

Contrasting the Varieties of English in India, Bangladesh, and Pakistan in the Light of Kachru's Three Circle Model of English

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Abstract

The paper discusses the concept of language varieties concerning their influence on social norms, prestige, and social class. It highlights the different varieties of language, including dialects, registers, and standard languages, and their relationship with the concept of a speech community. The paper also delves into the spread of English across the globe, its historical and political factors, and its impact on linguistic diversity and cultural identity in countries like India, Bangladesh, and Pakistan. The efficiency and reliability of Kachru's Three Circle Model of English are also examined, and recommendations are provided for further research into World Englishes.

Keywords: language varieties, world Englishes, Indian accent, Kachru's model of three circles, linguistic variation

Introduction

Varieties of Language by Hudson (1996) described language varieties and explained that these varieties are influenced by various factors such as social norms, prestige, and social class. Varieties of language are a natural phenomenon that includes deviation in dialects, registers, standard languages, and others. The terms 'variety' and 'language' may still be used informally but are not taken seriously as theoretical constructs. Varieties are often more phonological-based language variations without a written form, whereas standard languages also have writing forms. English has become a global language with variations in different regions. Different versions of

English have different geographical and historical backgrounds, which can sometimes lead to misapprehensions. More non-native speakers than native speakers now speak English.

Kachru's Three Circle Model of English categorizes the language into Inner, Outer, and Expanding Circles, which show different types of language usage. Kachru's model explains that the coloniser or the native speaker of the English language is the Inner Circle, such as the USA, the UK, Canada, Australia and New Zealand. The third-world countries that were colonized are the Outer Circle, such as Malaysia, Singapore, India, Bangladesh, Pakistan, Ghana, Kenya and others; the nations that were not colonized and are adapting the language with their meantime and conditions are the Expanding Circle, such as China, Japan, Greece and Poland (Crystal, 1997).

This paper investigates the South Asian subcontinent (India, Bangladesh, and Pakistan) to evaluate the difference between their Englishes contrasting Braj to Kachru's model. The objectives are:

- To look into linguistically differences and proficiency of Englishes within three contrasting countries (India, Bangladesh and Pakistan).
- To find the efficiency of Braj Kachru's model in terms of Englishes in the three countries.

The research gaps that this paper addresses are theoretical and knowledge gaps. The level of proficiency in English varies among individuals and regions in all three countries. It is essential to study language variation to guide language development activities. For instance, while creating a practical ESL system, it is crucial to ensure that it is practical and acceptable to most language speakers. Therefore, identifying the most unifying features of the language is essential.

Braj Kachru's Model

World English differs from World Englishes. World English emerged from localized English used by the British, whereas World Englishes referred to various forms of English used in diverse sociolinguistics. As represented in Spread of English according to Strevens's (1980) upside-down tree diagram, the relationships between various Englishes across the world.

English has spread and developed across the globe in fascinating ways. According to Crystal (1997), around seventy-five territories use varieties of English, also considered the standard pidgin, creole, and variants of standard English that may cause misinterpretation and miscommunication. English has spread and developed across the globe in engaging ways. Kachru, McArthur, and Görlach have created circle models to help illustrate this phenomenon as English has evolved and adapted in different regions. Some countries, like India and Canada, have been given the position of an authorized language, while in others, like the USA and the UK, it is the dominant language. Historical and political factors make English special in some countries.

As English has gained global status due to historical and political factors, it is more dominant in the community. English speakers increased in India, Pakistan, Nigeria, Ghana, Malaysia, the Philippines, and Tanzania. Crystal suggested that most were first-language users, whereas now the L2 speaker lies at a majority rate. Hence, it is crucial to understand the change in stature, society uses and dependence.

Jennifer Jenkins (2015) explained that Kachru's Three Circle Model of English implies that it reduces the linguistic diversity of English-speaking countries and concise the misinterpretation rate. Based on the chronological spread and available allotment, the model separates English into three circles: Inner, Outer, and Expanding Circles; these three circles differentiate the different types of spread. The inner circle could be denoted as the first diaspora (ENL), the norm-providing; the outer circle can be conveyed as the second diaspora as the norm-developing (ESL), and the expanding circle can be symbolised as the third diaspora as the norm-dependent (EFL). There are grey areas between the different processes and difficulty in defining proficiency.

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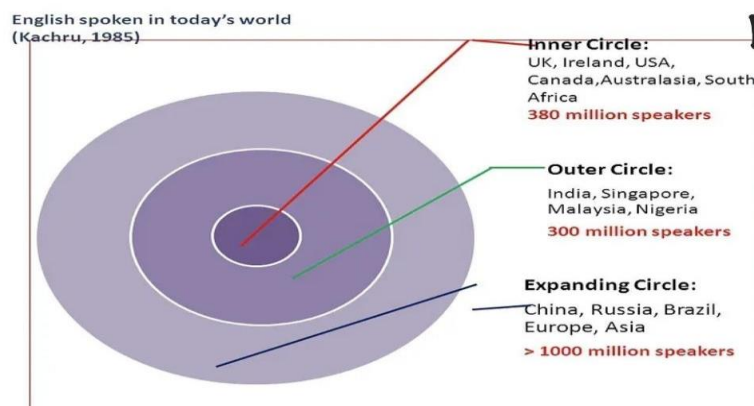


Fig: Kachru (1985) Three Circle model

Limitations of the Three-Circle Model

According to Jenkins (2015), many scholars found limitations in the three-circle model as it is based on geography and history, which may need to be more relevant in the current practices of English. Secondly, the unnamed areas are presences between the Inner and Outer Circles and expanding circles. Thirdly, as the world has been adopting the English language, the grey area is increasing without being a part of Outer Circle and Expanding Circles, which includes about 20 countries transitioning from EFL to ESL. Fourthly, multilingual users have different purposes in their daily lives for using English. Fifthly, it cannot define the speaker's English proficiency, as they might consist of different vocabulary and competence within their circle. Lastly, the situation is unique and different for all the countries in the circle. “In the Outer Circle, countries differ in a number of respects, such as whether English is spoken mainly by an élite, as in India, or is more widespread, as in Singapore; or whether it is spoken by a single L1 group leading to one variety of English as in Bangladesh, or by several different L1 groups leading to several varieties of English as in India.” (Jennifer Jenkins, 2015)

English is diverse in every circle; as aforementioned, these are significant limitations as all the English language speakers cannot be generalized within three circles. Generalizing all English speakers may cause unreliable results as the presence of grey-area speakers is prominent, which is impractical today. The diversity of the language creates World Englishes, which does not require standardization, which may lead to categorizing into Circles.

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Schmitz (2014) found that Kachru's three-circle model of English language use has been denounced for its lack of depth of the intricacy of English language use, particularly in terms of biases against bilingualism and multilingualism, immigrant languages and varieties, relevant linguistic and cultural rights of minorities, and the primacy of English accordingly to other languages.

As suggested by Pung (2009, as cited in Schmitz, 2014) alternative models, such as the Conical Model of English (CME), have shown more layered characteristics of linguistics in comparison to Kachru's Three Concentric Circles. However, it challenges the dominant ideologies of English, and it is important to acknowledge that English is not neutral and can impact local languages and cultures. Multilingual education has become a necessity to prepare students for a globalized world, and teaching English as a Lingua Franca prepares students for the adaptability of this globalized world. It is essential to avoid oversimplification that can weaken the core of complex relationships between nations and cultures and to consider historical, linguistic, and cultural factors while understanding the objective is to expand English. The author also outlined that Kachru's model highlighted the need to challenge xenophobia and a monolingual mindset in countries like the USA, as waves of immigrants have enhanced and shaped the linguistic diversity of the country. Bilingual education and learning other languages are advocated to address the exclusionary socialization of immigrant students and create a more inclusive society since linguistic multiculturalism brings the prospect of positive change toward social justice.

Similarly Mufwene (2019) offers an interesting perspective of discussion on Kachru's model of World Englishes. Kachru's concentric Circles of English was designed to capture both continuity and plurality in the spread of English worldwide. The purpose of this model was to highlight the unity of a common language while distinguishing between the three Circles. The term 'world Englishes' suggests diversity and plurality, which not only highlights differences among the Englishes of the Inner Circle which is vital for international variation. Tensions exist between the 'nativization' of English and the 'Englishization' of other world languages used for wider communication. The issue of whether English is a language of liberation or oppression in

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the Outer Circle is raised, involving questions of linguistic autonomy and influence. A 'culture war' emerges between 'deficit linguistics' and 'liberation linguistics,' reflecting opposing views on central norms and linguistic emancipation. English is evolving in different cultural ecosystems globally, leading to tensions and complexities in its global usage and evolution.

English is degenerating or being enriched, as well as the significance of demographic size and changes in acceptable varieties of English. Kachru proposed cultural pluralism and decentralization of the English-speaking 'fellowship' to allow for national norms corresponding to different uses. The emergence of a 'culture war' between 'deficit linguistics' and 'liberation linguistics' reflects opposing views on central norms and linguistic emancipation. English is evolving in different cultural ecosystems worldwide, leading to tensions and complexities in its global usage and evolution.

Al-Mutairin (2019) depicted that Kachru's model goes against the notion of World Englishes and linguistic diversity as it lacks international communication and priorities entirely natively. The author points out that cultural appropriateness is present in English language education in Kuwait as they develop their textbook. English is taught as a foreign language, similar to Bangladesh and Pakistan.

Varieties of English

Han (2019) stated that language learners must observe the characteristics and differences in language use between British and American English. These differences include pronunciation, individual sounds, stress, and omission of syllables. American English tends to be more distinct and follows Modern English rules, such as pronouncing the ending syllable more distinctly and using "er" instead of "re" in spelling. Additionally, words ending with "or" in British English have one consonant in American English, and words ending with "se" in British English have an "e" in American English.

Modern telecommunication technology has made many words interchangeable between the two dialects, such as "lorry" and "truck". However, there are still grammatical differences, with American English using different verb usage, irregular past participles, and a tendency to

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use "that" as a relative clause marker. British use "which" instead of "that" and use "on" before a day of the week or a specific date. Overall, the differences between British and American English are subtle and easily understood, with the most notable differences being vocabulary, phonetics, and grammar.

Monfared and Khatib (2018) analyzed English language attitudes, focusing on teachers' awareness and attitudes towards English variants in English as a Second Language (ESL)/English as Foreign Language (EFL) teaching contexts. It examined the impact of language attitudes on daily life, revealing discriminatory attitudes towards RP (received pronunciation) and standard American English among some English speakers.

The impact of teachers' beliefs about varieties of English on language teaching and learning, providing insights into how Japanese, Greek, and Hong Kong teachers prioritize different English accents and how raising teachers' awareness of English varieties can reduce prejudice and improve learner confidence.

Impact of non-native English speakers, mainly Iranian and Indian teachers, on attitude components and their effects on teaching and learning outcomes. Additionally, it explored the perception of accented English intelligibility among non-native speakers and Iranian EFL teachers. Indian and Iranian teachers perceive their intelligibility when communicating with native and non-native speakers of English.

Language Policy and Planning in Multilingual Countries: A Case in India, Pakistan, and Bangladesh by Roistika (2019) discussed how language policies are vital for education and national identity in multilingual countries like India, Bangladesh, and Pakistan. Prioritizing languages and implementing policies has implications for social and cultural cohesion.

The Three Language Formula in India has been introduced in schools to promote linguistic unity and cultural preservation. However, this policy has also been criticized for disproportionately burdening non-Hindi speakers. Similarly, there is an ongoing debate about the balance between Bangla and English education in Bangladesh.

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In Pakistan, Urdu is emphasized as the national language, with provincial assemblies having the power to promote regional languages alongside Urdu. Political and economic factors impact multilingual education policies as English is often favoured over local languages in India, Africa, and Southeast Asia.

It is crucial for language policy and planning to consider the diverse linguistic landscape of these countries and prioritize mother tongue-based education to promote equity and social justice. Despite the challenges English language policies face in Bangladesh and Pakistan, practical solutions can be implemented to balance them with local mother tongues.

English in India

Singh and Kumar (2014) stated that English has been a divisive force in Indian society, with its growth closely correlated with imperial rule in India. English worldwide has led to new varieties, each with distinctive linguistic features, cultural identity, and social significance. While this has been beneficial in promoting universal communication, it has also created structural and cultural inequality, leading to linguistic imperialism, which is the transfer of the dominant language and aspects of its culture to the speakers of other languages. English's worldwide spread creates Linguistic Imperialism, transferring the dominant language and aspects of its culture to speakers of other languages. Phillipson (1992) argued that power and ideology are implanted in English. Its global dominance is due to imperialistic impulses.

One of the most critical aspects is the emergence of Indian English as a distinct, non-native variety of English. The linguistic features distinguish Indian English from other varieties and how it has been shaped by Indian society, culture, and people. Indian English has also contributed significantly to English literature, with Indian writers creating a unique form of the language now recognized globally.

India's multilingualism is a result of its diverse linguistic and geographical background. The country has a transparency and fluidity of boundaries between languages, with the

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Constitution of India recognizing Hindi as the official language and English as one of the scheduled national languages. However, the dominance of English in specific domains, such as administration, law, education, and media, has displaced local languages and registers, forming concerns about the impact of English on linguistic diversity and cultural identity. Schneider's (2007) 'Dynamic Model' divides the development of new English varieties into five stages: Foundation, Exo-normative stabilization, Nativization, Endo-normative stabilization, and Differentiation. 'Indianization' of English in India refers to incorporating Standard English elements into the Indian context with an Indian taste, encouraging the popularity and use of English in India.

The sociolinguistic factors contributed to English education in India and the pressure for language policy in India's education system. The impact of English in media and entertainment is increasing, with English being used in Hindi movies and daily soaps, which are popular among domestic audiences. However, India still has a caste-based society with divisions between regions, rich and poor, and rural and urban areas, creating further complexity in the country's linguistic landscape.

Costa (2019) detailed Indian English as a distinct language variety with unique linguistic features. English in India traced its roots to the 17th century when the British East India Company introduced it, and English expanded in the form of lingua franca as the impact of linguistic rule on the development of the English language in India and the role of English as a tool for communication, administration, education, business, and media.

British English in Indian society is seen as a means of inclusion but also acts as a dividing force due to its elitist nature and exclusion of certain sections of society. The linguistic legacy of British rule in India has led to the evolution of Indian English as a deviant variety with its status and identity. Jenkins (2009) categorized the lexical variation in Indian English into three types: locally coined words, borrowings from indigenous languages, and idioms. Borrowings from local languages and phrases made famous in Bollywood songs and advertising slogans are prevalent in Indian English, demonstrating the significance of code-switching.

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Balasubramaniam (2016) suggests that the extent to which code-switching occurs depends on the context. Mehrotra (2003) surveyed to determine the intelligibility of Indian English for outsiders, which revealed that code-switching plays a significant role in Indian English usage, and it may be challenging for non-native speakers to understand some words and phrases that are popular in India.

Indian English displays distinctive features reflecting the impact of local languages and culture, including vocabulary, grammar, and discourse deviations. For example, additional prepositions and question tags are standard features in Indian English. Although these features may sometimes lead to unintelligibility, they contribute to the variety's acceptance as a national model for India. However, the complexity of Indian English, including its phonological and discourse features, makes it challenging to establish a national model. Indian English has a reduced vowel inventory and substituted retroflex stops, which are phonological features that distinguish it from other varieties of English. Additionally, its discourse features, such as using different rhetorical strategies and expressions, reflect the influence of local languages and cultures. Thus, it is challenging to choose one variety of Indian English as a national model.

According to Kachru (1986), India was the third largest English-speaking nation in the 1980s, with over 23 million speakers, following the United States and the United Kingdom. However, the current number of English speakers in India is controversial. India has the world's second-largest English-speaking population (Patra, 2016). Standardized Indian English is used as a lingua franca, teaching history in India. It presents Indian English as a unique language variety that reflects the national identity.

Tarun et al. (2022) noted the influence of language variation and globalization on Indian English accents. They analyzed the factors that shaped Indian English accents and how language variation and articulation fill the accent gap. The article explored the complexities of establishing a unified language. Hindi and English share official language status despite the Indian government considering several aspects crucial to establishing a unified language in a multilingual society. The research found that Indian English mixes British and American English

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with an Indian twist. The importance of the English language in India since independence from the British as the spread of English has been massive, with more and more people regarding it as their mother tongue. English is now India's official language in four states and eight union territories.

English is used for communication and administrative purposes, connecting people from different regions, and is popular in business and on the Internet. The article emphasizes the need to teach English as a separate class in primary education. It affects communication, emphasizing the need for regional language study in professional settings. The pronunciation of Indian English, with a focus on the lack of the “r” sound and the distinctive between “v” and “w” sounds, some distinctive features of Indian English in terms of pronunciation, vowels, and consonants, such as the replacement of the dental fricative [θ] with [ð] and the use of retroflex plosives [T] and [D] instead of alveolar plosives. The article also notes that diphthongs are pronounced differently, and the plural indicator and past tense sign are recognized as [s] or [ɛs] sounds.

Consonant clusters are dropped, some nouns lack syllabic consonants, and an intrusive sound called shwa is added. High-frequency nouns can also be pronounced differently. Indian English vocabulary includes distinct dialects, accents, and word phrases, such as Hinglish, a mix of Hindi and English, and specific vocabularies used by Indians, including half-pants, purse, cinema hall, English knowing, matrimonial, press person, and chain-snatching. Indian English is a distinct hybrid language that evolved from British English while maintaining its unique features and vocabulary, such as “Brinjal” for aubergine and “curd” for yoghurt.

English in Bangladesh

Bangladesh's language movement was a heroic moment that led to the country's independence from Pakistan. Bangladesh takes pride in their mother tongue, Bangla and paved the way for Bangla and English to be selected as the languages for policy and planning in the country. This initiative was aimed at building Bangla nationalism and was initiated by local boards (Roistika, 2018).

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In *English in Bangladesh: Resistance versus Utility* by Dr Roy (2018), Bengali holds authority as the sole national language. English is a very prevalent language in Bangladesh, as it has spread widely in media, press, and education. While many believe that adding English is a process of advancement, most people also think this may hamper the national language.

Similarly, Iqbal and Rabbi (2015) presented that the weakening of English correlates with education policy. The current situation is facilitating ELT, which was modified with a combination of Progressive and traditional methods.

Mostafa (2010) emphasized Phonetic Variations and Challenges in Pronouncing English Sounds for Bangla EFL Learners. Some English vowels have near-equivalents in Bangla, but vowels like /ə/ and /ɜ:/ have no equivalents. English pronunciation challenges foreign learners, particularly in pronouncing diphthongs, pure vowels, and the /r/ sound. Also, stress, which is prominent in English, can be difficult for non-native speakers to master.

Mostafa's (2010) study showed that English has 40 words that can be pronounced in two ways, whereas Bangla has no such distinction. English also has a stress-timed rhythm, and Bangla has a syllable-timed rhythm. English has processes like assimilation, elision, and linking, which are absent in Bangla. Bangladeshi EFL learners face problems with English phonemes, including fricatives, plosives, affricates, and approximants. They might substitute one sound with another from their mother tongue, leading to mispronunciation.

Overall, Bangladeshi learners face difficulties in pronouncing suprasegmental features like stress, assimilation, and elision, as well as specific phonemes such as /f/, /v/, /θ/, /ð/, /z/, /dʒ/, /s/, /h/, /l/, and /r/. Consonant sounds in English and Bangla have different sounds and accents. Some sounds like /p/, /t/, /k/, /b/, /d/, /g/, /m/, /n/, /ŋ/, and /l/ have equivalents in both languages.

Bangladeshi EFL learners need help with English fricatives. Teachers can teach English and Bangla sounds simultaneously. Exposure to native English speakers' articulation and drilling can help learners. Practice with texts and dialogues for stress patterns. Research on regional accents is necessary to understand pronunciation differences.

Hashim (2020) described that according to Kachru's model and the history of English language education in different periods, Bangladesh is positioned as the outer circle. Teaching English aims to solidify the students' core for specific purposes such as international jobs and technology transfer. Bangladesh has private and government universities that reinforce English. According to the 2010 National Education Policy, Bangladesh took several measures to improve the English policy, like six months of English courses at the tertiary level and making English a compulsory subject.

As already mentioned in Jennifer Jenkin's book, L1 users are a small minority group which might have a low variety of English in comparison to India. However, with the age of technology, Bangladesh has become a part of the second diaspora L2 speaker. With an increasing number of education, media and globalization consumers, the stature of English speakers in Bangladesh is progressing. Bangladesh's current scenario cannot fit into Kachru's model as the Outer and Expanding Circle with India's English literacy rate or Japan's. English literacy rate The British colonized Bangladesh; Bangladesh uses English and is recognised as an unofficial secondary language. The education system provides English for globalization and jobs. Many International Schools that centralize English have arisen with sufficient students. However, as mentioned by Al-Mutairin (2019), even when Bangladesh is adapting to English language, they maintain cultural appropriateness, and the education system has the purpose of teaching English language for jobs and international communication. Additionally, English is considered vital in different aspects in very recent days. This characteristic of an expanding circle makes it challenging to categorise between the Outer Circle compared to India or the Expanding Circle, but it can fall between a grey area.

English in Pakistan

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In *English Language in Education and Globalization: A Comparative Analysis of the Role of English in Pakistan and China*, Haidar and Fang (2019) explained that English has become a powerful language in Asia due to globalization. A comparative study of Pakistan and China reveals differing uses of English despite similarities, with concerns about ideological and political aspects of English in expanding circle contexts. English has a significant impact on national and cultural identity in both countries. The education systems in Pakistan and China differ in their approaches to teaching English. English is associated with social mobility and progressive identity in both countries.

Learning English can create unequal social stratification and threaten local languages and cultures. Revisiting education and language policies to introduce English as a tool for communication and access to information is necessary. English is crucial in developing countries, impacting local languages and cultures, economic development, and education policy. Studies suggest that the role of English in developing countries is multifaceted and depends on social, economic, and political factors. Bilingual education in Pakistan faces challenges related to language policies and the importance of mother tongue education. An inclusive and equitable language policy is required to consider the linguistic and cultural diversity of the region. The impact of English language education is vital for the global economy; hence, Pakistan falls under the expanding circle in Kachru's Three circles model.

Haidar and Manan (2020) provided in-depth insights into the complex relationship between English language and social inequality in Pakistan. Despite internal linguistic confusion, English, Urdu, and local languages have remained integral components of language policy. The elite preferred it in education and professions; however, English is highly valued, being the official and written language in Pakistan (Halliday, 2003, 2006). In recent years, English has increased due to the rise of private English-medium schools (Haidar, 2016) and the lack of effective implementation of policies promoting Urdu.

The use of the definite article and progressive aspect with habitual actions are notable differences. An adjective is often followed by a "to-infinitive" instead of a preposition, as in

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British English. Moreover, the article examines the variations in grammar and vocabulary of Pakistani English due to the influence of local languages and cultural factors. Some lexical borrowings are from Arabic and Persian languages, and some words have different meanings in Pakistani English.

English language in Pakistani society as a symbol of power and social prestige. English is pervasive in Pakistan and is considered necessary for upward social mobility and a prerequisite for education, notably higher education. English language is a gate-keeping tool for professional jobs, and while it is not commonly used in everyday communication, it is still associated with prestige and dominance (Coleman, 2010).

The dominance of English language perpetuates inequality and controls social mobility in Pakistan—equitable access to English for all while also preserving local languages and cultural heritage. The article highlights the complexities of bilingualism and language learning in Pakistan, which are influenced by religious, political, and socioeconomic factors, as well as globalization and education policies.

Ashraf (2023) scrutinized letters to the editor from a leading English daily in Pakistan from 2002–2009 and 2018–2020 to explore public attitudes towards language policies; the study found a critical systematic relationship between Urdu and English regarding nationalism, modernity and identity.

Findings emphasized a subtle public discourse, the cultural significance of Urdu, the economic benefits of English, and the contentious debate over the medium of instruction in schools. Despite Urdu's national status, there was a clear distinction of English as a valuable asset for economic development, yet this came with concerns over educational accessibility and quality.

Language policies in Pakistan have strengthened cultural contentions and socioeconomic discrepancies, as the demand for English education clashed with issues of accessibility and

quality. Disregarding regional languages in educational policies echoed broader challenges in developing countries. English was often seen as an antidote for poverty and illness but failed to ensure equity or quality education.

Analyses of public discourse disclosed complicated perspectives towards language, education, and national identity, influenced by global shifts towards multilingualism. Policies in Pakistan and similar countries reflected an ongoing struggle to balance cultural heritage with the practical benefits of English proficiency. It involved reconsidering societal perspectives towards multilingualism, acknowledging the value of local languages alongside English and Urdu, and addressing the educational system's role in perpetuating linguistic hierarchies.

Kachru (1985, 16-17) mentioned that the three circles model distinguishes countries based on the institutionalization of English language in their bilingual or multilingual non-native context. The outer circle includes countries such as Bangladesh, Pakistan, Singapore, and Nigeria, which have a history of colonization by English-speaking countries. In the expanding circle, English is spoken as an international language and a lingua franca, with countries like Sweden, China, and Brazil being typical representatives. The three circles model illustrates power and authority relations over the language, with different levels of institutionalization and influence.

Hassan and Qureshi (2020) framed Teaching phonological accuracy as an essential aspect of English language learning in Pakistan, especially for Urdu learners. However, despite the positive attitudes towards phonological accuracy and communicative fluency among EFL instructors, their pedagogy sometimes reflects a different level of enthusiasm. The examination system in Pakistan also focuses heavily on grammar and reading comprehension, leading to the need for more speaking skills and better pronunciation.

Urdu EFL learners face difficulties with English supra-segmental phonemes, such as stress and intonation, which cause problems in communication with native English speakers.

Their difficulties in applying stress, segmental phonemes, and intonation while pronouncing English words are also evident. The most challenging phonemes for them are /v/, /ʒ/, /ŋ/, and /r/.

Pakistani EFL teachers should integrate pronunciation teaching with communicative activities to improve the phonological accuracy of Urdu learners. Teachers play a significant role as speech coaches in enhancing students' pronunciation skills. Pronunciation teaching is essential to communication, like grammar, syntax, and discourse. However, despite recognizing its importance, teachers do not always practice it.

While Pakistani EFL teachers prioritize teaching pronunciation correctly to improve communication, their practices could be more effective. The study indicated that teaching English pronunciation could be a more exciting activity in the classroom. The teachers use various techniques to teach pronunciation, such as tongue twisters, English songs, and films. However, there is a need for more effective teaching techniques to address phonological issues among Urdu EFL learners. Pakistani EFL teachers require more qualitative training in teaching pronunciation. Organized training for EFL teachers can help them improve their knowledge of communicative activities to teach English fluency.

Recommendation for Further Studies

Riaz (2021) stated that 21st-century English fluency is crucial due to the professional and academic challenges and expanded opportunities. Therefore, learners should focus on learning to speak English, and teachers must use diverse methods. (Monfared & Khatib, 2018) Research should be conducted on the perspective of Outer and Expanding Circles towards the language and learners' attitudes towards English variants. Detecting English proficiency from a collective/macro view can hamper the learning of an individual/micro view; hence, more studies should take place on ESL and EFL learners to identify proficiency in English. Moreover, studies on Kachru's model should take place, as it is one of the significant models in linguistics; accordingly, the relevance of the model should be checked with changes in time and adding different regions for generalization.

Conclusion

Kachru's Three Concentric Circles Model of the English Language has limitations based on geography and history. Multilingual users have different purposes for using English, and it

cannot determine their English proficiency. English is diverse in every circle, leading to issues in categorising into Circles. Also, it might need to be more reliable due to the current years. Fang and Yu (2022) stress the need to value global English varieties over a single standard, underlining the subject with the native-speakerism ideology. This belief system wrongly arranges native English speakers as superior, sidelining non-native speakers and their Englishes as inferior. The conflation of the Global Englishes and translanguaging paradigms can elevate critical multilingualism. By encouraging the agentive use of linguistic and non-linguistic communicative resources, including minority/indigenous languages in language education, and more frequent adoption of multimodalities and trans-semiotic approaches, English Language Education (ELE) can become more inclusive, diverse, and equitable.

Fostering diversity and inclusion in English requires a modification towards adopting the commonalities between Global Englishes and translanguaging. These approaches challenge traditional ideologies by acknowledging linguistic imperialism and advocating for minority/indigenous languages. Accentuating multilingualism and identity construction underscores the importance of recognizing and valuing learners' linguistic and cultural diversity. Challenging native-speakerism is necessary for redefining English language teaching (ELT) and learning processes. Incorporating Global English and translanguaging into ELT classroom practices offers actual benefits for students, including increased conviction and broader awareness of English diversity. Embracing Global English and translanguaging can help decolonize language education and enable a more inclusive, impartial, and social approach towards English.

In India, the growth of English is linked to imperial rule. Indian English is a distinct variety shaped by society, culture, and people, but its dominance in certain domains jeopardizes linguistic diversity and cultural identity. However, English's growth in India unifies the multilingual nation. Indianized English can be seen as norm-developing or norm-creating, a unique addition to the English language, even in writing.

In Bangladesh and Pakistan, English can be received as norm-dependent countries, and the listing under the outer circle can be concluded as incorrect. Media, press, and education are some aspects of these countries where English dominates. English is taught for specific purposes,

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such as international jobs or status and technology transfer, rather than daily communication. However, there are new developments of lingua franca or hybrid languages between English and native tongues, such as Banglish for Bengali and English and Urduish for Urdu and English. It is still unpopular with most citizens. These countries cannot index in any specific circle and fall under a grey area between Outer and Expanding Circles. Retracting from identifying English speakers solely based on their nationality is essential. Instead, a new approach could be to classify individuals based on their proficiency in international and regional varieties of English.

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