish Republic of Northern Cyprus. She has served as Program Incharge and Senior Lecturer at Superior University Sargodha, Pakistan. She is a British Council-certified IELTS instructor. She is an OPEN alumna of the University of Maryland, Baltimore County, USA. She completed TESOL Methodology in 2021, funded by the Government of the United States of America. Being a language enthusiast, Ayesha Shahid has been actively engaged with the World English Institute, USA, from 2018 to 2020. She received her MPhil degree in English literature from Government College University, Lahore, Pakistan. She has multiple research publications in ELT, ESL, TEFL, linguistics, and literature and has presented her research at several international conferences of RELO organised by the US Embassy in Islamabad, Pakistan.

**Zahra Iqbal** is a visiting lecturer at the Social Sciences University of Ankara and a Masters Scholar in English Language & Literature at Cyprus International University, Turkish Republic of Northern Cyprus. She has a few research publications in ELT. She has presented her research at the international conference in Acapulco, Girne, Turkish Republic of Northern Cyprus. She received her bachelor's degree from the University of Sargodha, Pakistan. Her main areas of interest are ELT, language, and literature.

**Dr. Ijaz Asghar** is a highly regarded academic figure, holding the position of Professor and Chairperson in the Department of English at the University of Sargodha, Punjab, Pakistan. Her extensive experience and leadership in the field of English language and literature have made a lasting impact on academia.

**References**

- Bhatt, R. M. (2007). On the native/non-native distinction. In R. Singh (Ed.), *The annual review of South Asian languages and linguistics* (pp. 55–71). Mouton de Gruyter.
- Bhatt, R. M. (2008). In other words: Language mixing, identity representations, and third space. *Journal of Sociolinguistics*, 12(2), 1–24.
- Bolton, K. (2002). Chinese Englishes: From Canton jargon to global English. *World Englishes*, 21(2): 181–199.

- Bolton, K. (2006). World Englishes today. In Kachru, B. Kachru, Y. & Nelson, C. (Eds.), *A handbook of world Englishes* (pp. 240-269). Blackwell Publishing Company.
- Bruthiaux, P. (2003). Squaring the circles: Issues in modeling English worldwide. *International Journal of Applied Linguistics*, 13(2), 159–178.
- Buschfeld, S., & Kautzsch, A. (2017). Towards an integrated approach to postcolonial and non-postcolonial Englishes. *World Englishes*, 36.1. 104–126.
- Crystal, D. (1995). *The Cambridge encyclopedia of the English language*. Cambridge University Press.
- Crystal, D. (1997). *English as a global language*. Cambridge University Press.
- Crystal, D. (1999). The future of Englishes. *English Today*, 15, 10-20.
- D'Angelo, J., & Ike, S. (2020). The External-and-Internal-Forces Model applied to the Japan context. *Russian Journal of Linguistics*, 24(3). 612—632.
- Görlach, M. (1990). *Studies in the history of the English language*. Carl Winter.
- Görlach, M. (1998). Varieties of English world-wide: Where we stand. *Links & Letters*, 5, 13-36.
- Graddol, D. (1997). *The future of English?* British Council.
- Haswell, C. G. (2013). A global model of English. *Asia Pacific World*, 4(2). 122-137.
- He, D., & Li, D. C. S. (2009). Language attitudes and linguistic features in the 'China English' debate. *World Englishes*, 28(1). 70–89.
- Kachru, B. B. (1985). Standards, codification and sociolinguistic realism: English language in the outer circle. In R. Quirk and H. Widdowson (Eds.), *English in the world: Teaching and learning the language and literatures* (p. 11-36). Cambridge University Press.
- Kachru, B. B. (1986). *The alchemy of English: The spread, function, and models in non-native English*. Oxford University Press.
- Kachru, B. B. (1994). The new Englishes. In *The Encyclopedia of language and linguistics* (pp. 2787–2791). Pergamon & Aberdeen University Press.
- King, R. D. (2006). The beginnings. In B. B. Kachru, Y. Kachru, & C. L. Nelson (Eds.), *The handbook of world Englishes*, (pp. 18–29). Wiley-Blackwell.
- Kirkpatrick, A. (2007). *World Englishes: Implication for international communication and English language teaching*. Cambridge University Press.
- Kirkpatrick, A., & Xu, Z. (2002). Chinese pragmatic norms and 'China English'. *World Englishes*, 21(2). 269–279.
- McArthur A. (1987). The English languages. *English Today*, 11, 9–13.



- McArthur, T. (1998). *The English languages*. Cambridge University Press.
- Mesthrie, R., & Bhatt, M. (2008). *World Englishes: The study of new linguistic varieties*. Cambridge University Press.
- Modiano, M. (1999a). International English in the global village. *English Today*, 15, 22-28.
- Modiano, M. (1999b). Standard English(es) and educational practices for the world's lingua franca. *English Today*, 15, 3-13.
- Schneider, E. W. (2003). The dynamics of New Englishes: From identity construction to dialect birth. *Language*, 79(2), 233–281.
- Schneider, E. W. (2007). *Postcolonial English: Varieties around the world*. Cambridge University Press.
- Schröder, A., & Zähres, F. (2020). English in Namibia: Multilingualism and ethnic variation in the extra- and intra-territorial forces model. In S. Buschfeld & A. Kautzsch (Eds.), *Modelling World Englishes: A Joint Approach to Postcolonial and Non-Postcolonial Varieties* (pp. 38–62). Edinburgh University Press.
- Stevens, P. (1980). *Teaching English as an international language*. Pergamon Press Ltd.
- Stevens, P. (1977). *New orientations in the teaching of English*. Oxford University Press.
- Thomas, H. (2019). *English comparative correlatives: Diachronic and synchronic variation at the lexicon-syntax interface*. Cambridge University Press.
- Widdowson, H. G. (2003). *Defining issues in English language teaching*. Oxford University Press.
- Yano, Y. (2001). World Englishes in 2000 and beyond. *World Englishes*, 20(2), 119–132.