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### A Qualitative Assessment of Evolving Theories in World Englishes Domain



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**Abstract**

The study critically examines the evolving theoretical frameworks in the domain of World Englishes, highlighting their progression from foundational models to contemporary frameworks addressing critiques and complexities. Early frameworks, such as Kachru's Three Circles Model, provided pivotal insights into the global distribution of English, emphasizing historical and sociopolitical dimensions. Subsequent contributions, including Schneider's Dynamic Model and Jenkins' English as a Lingua Franca (ELF), prioritized fluidity, hybridity, and the role of non-native English varieties in diverse global contexts. This qualitative assessment evaluates these frameworks against rubrics of adaptability, inclusivity, and empirical validity, while addressing significant gaps related to globalization, digitalization, and multilingual practices. By exploring newer models, such as Canagarajah's Translingual Practice Theory and Buschfeld and Kautzsch's EIF Model, the study bridges theoretical advancements with practical applications, including language policy, pedagogy, and intercultural communication. The findings reveal the need for integrative frameworks that incorporate digital transformations, grassroots innovations, and sociopolitical inequalities, ensuring the continued relevance of World Englishes studies in addressing the complexities of English in the 21st century.

*Keywords:* English as lingua franca, theoretical frameworks, multilingualism, globalization, future trends

## **Introduction**

### **Background of Study**

The discipline of World Englishes has witnessed a rapid evolution in theoretical frameworks illustrating global prevalence and diversification of English language across diverse sociocultural and political contexts (Kachru, 1985; Schneider, 2007). With over 1.5 billion speakers globally, English has transcended its colonial roots to become a dynamic and adaptive language, reshaped by its interactions with local languages, cultures, and communicative practices (Crystal, 2003). Theoretical frameworks like Kachru's *Three Circles Model* (1985) have provided foundational insights into categorizing English users based on historical and functional domains.

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However, these early models often relied on rigid categorizations, overlooking the fluid and hybrid nature of English in contemporary multilingual contexts (Jenkins, 2007).

Over time, advancements in theories, such as Schneider's *Dynamic Model of Postcolonial Englishes* (2003) and Canagarajah's *Translingual Practice Theory* (2013), have shifted the focus toward the adaptability, hybridity, and agency of English speakers (Canagarajah, 2013; Schneider, 2007). These frameworks emphasize mutual intelligibility, linguistic innovation, and the influence of globalization (Graddol, 2006). Furthermore, the advent of digital communication and social media has introduced new dynamics, necessitating frameworks that account for hybridized scripts, multimodal communication, and translingual practices (Buschfeld & Kautzsch, 2017).

Despite these advancements, significant gaps remain in addressing grassroots innovations, digital transformations, and the sociopolitical inequalities embedded in the use of English (Phillipson, 1992; Jenkins, 2015). Existing models often struggle to operationalize their concepts in practical contexts such as pedagogy, policy-making, and intercultural communication (Sharifian, 2017). This study builds on the evolving discourse in World Englishes to critically evaluate existing frameworks and propose directions for future research, emphasizing the dynamic interplay between local and global forces shaping English in the modern era. By addressing these gaps, the research aims to refine existing frameworks and contribute to a more comprehensive understanding of English's dynamic evolution in the 21st century.

## **Statement of Problem**

While the field of World Englishes has made significant strides in theoretical and methodological development, gaps remain in addressing how globalization, digitalization, and multilingualism reshape English's evolution. For example, Rothlisberger (2019) critiques Kachru's (1992) static model for its inability to capture the fluid linguistic identities emerging in non-postcolonial regions. Mair (2022) extends these critiques by emphasizing the need for broader models that account for globalization and technological advancements in shaping English use in non-traditional contexts. Furthermore, Beigi (2024) highlights the underrepresentation of pragmatic and semantic dimensions in existing frameworks, calling for greater

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attention to real-world communicative practices.

## **Purpose of Study**

The motive behind this qualitative study lies in a purposeful integration and critical assessment of approaches in the domain of World Englishes with a special emphasis on the expanded versions of established theories as well as the recently emerged models by evaluating them on the rubrics of scope, adaptability, and empirical validity. By doing so, the research seeks to bridge the gap between theoretical developments and their practical application, ultimately contributing to a deeper understanding of English as a dynamic global language that reflects the diversity of its users.

## **Objectives of Study**

In order to direct the research in terms of both academic studies and real-world applications, the study revolves around the objectives such as to

- Evaluate the relevance and adaptability of evolving theories in World Englishes to real-world scenarios where English functions as a lingua franca,
- Examine how expanded versions of existing theories address previous critiques and gaps in the field of World Englishes, particularly in terms of inclusivity and cultural representation,
- Assess the predictive power of current theories in forecasting future trends in the global use and evolution of English,
- Explore the practical implications of these evolving theories for language policy, education, and intercultural communication, especially in multilingual and multicultural contexts.

## **Research Questions**

Based on the research objectives, the study tends to address the following questions:

1. How relevant and adaptable are the evolving theories to real-world scenarios where English functions as a lingua franca?
2. How do expanded versions of existing theories address previous critiques and gaps in the field of World Englishes?
3. How effectively do these theories predict future trends in the use and evolution of English worldwide?
4. What are the practical implications of these evolving theories for language

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policy, education, and intercultural communication in multilingual and multicultural contexts?

## **Delimitations of Study**

This exploratory study follows the following delimitations:

- This study is restricted to evaluating theories specific to the World Englishes domain, with a focus on how these theories address the sociolinguistic diversity and adaptability of English as a global language.
- While the study acknowledges English's global use, it emphasizes theories relevant to non-native English-speaking contexts, particularly in multilingual societies.
- The analysis is limited to critiques, and expanded models published within the last *20 years* to ensure the study reflects current scholarly discussions and emerging perspectives on World Englishes.
- The study includes peer-reviewed academic articles and books exclusively. Non-academic sources such as blogs, opinion sections, or non-peer-reviewed articles have not been referred to for the sake of maintaining the academic rigor of analysis.

## **Significance of Study**

Such a critical review of advancing theories in the paradigm of World Englishes is significant, as the understanding of the dynamic nature of English as a lingua franca requires new perspectives. Thereby, this research addresses the need for a comprehensive understanding of how English functions across diverse sociocultural backgrounds by delving into the relevance, adaptability, and predictive power of these approaches.

The findings of this research provide insights into the concepts within current frameworks that are well supported and the ones which lack theoretical precision regarding inclusivity, cultural representation, and power dynamics to illustrate gaps in evolving frameworks. It is fundamental in the refinement of these theories so that they actually reflect the realities of non-native speakers of English worldwide.

Apart from that, the study also provides some practical implications for language policy, education, and research on intercultural communication. By exploring how these theories can inform language policies and educational practices,

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the research can help educators, policymakers, and language practitioners develop strategies that embrace linguistic diversity and enhance communication in multilingual and multicultural settings. Ultimately, the purpose of this study is to integrate theoretical frameworks with critical conceptions in practice to encourage even more equitable and inclusive uses of English worldwide.

## Literature Review

### Conceptual Background

The study of World Englishes (WEs) emphasizes the global spread and localized adaptations of English, showcasing its sociocultural and linguistic diversity. Key concepts include *nativization*, the integration of English into local systems, creating unique varieties like Indian English with terms such as “prepone” (Kachru, 1992), and *intelligibility*, which prioritizes mutual understanding across linguistic backgrounds over native norms (Jenkins, 2006; Sridhar & Sridhar, 2018). *Hybridization* further illustrates English’s adaptability in multilingual settings, blending with local languages to form varieties like Singlish and Bislish (Buschfeld & Kautzsch, 2017). Similarly, *glocalization* captures English’s ability to meet both global communication needs and regional identities, exemplified by its strategic use in K-Pop (Bolton, 2013). The rise of *digital Englishes* highlights new linguistic forms like “LOL” and hybrid scripts, shaped by technological platforms (Beigi, 2024).

David Crystal's contributions have been instrumental in shaping the conceptual framework of World Englishes. In his seminal works, *English as a Global Language* (1997, 2003) and *The Stories of English* (2004), Crystal examines the historical development, current status, and future prospects of English as an international medium of communication. He explores how English has achieved global prominence, analyzing factors such as colonial expansion, economic influence, and cultural dissemination. Crystal also delves into the sociolinguistic implications of English's spread, highlighting the emergence of diverse localized varieties and the concept of "World Standard English." His insights provide a comprehensive understanding of the dynamic and pluralistic nature of English in a global context, offering a foundational perspective that informs subsequent theoretical models and empirical studies in the field of World Englishes.

The concept of *transmodalities* further complements this understanding by

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emphasizing how communication in World Englishes extends beyond language to include multimodal elements like visuals, gestures, and digital resources. This dynamic interaction of linguistic and non-linguistic elements reflects how users creatively adapt English for hybridized, multimodal communication in globalized and digital contexts (Canagarajah, 2018). The notion of *translingual disposition* highlights the mindset of flexibility and openness among speakers in navigating linguistic diversity, embracing ambiguity, and negotiating meaning across languages and cultural norms (Horner & Lu, 2011). Similarly, the concept of *translingual identity* underscores how multilingual individuals construct and negotiate their identities through the dynamic use of linguistic resources, reflecting a fluid and adaptive sense of self across cultural and linguistic boundaries (Canagarajah, 2013).

These concepts have significant pedagogical implications. Jenkins (2021) advocates for English as a Lingua Franca (ELF) in teaching, emphasizing intelligibility and contextual relevance, while Horibe (2007) calls for *endonormative models* that reflect localized varieties and hybrid practices. Together, nativization, intelligibility, hybridization, glocalization, and digital Englishes provide a framework for analyzing English's evolving global role. This study integrates these insights to explore the intersections of cultural identity, digital communication, and pedagogy, contributing to a deeper understanding of English as both a global and localized language.

## **Theoretical Background**

The study of World Englishes has evolved through various theories and models that address the sociopolitical, historical, cultural, and functional aspects of English's global spread. Foundational works by scholars like Kachru, Schneider, and Jenkins have been expanded and critiqued by newer contributions, including Buschfeld and Sharifian, leading to a richer understanding of English's diversity. These contributions, organized thematically, highlight the development, critiques, and interconnections of major frameworks.

### ***Foundational Frameworks and Evolutionary Models***

Kachru's *Three Circles Model* (1985) remains a cornerstone in World Englishes, categorizing English speakers into the Inner Circle (native speakers), Outer Circle (postcolonial nations), and Expanding Circle (foreign-language contexts). This

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framework validated non-native varieties of English, such as Indian English, which incorporates terms like “prepone” to reflect cultural adaptation. However, the model has been critiqued for its static categorization, overlooking hybrid and fluid varieties. Schneider’s *Dynamic Model of Postcolonial Englishes* (2003, 2007) addresses these limitations by outlining five evolutionary phases from Foundation to Differentiation. Nigerian English demonstrates these phases, with its incorporation of indigenous words like “agbada.” Buschfeld and Kautzsch’s *Extra- and Intra-territorial Forces (EIF) Model* (2017) builds on these frameworks, integrating postcolonial and non-postcolonial varieties by examining global (extra-territorial) and local (intra-territorial) influences. This approach is exemplified in Singapore, where global English interacts with local languages to produce hybrid forms like Singlish.

### ***Cultural and Sociolinguistic Perspectives***

Cultural and sociolinguistic dimensions are explored through Sharifian’s *Cultural Linguistics* (2017), which emphasizes the role of cultural schemas in shaping localized English varieties. For instance, Sri Lankan English reflects collectivist values through the inclusive use of “we” to represent extended family. Phillipson’s *Linguistic Imperialism* (1992) critiques English’s dominance, arguing it perpetuates inequalities by privileging native norms and marginalizing local languages. These frameworks highlight the need for inclusivity and recognition of cultural identities in English studies. Additionally, *Normative* and *Multinormative* Frameworks explore the coexistence of local and global standards, such as the use of British English in formal contexts and local norms for informal communication in Trinidad.

### ***Global and Functional Approaches***

Jennifer Jenkins’ *English as a Lingua Franca* (2000) emphasizes English’s role as a global bridge language, prioritizing mutual intelligibility over native norms. This framework is particularly relevant in multinational organizations and ASEAN contexts, where clarity and functionality take precedence over grammatical accuracy. Schneider’s *Transnational Attraction* (2014) complements ELF by examining English’s global appeal as a symbol of connectivity and opportunity, seen in international advertising and media. Graddol’s *Futurology of English* (2006) predicts the increasing influence of non-native varieties like Indian English in shaping global norms, particularly in technology and media. However, while these models emphasize



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English's adaptability, they often lack attention to the digital and hybridized varieties emerging in globalized communication.

## ***Hybrid and Digital Varieties***

The evolution of English through language contact is central to the *Language Contact* and *Hybrid Englishes* framework. Varieties like Singlish and Bislish (Philippines) demonstrate how English blends with local languages in multilingual settings. Additionally, the *Globalization* and *Glocalization Effects* model examines how English adapts to local contexts while maintaining global utility, as seen in K-Pop's use of English to appeal to international audiences while retaining Korean cultural elements. Digital communication has also transformed English, with frameworks like the Internet and social media use of English addressing its role in online spaces. Abbreviations such as "LOL" and hybrid scripts, such as Romanized Japanese, illustrate English's evolving function in global and local interactions.

## ***Interconnections and Emerging Trends***

The interplay between foundational and contemporary theories demonstrates both continuities and advancements in World Englishes. While Kachru's and Schneider's models provide robust historical frameworks, newer approaches like ELF and the EIF Model expand the scope to include fluid, digital, and hybrid Englishes. Sharifian's *Cultural Linguistics* and Phillipson's *Linguistic Imperialism* enrich these structural models by emphasizing inclusivity and identity, addressing critiques of earlier frameworks that prioritized linguistic features over cultural representation. Emerging trends in digital and globalized communication challenge these frameworks to adapt further, emphasizing the need for dynamic and flexible approaches.

This review highlights the adaptability and relevance of World Englishes theories, reflecting their evolving scope to address critiques and emerging trends. Together, these frameworks provide a comprehensive understanding of English's diversity and its role as a global lingua franca and a marker of local identity.

## **Research Background**

The domain of World Englishes (WEs) has evolved significantly through theoretical and methodological advancements, driven by the global expansion of English and its adaptation to diverse sociolinguistic contexts. Foundational studies, such as Kachru's *Three Circles Model* (1992), categorized English users into the Inner Circle (native

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speakers), Outer Circle (postcolonial nations), and Expanding Circle (foreign-language contexts). This framework emphasized processes like nativization and the development of localized varieties, such as Indian English, reflecting cultural and linguistic hybridity. However, it has been critiqued for its static nature, particularly in accounting for the dynamic interactions within digital and globalized contexts (Schneider, 2014). Bolton (2006, 2013) extended this discussion by exploring the pluricentricity of English and the emergence of localized varieties, particularly how cultural adaptations challenge traditional norms. These foundational models laid the groundwork but revealed limitations in addressing contemporary linguistic realities.

Recent refinements and new models address these gaps, emphasizing the dynamic and fluid nature of English in both postcolonial and non-postcolonial settings. Schneider's *Dynamic Model of Postcolonial Englishes* (2014) effectively explains the evolution of English in colonial settings through phases such as Foundation and Differentiation. However, it struggles to address non-colonial contexts like China or Korea, leading Schneider to propose *Transnational Attraction*, which highlights English's global utility beyond colonial boundaries. Buschfeld and Kautzsch's *Extra- and Intra-territorial Forces (EIF) Model* (2017) expands this perspective by integrating global (extra-territorial) and local (intra-territorial) influences, providing a more inclusive framework for understanding English varieties in diverse sociolinguistic ecologies. These newer models underscore the intersection of identity, multilingualism, and globalization, bridging gaps left by earlier theories.

### ***Cultural and Sociolinguistic Dimensions***

The interplay between English and cultural identity has also been a key focus in WEs research. Sharifian's *Cultural Linguistics* (2017) emphasizes the role of cultural schemas in shaping localized English varieties, such as the collectivist values reflected in Sri Lankan English's use of "we" to denote extended family. Similarly, Phillipson's critique of *Linguistic Imperialism* (1992) highlights how English perpetuates global inequalities by privileging native norms, underscoring the need for inclusive frameworks that validate localized varieties. Normative models, such as *Normative and Multinormative Frameworks*, further explore the coexistence of global and local standards, as seen in Trinidad, where British norms coexist with local linguistic practices (Bolton, 2013).

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These cultural perspectives intersect with pedagogical challenges in World Englishes. Jenkins' (2006) work on *English as a Lingua Franca (ELF)* advocates for mutual intelligibility over native-speaker norms, particularly in global business and educational settings. However, as Bilal et al. (2023) and Kanwal (2024) argue, integrating WEs and ELF insights into teaching practices remains limited. Horibe (2007) critiques the persistent reliance on native-speaker norms in ELT curricula, calling for endonormative approaches that reflect localized varieties in language teaching.

## ***Methodological and Digital Perspectives***

Methodological critiques have highlighted gaps in capturing emerging linguistic trends, particularly in multilingual and digital contexts. Coetzee-Van Rooy (2006) critiques traditional SLA models, such as Gardner's socio-educational framework, for overemphasizing integrative motivation in multilingual learners. Instead, her findings reveal that learners often acquire English for pragmatic purposes while maintaining strong in-group identities. Costa (2019) identifies methodological gaps in WEs research, emphasizing the need for multimodal approaches to address digital Englishes and informal multilingual discourse. Similarly, Hundt (2019) critiques existing models for their limited historical scope and lack of diachronic data, calling for interdisciplinary methods that integrate sociolinguistic and corpus-based approaches.

Digital communication has emerged as a key area of inquiry, revealing new challenges for traditional models. Sridhar and Sridhar (2018) extend intelligibility frameworks to multilingual contexts, highlighting the dynamic interplay of English and regional languages in code-mixing practices. These insights align with Bolton's (2013) application of the concept of glocalization to digital platforms, where English adapts to local and global needs simultaneously. However, as Beigi (2024) notes, the pragmatic and semantic dimensions of digital Englishes remain underexplored, reflecting biases toward syntax and phonology.

## **Gaps in Literature and Rationale for this Study**

Theories in World Englishes (WEs) often overlook the dynamic impact of digitalization, multilingualism, and hybrid practices on English's evolution. Foundational models like Kachru's *Three Circles* (1992) and Schneider's *Dynamic*

*Model* (2003, 2007) struggle to capture non-colonial and digital contexts (Schneider, 2014; Rothlisberger, 2019). While newer frameworks like Buschfeld and Kautzsch's *EIF Model* (2017) expand the scope, they insufficiently integrate digital trends. Furthermore, WEs and ELF theories remain underutilized in pedagogy, with ELT rarely embracing localized norms (Jenkins, 2021; Horibe, 2007). Methodological gaps, such as limited use of multimodal analyses, hinder insights into pragmatic and hybrid English use (Costa, 2019; Hundt, 2019).

This study eventually bridges these gaps by refining frameworks to include globalization, digitalization, and multilingualism. It explores digital communication, hybrid practices, and pragmatic dimensions while proposing ELT strategies that reflect localized norms. Through qualitative case studies and multimodal analyses, this research offers a comprehensive framework for understanding English's evolving global role.

### **Analytical Discussion**

The evolution of theoretical frameworks in World Englishes reflects a dynamic progression from initial conceptualizations to models addressing emerging critiques and complexities (Bilal, 2023). Here, the theories are organized not strictly in chronological order but in a comprehensive manner, distinguishing between novel contributions (e.g., sections 1, 2, 3, ...) and those developed in response to critiques of earlier theories (e.g., sections 2.1, 2.2, 2.3, ...).

#### **1. Peter Strevens' Framework: A Pioneering but Preliminary Contribution to World**

Peter Strevens' *World Map of English* (1980) provided a pioneering framework for understanding the global spread and diversification of English. His work mapped the evolution of English into two primary streams—British and American—emphasizing the historical and geographical roots of the language's global dominance (Strevens, 1980). This framework was highly relevant for exploring the historical trajectories of English and its role in postcolonial societies. However, its adaptability to modern scenarios, where English functions as a global lingua franca, was limited. Strevens' focus on standardized varieties failed to account for the increasing use of English in Expanding Circle contexts, where it serves primarily as a tool for communication between non-native speakers. Furthermore, the framework largely overlooked the

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informal and hybridized adaptations of English in multilingual societies (Kachru, 1992; Canagarajah, 2013).

The model provided greater acknowledgment of localized varieties, such as Indian and Nigerian English, and introduced a more nuanced tree-like structure to depict English's diversification (Stevens, 1980). This visual refinement moved beyond the oversimplified linear representation of the original framework. Additionally, the updated model began to incorporate sociolinguistic perspectives, recognizing the influence of social and cultural factors on English varieties (Crystal, 2003). However, significant gaps remained. The framework still failed to adequately represent hybrid forms like Hinglish or Singlish, continued to marginalize non-native varieties by emphasizing native norms, and did not engage with multilingual dynamics such as code-switching and the interaction of English with other languages (Kirkpatrick, 2007). Later models, such as Kachru's *Three Circles Model* (1985) and Schneider's *Dynamic Model* (2007), addressed these shortcomings by integrating sociolinguistic, functional, and dynamic perspectives (Kachru, 1985; Schneider, 2007).

In terms of predictive power, Stevens accurately identified the continued global spread of English and the growth of regional varieties (Stevens, 1980). However, his framework did not anticipate key developments such as the transformative impact of digital communication and globalization, the role of Expanding Circle countries like China and Japan in shaping the language, and the rise of globalized slang and non-standard varieties (Graddol, 1997). The static nature of the framework limited its ability to model the ongoing and future evolution of English as a dynamic and flexible global language.

Stevens' framework also had significant practical implications at the time of its proposal. In terms of *language policy*, it reinforced the dominance of British and American norms, influencing educational systems in former colonies to prioritize these varieties (Phillipson, 1992). However, it provided little guidance for legitimizing localized Englishes within policy frameworks. In *education*, it justified the global adoption of English as a core subject, particularly in regions seeking socioeconomic development. Unfortunately, its emphasis on native norms led to teaching practices that often alienated students from their own localized linguistic realities (Canagarajah,

1999). For *intercultural communication*, Strevens highlighted English's role as a bridge between cultures, but the framework lacked tools to address the complexities of multilingual and multicultural interactions, where English operates as a flexible lingua franca (Jenkins, 2000).

Peter Strevens' *World Map of English* was a landmark contribution to understanding the global spread of English. It offered valuable historical insights and laid the foundation for later models that addressed its limitations, such as Kachru's and Schneider's frameworks. While Strevens' framework remains a significant milestone in the study of English's global role, its limitations in capturing the dynamics of non-standard, hybrid, and lingua franca contexts underscore the need for more inclusive and adaptive models to understand the evolving nature of English as a world language.

## **2. Kachru's Three Circles Model: A Foundational Framework in World Englishes**

Braj Kachru's *Three Circles Model* (1985) is a foundational framework in the study of World Englishes, categorizing English users into the *Inner Circle*, *Outer Circle*, and *Expanding Circle* based on their historical, sociopolitical, and functional relationships with the language (Kachru, 1985). The model was groundbreaking in its recognition of non-native varieties, such as Indian and Nigerian English, legitimizing these forms of English in academic discourse. It highlighted the diversity of Englishes and their roles in postcolonial contexts, providing an essential foundation for understanding the global spread of English. However, while Kachru's model remains highly relevant for analyzing the historical dynamics of English, its adaptability to modern scenarios where English functions as a *lingua franca* is limited (Jenkins, 2000). The rigid boundaries between circles and reliance on native norms for the Expanding Circle fail to reflect the dynamic and fluid nature of English usage, particularly in multilingual and globalized contexts (Graddol, 1997).

Critiques of Kachru's model focus on several limitations. The static categorization of countries into fixed circles does not account for evolving linguistic roles, such as Expanding Circle countries increasingly using English for intra-national purposes (Schneider, 2007). Moreover, the model implicitly positions Inner Circle varieties as the primary sources of linguistic norms, undervaluing the independence

and creativity of Outer Circle varieties. It also overlooks hybrid forms of English, such as Hinglish or Singlish, and the phenomenon of code-switching in multilingual societies (Canagarajah, 2013). Additionally, Kachru's emphasis on colonial histories does not adequately address modern factors, such as globalization, international business, and technology, which significantly influence English adoption (Graddol, 2006). While the model effectively explains the historical spread of English, it struggles to predict future trends, such as the role of digital communication and the influence of Expanding Circle countries like China and Brazil in shaping global linguistic norms. Despite these limitations, Kachru's model has influenced language policy and education, promoting the recognition of localized varieties in the Outer Circle but often reinforcing Inner Circle dominance in the Expanding Circle (Phillipson, 1992).

### **2.1 Modiano's Centripetal Circles Model: A Dynamic Reinterpretation of World Englishes**

Modiano's *Centripetal Circles Model* (1999) builds on Kachru's work to address its critiques and better reflect the realities of English as a global lingua franca (Modiano, 1999). Unlike Kachru's historical and sociopolitical categorization, Modiano's model organizes English users based on *proficiency* and *mutual intelligibility*, making it more relevant to contemporary linguistic realities. Proficient English users, whether native or non-native, are placed at the core of the model, with less proficient speakers forming the outer and peripheral layers. This approach shifts the focus from native-speaker norms to functional communication, aligning with how English is used for international interaction in business, education, and diplomacy (Jenkins, 2015). Modiano's model also features *fluid boundaries*, allowing speakers to transition between circles as their proficiency evolves, thus better reflecting the dynamic nature of language use.

Modiano's model addresses several critiques of Kachru's framework. By prioritizing mutual intelligibility and proficiency, it challenges the dominance of native norms and legitimizes non-native varieties as equal contributors to global English (Modiano, 1999). It replaces Kachru's fixed boundaries with a more dynamic representation of English use and shifts the focus from colonial legacies to modern realities, such as globalization and international collaboration (Graddol, 2006).

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However, while Modiano's model improves on many aspects of Kachru's work, it has its own limitations. It lacks clear criteria for defining proficiency and mutual intelligibility, making it difficult to operationalize in empirical research. It also underrepresents the sociocultural and identity-related factors influencing English use, focusing primarily on functional communication (Canagarajah, 2013). Furthermore, like Kachru's model, it overlooks the impact of digital communication and hybrid Englishes, such as Hinglish or Spanglish, which are increasingly significant in multilingual contexts (Jenkins, 2015).

In terms of predictive power, Modiano's model is more effective than Kachru's in anticipating the rise of English as a lingua franca and the growing influence of non-native speakers in shaping linguistic norms. Its emphasis on mutual intelligibility and functional communication aligns with global trends, particularly in international business and diplomacy (Jenkins, 2000). However, it still falls short in addressing the transformative role of technology, social media, and internet-based communication in the evolution of English. Modiano's model also has significant implications for language policy, education, and intercultural communication. It supports policies that prioritize proficiency and *communicative competence* over adherence to native norms, fostering linguistic equality in multilingual societies. In education, the model encourages an inclusive approach, focusing on teaching global communication skills rather than native-like fluency, which is particularly valuable in multilingual classrooms. For intercultural communication, Modiano's emphasis on mutual intelligibility enhances adaptability and flexibility, making it a practical framework for global interactions.

Kachru's Three Circles Model and Modiano's Centripetal Circles Model both offer valuable insights into the global spread and diversity of English. Kachru's model provides a historical and sociopolitical foundation, while Modiano's model expands on this framework to address critiques and align with contemporary realities. Modiano's focus on proficiency, mutual intelligibility, and dynamic boundaries makes it more relevant to modern contexts where English functions as a lingua franca. Despite their limitations, both models remain essential tools for understanding the past, present, and future of English as a global language.



## **2.2 Yano's Cylindrical Model: Redefining the Dynamics of English in a Globalized World**

Yano's *Cylindrical Model* (2001) represents an evolutionary modification of Kachru's *Three Circles Model* (1985), addressing its critiques while offering a more dynamic and inclusive framework for understanding the global spread of English. The cylindrical structure introduced by Yano incorporates *fluid boundaries*, *proficiency levels*, and *global interconnectivity*, reflecting the evolving role of English in a multilingual and globalized world (Yano, 2001). By moving away from static and hierarchical representations, Yano's model emphasizes the interdependence of English varieties, offering a framework that is more reflective of real-world usage.

The model is highly relevant to scenarios where English functions as a *lingua franca* (ELF), such as in global business, education, and international diplomacy. It prioritizes mutual intelligibility and proficiency over native-speaker norms, recognizing the increasing influence of Outer and Expanding Circle speakers in shaping global English usage (Yano, 2001). This shift aligns with the reality that non-native speakers now outnumber native speakers (Kachru, 1985). However, Yano's framework does not fully account for *situational dynamics* in ELF interactions or the transformative role of *digital platforms*, where norms evolve rapidly through social media, internet slang, and user-generated content.

Yano's model effectively addresses key critiques of Kachru's framework. It replaces static boundaries with *fluid layers*, capturing the dynamic relationships between English varieties. It also de-emphasizes the *hierarchical dominance* of the Inner Circle, acknowledging the contributions of non-native speakers to global English norms (Yano, 2001). Additionally, the model incorporates the impact of *globalization*, reflecting the interconnected and hybridized nature of English in a way Kachru's geographically defined model did not. Despite these advancements, Yano's model leaves certain gaps, particularly in addressing *sociopolitical dynamics*, *linguistic inequality*, and the *identity-driven aspects* of English usage.

Yano's framework is more effective than Kachru's in predicting future trends in the use and evolution of English. It anticipates the *rise of hybrid varieties* like Hinglish and Singlish, the shift from *native-speaker norms* to localized standards, and the increasing influence of Expanding Circle speakers (Yano, 2001; Kachru, 1985).

However, the model underestimates the impact of digital transformation, particularly in how digital communication fosters grassroots linguistic innovations and rapidly reshapes English norms. While the model captures the fluidity of English in a globalized world, it does not fully explore the role of emerging technologies in accelerating these changes.

The practical implications of Yano's model for language policy, education, and intercultural communication are significant. It advocates for *inclusive language policies* that validate non-native norms and promote linguistic diversity (Yano, 2001). In education, Yano's emphasis on *proficiency* and *functionality* aligns with modern approaches to English teaching, particularly in multilingual contexts where communicative competence is prioritized over native-like fluency. For intercultural communication, the model's focus on *mutual intelligibility* and *cultural adaptability* highlights the importance of inclusive and effective communication strategies. However, the abstract nature of the model limits its direct application in designing specific curricula, policies, or intercultural communication strategies.

Yano's Cylindrical Model is a dynamic and forward-looking framework that builds on Kachru's foundation while addressing its limitations. By introducing a more adaptable and inclusive perspective, Yano's model captures the complex and interconnected realities of English in the 21st century (Yano, 2001; Kachru, 1985). While it successfully predicts key trends such as the de-centering of native norms and the rise of hybrid varieties, it leaves gaps in addressing *digital transformation*, *sociopolitical dynamics*, and *regional resistance*. Nonetheless, the model remains a vital contribution to the study of World Englishes, offering valuable insights into the global evolution of English.

### **2.3 Reconceptualizing Global English: Analyzing Chee's Conical Model in World Englishes**

Chee Sau Pung's *Conical Model of English (CME)*, introduced in 2009, provides a dynamic framework for understanding the global use of English by reflecting its fluid and evolving nature (Chee, 2009). The three-dimensional conical structure of the CME captures varying degrees of English proficiency and usage, making it adaptable to real-world scenarios where English serves as a lingua franca. This design acknowledges the flexible role of English in diverse linguistic and cultural settings,

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such as international business and education. However, the model's complexity poses challenges for practical application, which may limit its effectiveness as an analytical tool in certain contexts (Chee, 2009; Kachru, 1985).

Chee's model responds to critiques of earlier frameworks, including Kachru's Three Circles Model, Modiano's Centripetal Circles Model, and Yano's Cylindrical Model, by addressing the rigidity of static categorizations and recognizing the interplay between unifying and diversifying forces in English-speaking communities (Chee, 2009; Modiano, 1999; Yano, 2001). By offering a flexible and multidimensional representation, the CME improves upon the limited adaptability of previous models while retaining some hierarchical implications by positioning English varieties along a proficiency continuum, which could inadvertently perpetuate notions of linguistic superiority (Chee, 2009).

The CME effectively anticipates trends in the global evolution of English by emphasizing its dynamic and inclusive nature. Highlighting the adaptability of English to accommodate emerging varieties, the model serves as a forward-looking framework for understanding English's global role (Chee, 2009). However, its focus on proficiency levels may overlook critical factors such as technological advancements, cultural exchanges, and the role of English in multilingual interactions. These aspects, which are equally influential in shaping the language's development, require integration into future iterations of the model (Schneider, 2007; Mair, 2013). In terms of practical implications, the CME has significant applications for language policy, education, and intercultural communication. It advocates for curricula that incorporate diverse English varieties, promoting linguistic inclusivity and cultural sensitivity, aligning well with the realities of global communication, particularly in multilingual and multicultural contexts (Chee, 2009; Buschfeld & Kautzsch, 2017). The CME also emphasizes the importance of mutual understanding and adaptability in intercultural communication, fostering effective and respectful interactions. However, the complexity of the model may hinder its practical implementation, especially in policy development and educational frameworks (Chee, 2009).

Chee's Conical Model of English represents a significant advancement in the study of World Englishes, addressing many limitations of earlier models and providing a nuanced and inclusive perspective on the global use of English. While the

CME offers valuable insights for researchers and practitioners, challenges related to its hierarchical implications and practical complexity require careful consideration to maximize its relevance and applicability in real-world scenarios (Chee, 2009; Kachru, 1985).

### **3. McArthur's Wheel Model: A Pioneering Framework of Pluralism in World Englishes**

McArthur's *Wheel Model of World Englishes* (1987) was a pioneering attempt to depict the global diversity of English through a wheel structure, highlighting the coexistence of standardized, regional, and non-standard varieties (McArthur, 1987). At its core, McArthur placed "World Standard English" (WSE), a hypothetical ideal that represented the shared linguistic features of English varieties worldwide. Surrounding this core were standardized regional varieties, such as British, American, and Indian English, and on the periphery were non-standard forms, including pidgins, creoles, and hybrid varieties. McArthur's model was groundbreaking for its time, offering a pluralistic perspective that legitimized non-standard varieties often marginalized in earlier frameworks (McArthur, 1998).

Despite its inclusivity, McArthur's model faced critiques for its concept of WSE, which lacked clarity and empirical grounding, making it impractical in real-world scenarios where English operates as a lingua franca (Jenkins, 2000). The model's *static representation* of English also failed to capture the dynamic evolution of English varieties over time, particularly in response to globalization and digital communication (Graddol, 1997). Furthermore, while the inclusion of non-standard varieties was a strength, their placement on the periphery perpetuated a sense of marginality, undermining their importance in multilingual societies (Canagarajah, 2013). McArthur's model was less effective in predicting *future trends*, such as the rise of Expanding Circle countries like China and Brazil or the impact of internet-based communication on English. Nevertheless, it contributed significantly to the field by emphasizing the diversity of English and its use in multilingual and multicultural contexts, influencing language policy and education by encouraging the *recognition of non-standard varieties* (Phillipson, 1992).

#### **3.1 Görlach's Wheel Model: A Refined and Dynamic Extension in World Englishes**

Görlach's *Wheel Model of World Englishes* (1990) refined and expanded McArthur's

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framework, addressing several of its critiques. Like McArthur, Görlach used a wheel structure to depict the diversity of English but moved away from the centrality of WSE. Instead, he focused on *recognized regional standards*, such as British, American, and Australian English, while emphasizing their interactions with non-standard forms, including pidgins, creoles, and hybrid varieties like Hinglish and Singlish (Görlach, 1990). Görlach added *linguistic detail*, distinguishing between different types of non-standard varieties and exploring their *evolutionary pathways*, such as the development of creoles from pidgins. This emphasis on *linguistic interconnectedness* and *dynamic processes* made Görlach's model more adaptable to real-world scenarios, particularly in contexts where English functions as a lingua franca (Schneider, 2007).

Görlach's model effectively addressed critiques of McArthur's framework, particularly the lack of linguistic detail and the static nature of its representation. By incorporating evolutionary dynamics and elevating the significance of non-standard varieties, Görlach provided a more nuanced and realistic depiction of global English. However, some critiques remained unresolved. The concept of standards remained ambiguous, and the wheel structure, while more dynamic than McArthur's, still presented a *static snapshot* that did not fully account for ongoing changes driven by globalization and digital communication (Graddol, 2006). Furthermore, like McArthur's model, it did not adequately address *sociopolitical factors*, such as colonial histories and power dynamics, nor did it account for the transformative impact of technology on English usage (Jenkins, 2015).

In terms of predicting *future trends*, Görlach's model performed better than McArthur's by acknowledging the role of hybrid varieties and the evolving nature of English. However, it fell short in anticipating the effects of digital globalization, such as the rise of internet-based English and globalized slang. Görlach's model also has practical implications for language policy, education, and intercultural communication. It supports inclusive policies that validate non-standard and hybrid forms, promotes a flexible approach to English education that prioritizes functional competence over native norms, and aligns with the adaptive nature of English in global interactions (Canagarajah, 2013).

To conclude, McArthur's and Görlach's Wheel Models collectively offer

significant insights into the diversity and adaptability of English as a global language. McArthur's model laid the foundation for recognizing the coexistence of standard and non-standard varieties (McArthur, 1998), while Görlach's model refined this representation by adding *linguistic depth* and emphasizing *evolutionary dynamics* (Görlach, 1990). Görlach's model is more relevant to modern contexts where English functions as a lingua franca, addressing many of McArthur's critiques while introducing its own refinements. However, both models share limitations, such as static design and limited engagement with technology and globalization, leaving room for further theoretical advancements in the study of World Englishes. Together, these models underscore the pluralistic and dynamic nature of English in a globalized world.

#### **4. Graddol's Vision for the Future of English: A Dynamic Framework for Global Linguistic Evolution**

David Graddol's frameworks, presented in *The Future of English?* (1997) and *English Next* (2006), offer a forward-looking analysis of the global trajectory of English. These works highlight the dynamic sociolinguistic, technological, and economic factors shaping English's role as a global language. While *The Future of English?* laid the groundwork for understanding English's global spread, *English Next* refined and expanded the framework, addressing critiques and integrating new global trends (Graddol, 1997, 2006).

Graddol's frameworks are highly relevant and adaptable to *real-world scenarios* where English functions as a lingua franca (ELF). They emphasize the increasing dominance of non-native speakers and the diversification of English norms, aligning with the realities of multilingual and multicultural communication. The frameworks' focus on *context-specific adaptations* reflects the fluid and hybrid nature of English in global contexts. However, the 1997 framework underplayed multilingualism, resistance to English, and digital transformation, which the 2006 version addressed by incorporating *multilingual coexistence*, *localized digital content*, and *hybridized varieties* (Graddol, 1997, 2006). Nonetheless, both works underexplore power dynamics and grassroots linguistic innovations in ELF contexts. Graddol's frameworks effectively predict broad trends in the evolution of English. He accurately forecasted the rise of *non-native speakers*, the proliferation of *hybrid*

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*varieties* (e.g., Hinglish), and the *fragmentation of linguistic norms* as English adapts to regional and digital contexts (Graddol, 2006). *English Next* also predicted the coexistence of English with other major languages like Mandarin and Spanish, reflecting a multilingual global future. However, their limited attention to the *transformative role of social media* and *user-driven content* reduces their ability to capture the rapid evolution of English in online and informal spaces (Graddol, 2006). The practical implications of Graddol's frameworks for language policy, education, and intercultural communication are profound. They advocate for *multilingual policies* that balance English's global role with local language preservation and *education systems* that prioritize communicative competence and inclusivity over native-like fluency. Graddol's frameworks highlight the need for *cultural adaptability* in intercultural communication, emphasizing English's evolving role as a tool for negotiation across global networks (Graddol, 2006). However, the frameworks lack detailed strategies for *operationalizing multilingualism* and addressing *linguistic inequalities* in educational and policy contexts.

Graddol's frameworks provide a comprehensive and adaptable lens for understanding English's global trajectory, particularly as a *lingua franca*. They bridge gaps between sociolinguistics, globalization, and multilingualism, offering valuable insights for addressing the challenges and opportunities posed by English's role in a rapidly changing world. While their predictive power and scope are significant, further refinement is needed to address *grassroots innovations*, *digital transformation*, and *systemic inequalities*. Nonetheless, Graddol's work remains foundational in navigating the complexities of English in the 21st century (Graddol, 1997, 2006).

## 5. Reframing Global Communication: Analyzing Jenkins' English as a Lingua Franca (ELF) Framework

Jennifer Jenkins' *English as a Lingua Franca (ELF)* framework provides a dynamic and practical approach to understanding English's global use among speakers from diverse linguistic and cultural backgrounds. By prioritizing mutual intelligibility over native-speaker norms, the ELF framework reflects the adaptive nature of English in real-world scenarios such as international business, academia, and diplomacy (Jenkins, 2000). Jenkins' work emphasizes that effective communication, rather than linguistic accuracy according to native standards, is the central goal in ELF

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interactions. This makes the framework highly relevant and adaptable to multilingual and multicultural contexts (Jenkins, 2007).

In her 2000 work, Jenkins introduced the *Lingua Franca Core (LFC)*, focusing on essential phonological features critical for intelligibility (Jenkins, 2000). However, the framework faced critiques for its perceived prescriptivism and for narrowly focusing on pronunciation while overlooking sociolinguistic and attitudinal dimensions of ELF (Jenkins, 2009). To address these gaps, Jenkins' 2007 expansion included broader sociolinguistic factors, speaker attitudes, and identity construction (Jenkins, 2007). This evolution provided a more comprehensive understanding of ELF interactions, highlighting the dynamic interplay of language, culture, and identity. Subsequent scholarship has further enriched the framework by exploring ELF's multilingual dimensions and the role of local languages, addressing critiques of the 2007 version by incorporating greater linguistic fluidity and diversity (Jenkins, 2015; Jenkins, Baker, & Dewey, 2018).

The ELF framework effectively predicts future trends in the use and evolution of English, particularly the growing acceptance of diverse English varieties and the diminishing dominance of native-speaker norms (Jenkins, 2015). By recognizing English as a tool for global communication, it anticipates its continued diversification, particularly in digital and globalized contexts (Jenkins, 2013). This perspective aligns with the realities of a global lingua franca where users negotiate meaning dynamically and collaboratively across cultural and linguistic boundaries (Jenkins, 2011).

Practically, the ELF framework has far-reaching implications for language education, intercultural communication, and language policy. In education, it advocates for curricula that prioritize communicative effectiveness and cultural sensitivity, preparing learners for real-world ELF interactions (Jenkins, 2015). It promotes linguistic diversity in intercultural communication, encouraging strategies to foster mutual understanding (Jenkins, 2009). In language policy, it underscores the legitimacy of various English forms, supporting inclusivity in global communication (Jenkins, 2018).

Jenkins' ELF framework is a forward-thinking and adaptable model that addresses the complex realities of English as a global lingua franca. By evolving in response to critiques and incorporating sociolinguistic complexities, it remains a vital



contribution to understanding English's role in a multilingual and multicultural world (Jenkins, 2015; Jenkins, Baker, & Dewey, 2018).

**6. Schneider's Dynamic Model: A Cornerstone in the Study of World Englishes**

Schneider's *Dynamic Model of Postcolonial Englishes* (2003) offers a foundational framework for understanding the evolution of English in postcolonial contexts. It describes a five-phase progression (Foundation, Exonormative Stabilization, Nativization, Endonormative Stabilization, and Differentiation) that explains how sociopolitical changes influence linguistic adaptations and identity formation (Schneider, 2003). Over time, Schneider expanded the model to address critiques and extend its applicability beyond traditional postcolonial settings, making significant contributions to understanding World Englishes while also exposing inherent limitations (Schneider, 2007, 2014).

The model's relevance to real-world scenarios where English functions as a lingua franca (ELF) has been debated. On the one hand, its focus on identity construction and linguistic adaptation provides valuable insights into how English evolves in non-native contexts (Schneider, 2014). Expansion in 2014, which introduced non-linear progressions, addressed globalization and migration, extending the model to Expanding Circle countries like China, Korea, and Japan. However, its linear five-phase structure is less suited to the fluid, decentralized, and hybridized nature of ELF usage. The model also fails to adequately address the absence of colonial roots or evolving norms in non-colonial contexts, limiting its adaptability to ELF settings (Schneider, 2014).

Schneider's 2007 and 2014 expansions sought to address earlier critiques and gaps. The 2007 version broadened the model's application to diverse postcolonial contexts, incorporating sociolinguistic dimensions like identity, power dynamics, and cultural factors (Schneider, 2007). It also added a detailed linguistic focus, analyzing phonological, syntactic, and lexical adaptations. The 2014 description further expanded the model to non-postcolonial settings, incorporating the role of globalization, hybrid varieties (e.g., Hinglish, Chinglish), and digital communication (Schneider, 2014). Despite these advancements, gaps remain. The model underexplores the interplay between multilingualism and local languages, and it struggles with the nonlinear and iterative evolution of English in emerging and digital

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contexts (Schneider, 2014).

The model's ability to predict future trends in global English use is valuable but limited. It provides a structured lens for analyzing the trajectory of English varieties in postcolonial and globalized settings, predicting the increasing localization and hybridization of English (Schneider, 2007, 2014). However, it does not fully anticipate the rapid and simultaneous changes driven by digital communication and cultural hybridity. Additionally, its framework does not adapt well to non-standard, fragmented uses of English in transnational and online spaces, which increasingly dominate modern communication (Schneider, 2014).

Schneider's model has significant practical implications for language policy, education, and intercultural communication. It supports the recognition and standardization of local English varieties, fostering linguistic and cultural inclusivity (Schneider, 2007). In education, it encourages shifts from exonormative teaching models based on native-speaker norms to approaches prioritizing mutual intelligibility and localized identity (Schneider, 2014). For intercultural communication, the model highlights the need for intercultural awareness in multilingual settings, emphasizing how English adapts to reflect local values. However, the model provides limited practical strategies for implementing these insights, particularly in balancing local norms with global utility in education and policy-making (Schneider, 2007, 2014).

Critiques of the model have inspired modifications and alternative frameworks. Critics have noted its over-reliance on colonial foundations, which makes it less applicable to Expanding Circle Englishes (Buschfeld & Kautzsch, 2017). Its linear progression oversimplifies the nonlinear, hybrid evolution of English, and it insufficiently addresses multilingualism and digital communication (Mair, 2013; Schneider, 2014). In response, Buschfeld and Kautzsch (2017) proposed the *Extra- and Intra-territorial Forces (EIF) Model*, integrating globalization and multilingual forces into Schneider's framework. Schneider himself introduced the concept of *Transnational Attraction* in 2014, emphasizing the global pull of English as a symbol of modernity and economic utility, transcending national and cultural boundaries (Schneider, 2014).

In conclusion, Schneider's Dynamic Model remains a cornerstone in the study of World Englishes. Its expansions in 2007 and 2014 addressed many critiques and

broadened its scope to encompass non-postcolonial settings. However, the model's limitations in adapting to fluid, transnational, and hybridized contexts highlight the need for further refinements and complementary frameworks, such as the EIF Model and Transnational Attraction (Buschfeld & Kautzsch, 2017). These developments are essential to fully capture the ongoing dynamism of English in a globalized world.

### **6.1 Mair's World System of Englishes: A Dynamic Framework for Global Linguistic Interconnectedness**

Christian Mair's *World System of Englishes* (2013) provides a dynamic framework for understanding the evolution and role of English in a globalized world. Developed in response to Schneider's *Dynamic Model of Postcolonial Englishes*, Mair's model addresses several of its limitations by conceptualizing English as part of a global linguistic system characterized by hierarchical relationships, transnational dynamics, and multidirectional influences (Mair, 2013). The model expands the scope of World Englishes beyond postcolonial contexts, integrating the effects of globalization, migration, and digital communication on English varieties.

Mair's model is highly relevant and adaptable to real-world scenarios where English functions as a lingua franca (ELF). Unlike Schneider's five-phase progression, which assumes a linear trajectory, Mair proposes a *nonlinear* and *fluid system* that reflects the decentralized nature of ELF communication. It highlights the interplay between *core varieties* (e.g., British and American English), *semi-peripheral varieties* (e.g., Singaporean English), and *peripheral varieties* (e.g., Nigerian English), while acknowledging their interconnectedness and reciprocal influences. This adaptability makes it well-suited to explaining the global dynamics of English. However, its abstract hierarchical framework can be challenging to operationalize in specific ELF contexts, as it lacks precise criteria for classifying varieties and measuring influence (Mair, 2013).

Mair's framework effectively addresses previous critiques of Schneider's model. By expanding its scope to include *Expanding Circle contexts*, Mair overcomes the *postcolonial bias* in Schneider's work (Schneider, 2003, 2007). His model also integrates the impact of globalization and technology, which were underrepresented in Schneider's framework, emphasizing how digital communication facilitates the rapid spread of innovations from peripheral to core varieties. Furthermore, Mair

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acknowledges *multidirectional flows of influence*, countering the unidirectional perspective of Schneider's model, where linguistic influence flows predominantly from colonial centers to local contexts (Mair, 2013). Despite these advancements, Mair's model underexplores *identity construction*, which remains a strength of Schneider's framework, and offers limited empirical validation for its hierarchical structure. When compared to Kachru's *Three Circles Model*, Mair's approach provides a more dynamic and adaptable framework for predicting future trends in the use and evolution of English. While Kachru's model highlights the sociopolitical contexts of English varieties, it assumes relatively static boundaries between Inner, Outer, and Expanding Circles (Kachru, 1992).

In contrast, Mair's model captures the *fluid and hybrid nature of English*, emphasizing how globalization and digital platforms reshape linguistic norms. However, its focus on hierarchy may limit its ability to fully account for the *egalitarian and situational norms* prevalent in ELF communication, where mutual intelligibility often supersedes adherence to established norms (Mair, 2013).

The practical implications of Mair's model for language policy, education, and intercultural communication are significant. It supports policies that balance the global influence of core varieties with the legitimacy of peripheral and semi-peripheral varieties, promoting linguistic inclusivity. In education, Mair's framework encourages teaching English as a global language, focusing on mutual intelligibility and cultural sensitivity rather than native-speaker norms. Compared to Schneider's emphasis on legitimizing local varieties, Mair's model offers a broader perspective on the interconnected roles of English in *transnational communication*. However, it provides limited practical strategies for balancing local and global linguistic demands, particularly in multilingual settings where English interacts with indigenous languages (Schneider, 2007; Mair, 2013).

Mair's *World System of Englishes* advances the study of World Englishes by addressing many critiques of Schneider's Dynamic Model and adapting to the realities of a globalized linguistic landscape. While it effectively captures the interconnectedness and transnational dynamics of English varieties, its limitations in operationalizing its hierarchy and addressing identity-driven dynamics highlight the need for further refinement. Nonetheless, Mair's framework is a vital contribution to

understanding the evolving role of English in the 21st century.

### **6.2 The EIF Model: Bridging Global and Local Dynamics in the Evolution of English**

The *Extra- and Intra-territorial Forces (EIF) Model*, proposed by Buschfeld and Kautzsch (2017), represents a significant advancement in the study of World Englishes. It addresses critical limitations in Schneider's *Dynamic Model of Postcolonial Englishes* and Mair's *World System of Englishes* by emphasizing the interaction between *extra-territorial forces* (e.g., globalization, migration) and *intra-territorial forces* (e.g., local languages, cultural norms). This dynamic interplay provides a nuanced framework for understanding how English evolves across diverse sociolinguistic contexts.

The EIF Model is highly relevant to real-world scenarios where English functions as a lingua franca (ELF). Unlike Schneider's model, which focuses primarily on postcolonial settings, the EIF Model expands its applicability to *Expanding Circle contexts*, such as Japan and China, where English is predominantly used for global communication. By integrating global and local dynamics, the EIF Model captures the *hybrid and context-specific norms* of ELF, making it adaptable to multilingual and multicultural environments (Buschfeld & Kautzsch, 2017). However, while the model acknowledges the role of digital communication as an extra-territorial force, it does not fully explore its transformative impact on ELF norms, especially in the context of online communication and digital innovation.

As an expansion of Schneider's and Mair's frameworks, the EIF Model effectively addresses several critiques. Schneider's model has been criticized for its *postcolonial bias*, excluding non-colonial contexts, and its *linear progression*, which oversimplifies the dynamic evolution of English varieties. The EIF Model overcomes these limitations by emphasizing *nonlinear development* and extending its scope to *globalized settings*, where English evolves through the interaction of global and local forces (Schneider, 2003, 2007). Similarly, Mair's model, which emphasizes globalization and hierarchical relationships, overlooks the significant role of local sociolinguistic dynamics. The EIF Model provides a more balanced approach by integrating *indigenous languages, cultural identities, and multilingual practices*, offering a comprehensive perspective on the evolution of English (Mair, 2013).

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In terms of predicting future trends in the use and evolution of English, the EIF Model's focus on the interplay between global and local dynamics positions it as a robust framework. It anticipates the emergence of *localized* and *hybrid varieties* (e.g., Hinglish, Chinglish) while recognizing the continued dominance of English as a global lingua franca. Compared to Schneider's emphasis on the standardization of local varieties and Mair's focus on global hierarchies, the EIF Model provides a more *holistic and adaptable framework* (Schneider, 2003; Mair, 2013). However, the model's limited exploration of *digital connectivity* and grassroots linguistic innovation reduces its ability to fully predict the rapid evolution of English in online and virtual spaces.

The EIF Model also offers valuable insights for language policy, education, and intercultural communication. For language policy, it supports *context-sensitive approaches* that balance global intelligibility with local identity, legitimizing localized English varieties while accommodating global norms. In education, the model encourages *multilingual and inclusive teaching practices*, integrating localized forms of English alongside global standards to prepare learners for diverse communicative contexts (Buschfeld & Kautzsch, 2017). In intercultural communication, the EIF Model highlights the importance of *flexibility* and *cultural sensitivity*, emphasizing the dynamic interaction between global expectations and local norms. Compared to Schneider's identity-driven framework and Mair's globalization-focused approach, the EIF Model offers a more balanced and adaptable perspective (Schneider, 2007; Mair, 2013). However, the model's abstract nature and lack of practical strategies for operationalization remain limitations in applying its concepts effectively.

The EIF Model builds on and extends Schneider's and Mair's frameworks, addressing critiques such as postcolonial bias, linearity, and limited attention to multilingualism. By integrating extra- and intra-territorial forces, it provides a dynamic and flexible framework for understanding the evolution of English in a globalized and multilingual world. While challenges remain in operationalizing its concepts, validating its claims empirically, and addressing the impact of digital communication, the EIF Model represents a vital contribution to the study of World Englishes. It bridges theoretical gaps and provides a comprehensive perspective on the global and local dynamics of English evolution.

## **7. Translingual Practice Theory: Redefining Multilingualism and Global Englishes**

Suresh Canagarajah's *Translingual Practice Theory* (2013) redefines how language functions in multilingual and multicultural contexts, emphasizing fluidity, hybridity, and speaker agency. The theory views language as a dynamic social practice, where individuals utilize their full linguistic repertoire to navigate communication across linguistic and cultural boundaries. By rejecting rigid linguistic divisions, it prioritizes flexibility and mutual intelligibility, making it particularly relevant in today's interconnected global landscape (Canagarajah, 2013).

The theory is highly relevant and adaptable in real-world scenarios where English functions as a lingua franca (ELF). Its emphasis on *negotiation* and *adaptability* aligns with the realities of global communication, particularly in contexts like international business, academia, and digital interactions. By focusing on functional competence over native-speaker norms, Translingual Practice Theory reflects the ways multilingual speakers blend languages and adjust norms to achieve effective communication (Canagarajah, 2006). However, its adaptability is less apparent in monolingual or linguistically rigid contexts, where speakers may have limited agency to negotiate meaning or deviate from standardized norms.

Canagarajah's work addresses several critiques and gaps in the field of World Englishes, particularly those present in earlier models like Kachru's *Three Circles Model* (Kachru, 1985). By emphasizing *fluid boundaries* and *dynamic practices*, the theory moves beyond static categorizations of English varieties. It de-centers native-speaker norms, validating the legitimacy of hybrid varieties and localized adaptations of English. Additionally, the inclusion of *multimodal communication* expands the scope of the theory, capturing how speakers integrate non-verbal and digital resources into their communication (Canagarajah, 2013). Despite these advancements, the theory does not fully address the *sociopolitical inequalities* that constrain speakers' linguistic choices, nor does it explore the structural power dynamics that influence global English usage.

In terms of predicting future trends, Translingual Practice Theory effectively anticipates the *rise of hybrid varieties* like Hinglish and Singlish, as well as the increasing role of non-native speakers in shaping English norms. The theory also

recognizes the growing significance of *multimodal and digital communication*, where linguistic practices are increasingly shaped by online interactions (Canagarajah, 2013). However, it underestimates the speed and impact of *technology-driven linguistic changes*, such as those influenced by artificial intelligence and social media platforms, which are rapidly reshaping global linguistic norms and practices.

The practical implications of the theory are significant for language policy, education, and intercultural communication. It advocates for *inclusive policies* that recognize and validate hybrid and localized varieties of English, promoting linguistic diversity and equity. In education, the theory supports *translingual pedagogy*, which encourages students to leverage their entire linguistic repertoire, fostering multilingual competence and creativity (Canagarajah, 2006). For intercultural communication, it emphasizes *flexibility, negotiation, and mutual understanding*, promoting inclusivity in multilingual and multicultural interactions. However, the theory's abstract nature and limited methodological guidance pose challenges for implementation, particularly in contexts where standardized norms dominate (Canagarajah, 2013).

Canagarajah's *Translingual Practice Theory* offers a transformative perspective on multilingual communication, aligning closely with the realities of English's global spread. Its focus on *agency, adaptability, and hybridization* provides a dynamic and inclusive lens for understanding how English functions in multilingual contexts. While it addresses key critiques of earlier models and predicts major trends in English's evolution, it leaves gaps in addressing *sociopolitical constraints* and providing practical implementation strategies. Nonetheless, the theory remains a vital contribution to the study of World Englishes, offering valuable insights into the complexities of global communication in the 21st century.

## **8. Reconceptualizing Global English: Analyzing Haswell's Contribution to World Englishes**

Christopher G. Haswell's *Global Model of English* (2013) offers a dynamic framework for understanding the complex and evolving use of English worldwide. By integrating user proficiency, geographical influence, and linguistic variety, the model moves beyond earlier frameworks like Kachru's Three Circles to address significant gaps and critiques in the field of World Englishes (Haswell, 2013). Its three-layered spherical structure—comprising the Inner Core, Outer Core, and Surface—positions



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users based on their communicative success, offering a nuanced perspective on the role of English in multilingual and multicultural contexts. This adaptability makes the model particularly relevant to real-world scenarios where English functions as a lingua franca, such as international business, academia, and global diplomacy, where mutual intelligibility often takes precedence over native-speaker norms (Haswell, 2013).

As an expansion of earlier models, Haswell's framework addresses the limitations of static categorizations and the lack of inclusivity in previous theories. It captures the fluidity of English use by integrating factors like geographical distribution and communicative proficiency, avoiding rigid classifications that constrain other models (Haswell, 2013). Moreover, by challenging the dominance of native-speaker norms, the framework promotes a pluralistic view of English varieties, recognizing the legitimacy of regional and localized forms of the language. In doing so, Haswell's model bridges gaps in understanding the interplay between regional, cultural, and functional aspects of English, offering a comprehensive approach to global English dynamics (Haswell, 2013).

The model also demonstrates strong predictive capabilities, positioning itself as a forward-looking framework for understanding the evolution of English. By emphasizing communicative success and accommodating emerging varieties, it anticipates trends driven by globalization, migration, and digital communication (Haswell, 2013). This adaptability allows it to remain relevant as English continues to evolve in diverse global contexts. However, the rapid pace of linguistic and technological change suggests that the model may require ongoing updates to fully capture these shifts. While its broad scope is a strength, the complexity of its multi-dimensional approach may present challenges in practical implementation, particularly in education and policy development (Haswell, 2013).

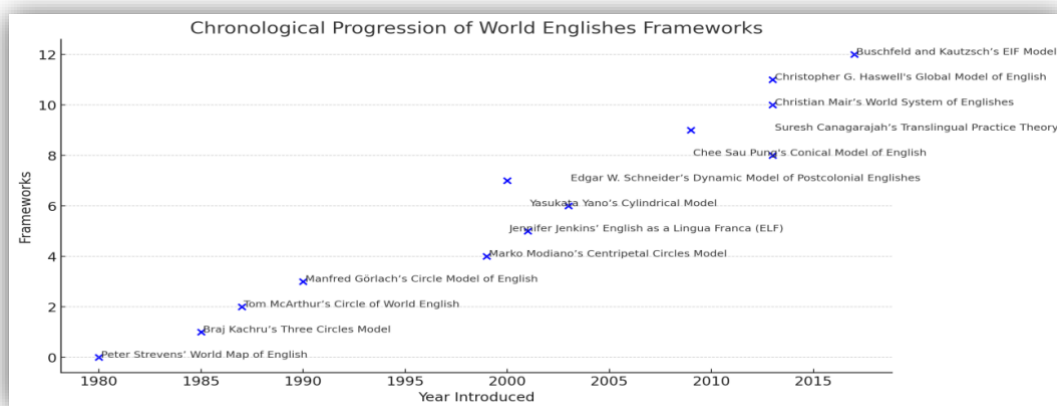
Practical implications of Haswell's model extend to language policy, education, and intercultural communication. It advocates for language policies that prioritize linguistic diversity and communicative effectiveness rather than adherence to native norms (Haswell, 2013). In education, it suggests curricula that emphasize practical proficiency and recognize the legitimacy of local varieties of English, aligning with the realities of global communication. For intercultural communication,

the framework encourages adaptability and mutual understanding, fostering inclusivity and enhancing interactions in multicultural settings (Haswell, 2013). These practical dimensions demonstrate the model's utility in addressing the needs of a globalized world.

Despite its strengths, Haswell's Global Model of English faces limitations. The multi-layered and dynamic nature of the framework can make its application complex, particularly in diverse educational or policy contexts. While its focus on communicative proficiency is a major strength, it may inadvertently downplay sociocultural factors that also shape language use. Furthermore, although the model is forward-looking, its ability to fully predict the rapid evolution of English in an interconnected world remains a challenge (Haswell, 2013).

Christopher G. Haswell's Global Model of English is a significant contribution to the field of World Englishes. Its emphasis on communicative competence, linguistic diversity, and global adaptability makes it highly relevant to understanding the complexities of English usage in today's world. While the model has certain limitations, its insights into language policy, education, and intercultural communication highlight its practical value and enduring relevance in a rapidly changing linguistic landscape (Haswell, 2013).

**Figure 3.1: Chronological Progression of World Englishes Framework**



### **The Progressive Refinement of World Englishes Frameworks**

The evolution of theoretical frameworks in World Englishes highlights a dynamic progression from foundational models to advanced frameworks addressing critiques and adapting to linguistic realities. Peter Strevens' *World Map of English* (1980)

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pioneered the visual representation of English's global spread, followed by Braj Kachru's *Three Circles Model* (1985), categorizing English users into Inner, Outer, and Expanding Circles based on historical and functional contexts.

Subsequent frameworks refined earlier models. Tom McArthur's *Wheel Model of World English* (1987) introduced a wheel model highlighting the plurality of English forms, later refined by Manfred Görlach's *Wheel Model* (1990), which excluded European varieties for consistency. Marko Modiano's *Centripetal Circles Model* (1999) emphasized mutual intelligibility, while Yasukata Yano's *Cylindrical Model* (2001) added a three-dimensional perspective to capture English varieties' fluid interactions.

Innovative models followed, addressing postcolonial and global dynamics. Edgar W. Schneider's *Dynamic Model* (2003, 2007) outlined five evolutionary phases in postcolonial Englishes, inspiring Buschfeld's and Kautzsch's *EIF Model* (2017), which integrated global and local influences. Jennifer Jenkins' *ELF Framework* (2000, 2007) shifted focus to pragmatic communication among non-native speakers, further developed by Suresh Canagarajah's *Translingual Practice Theory* (2013), emphasizing hybridity and speaker agency in language use.

Further refinements include Chee Sau Pung's *Conical Model* (2009), offering a three-dimensional representation of proficiency and diversity, and Christian Mair's *World System of Englishes* (2013), highlighting the global role of American English. Christopher G. Haswell's *Global Model* (2013) expanded scope by integrating proficiency, geography, and variety, addressing multilingual contexts.

This progression reflects iterative refinements, shifting from rigid categorizations to dynamic, inclusive, and practical frameworks. Together, these models capture English's evolving role as a global and localized language, influenced by sociocultural, political, and technological factors.

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**Table 3.1:**     *Synthesis Matrix for World Englishes Frameworks*

| <b>Framework /Model</b>                                  | <b>Status of Emergence</b>                     | <b>Key Aspects</b>  | <b>Strengths</b>  | <b>Limitations</b>  | <b>Proposed Directions for Future Research</b>               |
|--|--|---|---|---|--|
| <b>Stevens’ <i>World Map of English</i> (1980)</b>       | Foundational: Transformative Theory            | Historical mapping of English spread; focus on British and American norms               | Historical insights; foundation for later frameworks              | Overemphasis on native norms; lacks adaptation for modern multilingualism | Integrate hybrid and non-standard varieties.                 |
| <b>Kachru’s <i>Three Circles Model</i> (1985)</b>        | Foundational: Pioneering Framework             | Categorization into Inner, Outer, and Expanding Circles; focus on postcolonial contexts | Legitimized non-native varieties; foundational in World Englishes | Static representation ; overlooks hybrid varieties and digital impacts    | Incorporate digitalization and fluid language dynamics.      |
| <b>Modiano’s <i>Centripetal Circles Model</i> (1999)</b> | Response to critique: Foundational Model       | Emphasis on mutual intelligibility and fluid boundaries over native norms               | Dynamic and inclusive; aligns with ELF usage                      | Simplified criteria for proficiency; underrepresents cultural factors     | Develop criteria for mutual intelligibility and proficiency. |
| <b>Yano’s <i>Cylindrical Model</i> (2001)</b>            | Response to critique: Reinterpretational Model | 3D representation of English varieties and  | Captures fluidity; integrates globalized                          | Abstract and complex; limited practical                                   | Expand focus on technological transformation.                |

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|  |  | their dynamic interactions  | usage scenarios   | application   |   |
| <b>Chee's</b><br><i>Conical Model of English</i><br>(2009) | Response to critique:<br>Dynamic Framework | Dynamic 3D framework capturing proficiency and usage diversity  | Nuanced and inclusive; adaptable to diverse contexts                | Potentially reinforces hierarchy; complex to implement                    | Explore sociocultural impacts on linguistic proficiency and adaptability. |
| <b>McArthur's</b><br><i>Wheel Model</i><br>(1987)          | Novel contribution:<br>Evolutionary Model  | Highlights standardized and non-standard varieties but marginalizes peripheral forms.                 | Recognizes diversity in standardized and non-standard varieties.    | Static structure; lacks focus on globalization and digital communication. | Address globalization and dynamic linguistic trends.                      |
| <b>Görlach's</b><br><i>Wheel Model</i><br>(1988)           | Response to critique:<br>Pluralistic Model | Refines McArthur's model by emphasizing interactions between standardized and non-standard varieties. | Captures evolutionary dynamics of English; emphasizes hybrid forms. | Ambiguity in defining standards; limited engagement with globalization.   | Incorporate globalization and digital communication impacts.              |
| <b>Graddol's</b><br><i>Frameworks</i><br>(2006)            | Influential conceptual framework:          | Global and digital perspectives; emphasis on multilingual coexistence                                 | Predictive of digital trends; integrates hybridization              | Underexplores grassroots innovations; overemphasizes hierarchy            | Focus on rapid changes in digital communication.                          |

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| <p><b>Jenkins’</b><br/><i>English as a Lingua Franca (ELF)</i><br/>(2007)</p>           | <p>Novel contribution:</p>                              | <p>Focus on mutual intelligibility, de-emphasis on native norms</p>                   | <p>Practical for ELF contexts; promotes global communication</p>        | <p>Overlooks identity and sociocultural elements</p>                    | <p>Incorporate broader sociolinguistic and technological dimensions.</p> |
| <p><b>Schneider’s</b><br/><i>Dynamic Model of Postcolonial Englishes</i><br/>(2003)</p> | <p>Novel contribution:<br/>Adaptability Framework</p>   | <p>Five-phase progression describing English's evolution in postcolonial contexts</p> | <p>Focus on identity and linguistic adaptation; dynamic application</p> | <p>Linear progression; insufficient for digital and hybrid contexts</p> | <p>Adapt to nonlinear and hybridized English uses.</p>                   |
| <p><b>Mair’s</b><br/><i>World System of Englishes</i><br/>(2013)</p>                    | <p>Novel contribution:<br/>Systematic Model</p>         | <p>Hierarchical global linguistic system with multidirectional influences</p>         | <p>Captures globalization's impact; emphasizes interconnectivity</p>    | <p>Abstract hierarchy; underexplores identity construction</p>          | <p>Investigate grassroots influences on global English networks.</p>     |
| <p><b>Buschfeld’s and Kautzsch’s</b><br/><i>EIF Model</i><br/>(2017)</p>                | <p>Response to critique:<br/>Evolutionary Framework</p> | <p>Integration of global and local forces; hybrid variety recognition</p>             | <p>Addresses postcolonial biases; accounts for hybrid norms</p>         | <p>Limited exploration of digital transformation</p>                    | <p>Explore digital innovations and online English dynamics.</p>          |
| <p><b>Canagarajah’s</b><br/><i>Translingual Practice Theory</i><br/>(2013)</p>          | <p>Systematic Model</p>                                 | <p>Focuses on linguistic fluidity, hybridity, and speaker agency.</p>                 | <p>Validates hybrid varieties; includes multimodal communication</p>    | <p>Abstract; lacks focus on sociopolitical inequalities.</p>            | <p>Investigate sociopolitical constraints on linguistic choices.</p>     |

|   |                   |   |   |  |  |
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|   |                   |   | ion.  |  |  |
| <b>Haswell's<br/><i>Global Model</i><br/>(2013)</b> | Integrative Model | Emphasizes communicative success, geographical influence, and variety adaptability. | Comprehensive view of English dynamics; promotes diversity. | Complexity in practical implementation; overlooks sociocultural factors. | Simplify application for education and policy. |

**Evolving Paradigms in World Englishes: A Critical Synthesis of Theoretical Frameworks and Future Directions**

The evolution of theoretical frameworks in World Englishes reflects the dynamic and multifaceted nature of English as a global language. Early models, such as Kachru’s Three Circles (1985), provided foundational insights into the historical and sociopolitical dimensions of English's spread.

Subsequent frameworks, including Schneider’s Dynamic Model (2007) and Jenkins’ English as a Lingua Franca (ELF) (2000), have built upon and critiqued these earlier models, emphasizing aspects like linguistic fluidity and the role of English in diverse global contexts. This progression highlights a shift from rigid categorizations toward more inclusive perspectives that recognize the legitimacy of non-native and localized English varieties, underscoring its function as a lingua franca in multicultural settings.

A notable pattern among these models is their iterative refinement over time. For example, Modiano’s Centripetal Circles Model (1999) addresses critiques of Kachru’s framework by focusing on mutual intelligibility and fluid boundaries, while Yano’s Cylindrical Model (2001) introduces a three-dimensional perspective to capture English’s global interconnectedness. Similarly, Schneider’s Dynamic Model, with its five-phase structure, has informed adaptations like Buschfeld’s and Kautzsch’s Extra- and Intra-territorial Forces (EIF) Model (2017), which integrates global and local influences. Despite shared objectives, divergences exist; Jenkins’ ELF prioritizes communicative effectiveness over linguistic accuracy, whereas Kachru’s and Schneider’s models place greater emphasis on identity and historical

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evolution, reflecting differing priorities between global practicality and sociocultural representation.

Consensus among these frameworks includes the recognition of globalization's impact and the necessity to move beyond static categorizations, as evidenced by the transition from Kachru's rigid circles to the dynamic representations in Schneider's and Mair's models. However, debates persist regarding the hierarchy of English varieties.

While some models, like Kachru's and McArthur's (1987), implicitly focus on native varieties, others, such as ELF and Chee's Conical Model of English (CME) (2009), advocate for a more egalitarian approach. Additionally, while Jenkins' ELF downplays cultural identity in favor of functional communication, Schneider's Dynamic Model emphasizes identity construction in linguistic evolution. Despite their contributions, these frameworks often overlook rapid changes brought by digital technology, including social media and AI-driven linguistic innovations. The sociopolitical dynamics of linguistic inequality and resistance to English, particularly in Expanding Circle contexts, remain underexplored. Moreover, practical strategies for balancing global and local linguistic demands in policy and education are lacking. Future research should aim to develop integrative frameworks that combine the strengths of existing models while addressing their limitations. This includes incorporating digital transformation, addressing sociopolitical inequalities, operationalizing multilingualism, and focusing on grassroots linguistic innovations.

To put it in a nutshell, while existing frameworks provide valuable insights into the diversity and adaptability of English, their evolution reflects an ongoing effort to capture its complex role in a globalized world. Developing integrative and forward-thinking models is essential to address emerging challenges and opportunities, ensuring that the study of World Englishes remains relevant and inclusive in the 21st century.

## **Limitations of Study**

The study acknowledges several limitations that may affect the validity or generalizability of findings:

- There might be an inherent level of subjectivity in the interpretation of theoretical texts owing to the employment of qualitative content analysis,



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which might impact findings

- The study relies upon secondary data sources, primarily theoretical critiques in published scholarly articles. This leads to deductions being conditional, depending upon availability, quality, and perspectives of existing literature.
- The research might not fully capture the practical realms of English usage in diverse multilingual contexts, as no primary empirical data has been collected through interviews, surveys, or case studies.
- Although the analysis is centered upon practical implications of these frameworks for language policy and education, it may not be directly applicable to specific regional contexts or sectors because of its theoretical nature, as the real-world application of findings might vary significantly based on sociopolitical and cultural factors.
- The domain of World Englishes is dynamic with new theories and perspectives frequently coming into being (Bilal, 2023). The conclusions drawn from this theory may become outdated as new empirical studies and theoretical advancements continue to mold the discourse on global English practice.

## **Conclusion**

The dynamic field of World Englishes reflects continual efforts to refine models and frameworks in response to emerging critiques and complexities. Foundational approaches, such as Strevens' and Kachru's models, have evolved into more dynamic frameworks like Schneider's Dynamic Model and Canagarajah's Translingual Practice Theory, which emphasize hybridity, mutual intelligibility, and speaker agency. Despite these advancements, gaps persist in addressing digital communication, grassroots innovations, and sociopolitical inequalities. Recurring themes of globalization, hybridization, and inclusivity highlight the need for practical applications in language policy and pedagogy. Future research must operationalize concepts, validate empirically, and integrate technological, cultural, and sociopolitical dimensions to enhance understanding and applicability, ensuring that World Englishes frameworks remain relevant and adaptable to modern linguistic diversity.

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