



THE DYNAMICS OF ENGLISH IN PAKISTAN: AN APPLICATION OF EXTRA- AND INTRA- TERRITORIAL FORCES MODEL

Nimra Noor

nimranoor1105@gmail.com

M.Phil. Scholar, Department of English, National University of Modern Languages, Islamabad, Punjab, Pakistan.

Dr. Maimoona Abdulaziz

maimoona.abdulaziz@numl.edu.pk

Assistant Professor, Department of English, National University of Modern Languages, Islamabad, Punjab, Pakistan.

Huda Noor

hudanoor2112@gmail.com

M.Phil. Scholar, Department of English, National University of Modern Languages, Islamabad, Punjab, Pakistan.

Abstract

This study examines the emergence and function of English in Pakistan from the perspective of the Extra- and Intra-Territorial Forces (EIF) Model (2020) developed by Buschfeld and Kautzsch. The research considers how English has been transformed within Pakistan's complex multilingual, postcolonial setting. It explores how extra-territorial forces have sustained English's role as a global language, while intra-territorial forces have localized its usage in Pakistan's sociolinguistic landscape through a critical analysis of existing literature, comparative studies from similar contexts, and empirical findings from a forthcoming questionnaire. The results show the persistence of exonormative norms in elite and institutional contexts, and the nativization of English through localized vocabulary and code-switching practices. The analysis is complemented by an exploration of the socio-economic divisions (urban-rural divide) in English access and how this relates to education and professional mobility. English's trajectory in Pakistan is explained by EIF model but the study also uncovers its limitations in the representation of multilingual complexities and socio-economic inequalities. The suggestions are to make adjustments to EIF model to encompass the present day, in which digital globalization have an impact, and to establish policies that promote inclusive language that will keep worldwide importance of English along with regional linguistic diversity.

Keywords: *EIF Model, Multilingual, Nativization, Postcolonial Setting, Role Of English In Pakistan*

Corresponding Author: Nimra Noor (M.Phil. Scholar, Department of English, National University of Modern Languages, Islamabad, Punjab, Pakistan).
Email: nimranoor1105@gmail.com

1. Introduction

The role of English is dynamic in the complex sociolinguistic context of Pakistan, as history, global, and local politics came in contact and collided with each other. English is Britain's lingua franca, resting on foundation of British colonial rule that has left English with a strong grip on education, governance, and employment, as a signifier of the modern, upwardly mobile. This, however, has led to social divisions and the marginalization of regional languages. Research on colonial legacies and globalization has been extensive, but the interaction of external (extra-territorial) and internal (intra-territorial) factors shaping Pakistani English has not been explored. The study addresses this gap by applying the Extra- and Intra-Territorial Forces (EIF) Model to holistically analyze the evolution of English in Pakistan's multilingual society.

This research presents a dual approach to the sociolinguistic trajectory of English in Pakistan, combining global and local perspectives. The study adds to investigations of the intersections of language, identity, and social mobility on the field of World Englishes and offers implications for language policy and education. It maps the interaction between colonial history, globalization, and local evolution, demonstrating how the resulting mix of colonial, global and local forces forge distinctive varieties of English. By exploring this situation, this case study deepens broader discussions of the life of English in postcolonial and multilingual spaces.

1.1. Statement of the Problem

English has a distinctive place in Pakistan, first as a colonial legacy and more importantly as a contemporary language. Institutions, global forces and local forces have conspired to transform the country's sociolinguistic landscape. English is something much more than status and modernity, and indeed the symbol of such things as upward social mobility via education, employment and governance, and as a means to get there. This

prominence, however, has come with what we might today call language hierarchy in which English tends to pre-eminent over local languages, further contributing to social stratification along linguistic lines.

In Pakistani context, this study employs Extra- and Intra-Territorial Forces (EIF) Model to investigate the global and local influences on the development of Pakistani English as a language of global significance and as a symbol of national identity. Therefore, a whole framework is needed to address these combined influences so as to understand dynamics of English present in Pakistan.

1.2. Purpose of the Research

This research aims to investigate and explain the factors that influence the spread, status and function of English in Pakistan from the Extra- and Intra-Territorial Forces (EIF) Model perspective. It also examines the forces that both supportively and conflictingly shape the use and perception of English in contemporary Pakistani society. Additionally, this study uses the EIF Model to explain the linguistic, social and cultural dynamics and the intricate relationship between English and regional identities in Pakistan. These findings will add to the body of knowledge on World Englishes and Pakistan will be a case study of how global and local forces interact to produce language in a multilingual society.

1.3. Objectives of Study

Specifically, this research seeks to:

- Identify the main extra-territorial and intra-territorial forces that impact English in Pakistan
- Investigate how these forces converge or conflict to influence English's current sociolinguistic role.
- Provide insights into how Pakistani English reflects a unique blend of external influence and local adaptation, thereby contributing to the broader field of World Englishes

1.4. Research Questions

Following questions are answered in this research:

1. What are the main extra-territorial and intra-territorial forces influencing the role of English in Pakistan?
2. How do these forces interact—whether converging or conflicting—to shape the current sociolinguistic role of English in Pakistan?
3. In what ways does Pakistani English reflect a unique integration of external influences and local adaptations, contributing to the study of World Englishes?

1.5. Significance of the Study

This research work is useful since it attempts to offer an integrated view on the sociolinguistic processes that are involved in the use of English within Pakistan. Using the Extra- and Intra-Territorial Forces (EIF) Model, this study demonstrates the interrelation of global and local forces in regard to the position, dissemination and role of English in a multilingual setting. This research is important in the study of Pakistani English as part of World Englishes that is affected by colonialism, globalization, and language policy. These three factors, in one way or another, contributed towards creating a Pakistani English language.

Furthermore, this research will contribute to the advancement of educational practices as well as language policy debates by demonstrating how English is useful for social purposes while also highlighting the negative aspect of linguistic hierarchy and regional identities. The research findings are important for planners, teachers, and linguists interested in the issues related to the status of English in Pakistan.

1.6. Delimitations of the Study

In this case study, the phenomena are examined in a Pakistan-centric perspective with an emphasis on the extra- and intra-territorial forces as described in the EIF Model. It does not seek to provide an in-depth consideration for other languages of Pakistan, particularly Urdu or other regional languages, but only to the extent of their association with English. The research is also delimited to Pakistani context and do not expand to other countries in South Asia where English is reported to share similar status. One other focus is also given to sociolinguistic dimensions of the past and the present race dating to the British colonial times rather than embedded based description of Pakistani English syntax or phonology. Such delimitations make sure that the research focus remains on the key aim of the study that is to figure out the very nature and the role of English language over in the socio-cultural fabric of Pakistan.

1.7. Limitations of the Study

There are some limitations regarding this study:

1. It depends mainly upon existing literature and structured survey, which do not provide deep insights for individual perceptions and regional attitudes towards English.
2. While Extra-territorial and Intra-territorial influences are indeed very broad, it also means that the study has not comprehensively identified all relevant factors that influence English in Pakistan, and thus results in focusing only on the most salient influences.
3. The language data and attitudes are region-dependent within Pakistan (most of responses are collected from Punjabi public, with minimal focus on other regions), thus reducing the generalizability of the findings.
4. Limited time has also limited the analysis and the interpretation of the data.

2. Literature Review

The study of World Englishes (WEs) has advanced well beyond traditional, postcolonial models of identity, where their relations with global linguistic space, regional identity, and educational policies are given due attention. This literature review examines the evolution of research in language policy and the use of models such as Schneider's Dynamic Model (DM) and the Extra- and Intra-Territorial Forces (EIF) Model. It brings together insights from different locales, including Pakistan, India, Bangladesh, Japan and China, and illustrates the strengths and weaknesses of these frameworks in capturing the dynamic behavior of English in response to new sociolinguistic conditions.

2.1. Preservation and Policy of Lesser-Known Languages

Anju Saxena and Lars Borin's "*Lesser Known Languages of South Asia*" (2006) had created a comprehensive case study of the socio-linguistic landscape of underprivileged languages in the region. However, it was effective at painting the picture of how technology can apply to revitalization and community engagement, but it also exposed an enormous gap between policy intent and actual implementation. The strength of the text is in its comprehensive case studies that show how marginalized languages have been systematically neglected because of socio-political barriers. However, like its call for additive multilingualism, the book's characteristic emphasis on technological potential may have obscured grassroots work in language preservation that has achieved some

success. Its practical relevance could be enhanced by a deeper exploration of successful policy applications.

2.2. A Dynamic Approach to Postcolonial Englishes

Edgar W. Schneider's *Postcolonial English: Varieties Around the World* (2007) introduced a pioneering Dynamic Model which redefined the postcolonial linguistic evolution in five distinct phases. This paper overcomes earlier static models of language identity (e.g., Kachru's Three Circles), by accounting for a more complex and gradual reconfiguration of linguistic identity. Schneider's view of sociolinguistic processes and settler Indigenous community interaction gave richness to the analysis. But the model's general applicability can dilute context specific insights in very multilingual regions where linguistic boundaries are blurred. The theory's innovative but general nature sparks a debate about its ability to capture the late stage developments of language change.

2.3. Extending the Dynamic Model's Scope

In the volume *The Evolution of Englishes: The Dynamic Model and Beyond* (2014) edited by Buschfeld, Hoffmann, Huber, and Kautzsch, Schneider's framework was critically expanded to different global contexts and its utility and limitations were revealed. This collection effectively critiqued the assumptions of uniform progression in postcolonial Englishes, and showed incomplete phases of development, such as in South African and Philippine English. The book underscored the complexity of language adaptation by integrating socio-political variables that delay linguistic stabilization. This, however, was merely input about possible economic and educational impacts that were insightful, but were also suggestive of a more cohesive strategy that would combine theoretical discourse with sociolinguistic realities, and perhaps, deserved a little more theoretical adaption to bring the analysis along.

2.4. Reimagining World Englishes: The EIF Model

Sandra C. Deshors's *Modeling World Englishes: Assessing the interplay of emancipation and globalization of ESL varieties* (2018), a massive break from the traditional linguistic models was proposed using the Extra-and Intra-Territorial Forces (EIF) Model. This was a response to the limitations in Kachru's and Schneider's frameworks, which argue how the forces of global and local work together to produce linguistic diversity. The EIF Model represented an important step in the direction of capturing the hybrid nature of World Englishes in contexts such as Namibia and Singapore, but its theoretical ambitions sometimes exceed empirical support. The book's call for

interdisciplinary methodologies is to be applauded, but the practical implications for language policy and education are not fully explored. This work initiated critical conversations but needs to be applied further to solidify its theoretical foundations.

The above two volumes exploring the evolution of WEs, reviewed by Röthlisberger (2015, 2019), highlight the need for multi-faceted, updated models that take into account economic, cognitive, and sociolinguistic factors. It highlighted the critiques of traditional models that highlighted their limitation to address multilingual and digital realities. Röthlisberger commends recent changes in the way communicative and digital analyses are integrated, which he argues should lead to a more holistic understanding of English's global adaptability.

2.5. Critiques and Advancements of World Englishes Models

Buschfeld and Kautzsch (2017) and Bilal et al. (2023) critically reviewed traditional models of World Englishes (WEs) such as Kachru's Three Circles and Schneider's DM. While these models were groundbreaking, both articles pointed out that they did not sufficiently address the dynamic and non-linear occurrence of development of English in different contexts, more specifically, in different than postcolonial settings. A notable step forward would be the Extra- and Intra-Territorial Forces (EIF) Model that takes into account globalization and internal societal attitudes. Bilal et al. (2023) mentioned that there is a need for curricula that embraces linguistic diversity, which is pedagogically and sociolinguistically important, in view of the global spread of English.

Schneider's (2014) study of the DM in non-colonial settings including China and Japan showed that the model operates in transmitting hybrid and globalization driven nativization of English. To address these dynamics, English introduced the idea of 'Transnational Attraction' and posed for a new set of frameworks that capture globalization and identity to portray more adequately how English has changed.

2.6. Reassessing English Varieties: Multifaceted Insights

In "*Modelling World Englishes: A joint approach to postcolonial and non-postcolonial varieties*" (2020) Sarah Buschfeld and Alexander Kautzsch refined the EIF Model by taking a more comprehensive view of English varieties, from postcolonial to non-postcolonial contexts. What makes the volume strong is its ability to show the fluidity between ESL, EFL, and ENL, and to resist static categorization, and to emphasize 'multinormative stabilization.' The book underscored the importance of recognizing intra-varietal heterogeneity through case studies from diverse regions. Yet, even as it demanded

more sophisticated, more locally appropriate frameworks, its compromising breadth brought into question practical scalability and consistency of method. These discussions emphasized the potential of the EIF Model but also indicate a need for longer-term development in order to mitigate the ways in which the model has become increasingly complex in certain areas of language.

2.7. Revisiting Foundational and Indigenous Perspectives

Upton (2020) criticized the use of postcolonial models like Schneider's DM to foundational varieties of English, such as English in England (EE). EE, he contended, derived its organic development from historical migrations and internal diversity, and these needs must be addressed with frameworks more complex than those established in colonially based models. He reinforced the fact that English was always evolving in relationship with its history and social-cultural history.

2.8. Empirical Insights into Regional and Non-Native Varieties

In their empirical work in Bangladeshi English (BdE), Gómez and Posse (2023) and García-Castro (2019) argue that historical, socio political and global forces have impacted the development of the variety, though their emphasis appears to be more on the latter two than the first. Gómez and Posse, however, situated BdE at the intersection of exonormative stabilization and nativization, and highlighted specific linguistic features, such as non-standard pluralization. Globalization and educational policies found expression in the resurgence of English in Bangladesh, by its alignment with the EIF Model. These studies called for reforms that balance local and global language needs and encouraged further corpus based research to track linguistic evolution.

In their analysis of these themes in the Indian context, Labade, Lange, and Leuckert (2020) extend this work by examining English as both an aspirational language and a symbol of socioeconomic mobility in urban settings and as having a dual role in anchoring cultural identity, while Marathi and Hindi function as regional languages in rural settings. The critique of models such as Schneider's Dynamic Model (DM), and the EIF Model highlight the requirement of frameworks that afford India's pluralistic language situation where English is not an all dominating force.

Such a comprehensive literature calls for more flexible, inclusive models that acknowledge both global and local forces, and are insightful of linguistic hybridity in light of current socio-linguistic realities.

2.9. The Role of English in Expanding Circle Contexts

Through Japanese and Chinese case studies, D'Angelo and Ike (2020) and Zhang (2018), respectively, have demonstrated the applicability and reach of the EIF model outside settings of post-colonial environments. D'Angelo and Ike (2020) outline how Japanese English has evolved from the Meiji Restoration into the post-WW2 influences; depict the continued use of native norms and explain how the country is positioned at Exonormative Stabilization Phase. Early signs of nativization in Chinese non-English majors analyzed by Zhang (2018) were attributed to globalization and economic motivations. These studies showed that it was difficult to distinguish between extra- and intra-territorial forces and that there was a persistent preference for native norms.

2.10. Reconceptualizing Global Englishes with Decolonial Perspectives

As Alexander Onysko's "Research Developments in World Englishes" (2021) effectively critiqued current World Englishes paradigms, suggesting decolonial way that de-centers the topic of Inner Circle norms. By integrating the perspectives of cognitive sociolinguistics and translanguaging to the practice of English as a socially embedded practice, this volume offered an interesting approach. Empirical studies in multilingual regions such as the UAE and Hong Kong broaden understanding, but also pointed to a persistent challenge of aligning teaching practices with the multilingual reality of English. This commitment to deconstructing linguistic hierarchies was underlined by the critique of lexicographical biases in the book, in something like the Oxford English Dictionary. Nevertheless, although its theoretical breadth is commendable, such research did not investigate the practical implications of these insights for curriculum development.

2.11. Critique of Policy and Linguistic Realities in Asia

Ee Ling Low and Anne Pakir's "*English in East and South Asia*" (2021) revealed how out of step language policies are with language practice in countries such as Japan and Pakistan. The analysis skillfully dissects the mismatch between policy driven goals and actual linguistic outcomes, especially in educational contexts. The text critiqued traditional models of linguistic hybridity, challenging their inability to accommodate the realities of late stage English use in multilingual societies. The insights into how English is pragmatically adapted in local cultures in this volume underscored the need for newer paradigms such as 'translocality.' Although the discussions around cultural agency were lively, a finer grained study of intervening policy measures between human practice and policy could have brought more impact.

2.12. Evolution of Language Policies and Multilingual Challenges in Pakistan

Rahman (2019) gave a detailed critique of Pakistan's language policies including that of socio-political and educational dominance of Urdu and English followed by neglect of regional languages. Social stratification was aggravated by a lack of mother tongue education and elite promoted English. Mansoor's (2003, 2004) echoed these apprehensions and focused on the marginalization of regional languages in higher education and the discrepancy between public and private institutions. The public sector students often find it difficult because the English resources are not available in adequate volumes whereas the English resources are better available in the private foreign institutions. All studies supported an inclusive policy agenda that has embedded regional languages into the educational framework and addressed systemic inequity.

In the case of Pakistani English, Shakir (2020) examined PE in normatively qualified and unmarked term against U.S. English through a comparison of the formal and code switching nature of the two. This allows for positioning the dual identity of PE between local and global norms. Shakir's analysis helped to support the call for further exploration of digital registers and their role in shaping modern WEs.

Mahboob (2021) analyzed the historical, sociolinguistic and systemic role of English in Pakistan. English was introduced as a governance tool under British rule to marginalize Indigenous languages and to sustain reliance on colonial knowledge systems. English continues to dominate education, governance and commerce post-independence, reproducing social stratification and cultural erosion. The biggest challenge is the educational inequality and given the lack of socio-economic mobility for non-English speakers. He argues language policy reforms, bilingual education and reviving Indigenous knowledge systems to reduce reliance on English to promote national development. To progress, it requires a balanced linguistic approach.

2.13. Gap in Literature and Rationale for the Current Study

Research on Pakistani English (PE) has addressed a number of socio-political and linguistic aspects, but there are gaps in applying a comprehensive model such as the Extra- and Intra-Territorial Forces (EIF) Model to this context. Mansoor (2003, 2004), Rahman (2019) and Shakir (2020) have studied the impact of English and Urdu, and the marginalization of regional languages, with educational and socio-economic divides. Yet, despite resonance with a complex multilingual postcolonial society such as India, where the EIF Model has been successfully applied, Pakistan lacks in depth analysis of both intra

territorial (e.g., national education policies, language attitudes) and extra territorial (e.g., globalization, digital influence) forces.

This study attempts to fill this gap by applying the EIF Model to examine evolution of English in Pakistan's specific multilingual and socio-political context. This approach differs from earlier studies, which commonly emphasize either postcolonial or global aspects, as it will focus on English's role in the light of combinations of local educational policies and socio-economic stimulus and global influences. This model will help to generate new insights into the interrelated forces that drive linguistic change and will contribute to both theoretical refinement of the EIF Model and practical implications for language policy and education in Pakistan.

3. Research Methodology

3.1. Research Framework

Sarah Buschfeld and Alexander Kautzsch's **Extra- and Intra-Territorial Forces (EIF) Model** first introduced in 2014, developed in 2017, and revised in 2020, is an analytical framework for studying the evolution of English varieties in both postcolonial (PCE) and non-postcolonial (non PCE) contexts. This model considers two main types of forces influencing language evolution:

Extra-territorial forces

These are external influences coming into a country, such as colonization, globalization, foreign policy, external language policies (e.g., from British or American cultural institutions), and sociodemographic background of colonizers.

Intra-territorial forces

They are related to internal, locally grounded factors, such as national attitudes towards colonization, internal language policies, acceptance or rejection of globalization, and sociodemographic context within the nation.

Table 1: An Overview of Extra- and Intra-Territorial Forces

(Source: adapted from Buschfeld & Kautzsch, 2017)

Extra-territorial Force	PCE	Non-PCE	Intra-territorial Force	PCE	Non-PCE
Colonization	√	X	Attitudes towards colonizing power	√	X
Language policies	√	√	Language policies / language attitudes	√	√
Globalization	√	√	'Acceptance' of globalization	√	√
Foreign policies	√	√	Foreign policies	√	√
Sociodemographic background	√	√	Sociodemographic background	√	√

The EIF Model modifies Schneider's Dynamic Model (2007), incorporating four developmental parameters to provide a structured view of how language varieties evolve. However, the EIF Model is unique in extending the Dynamic Model's scope to address non-colonial varieties, using similar evolutionary forces to analyze both colonial and non-colonial contexts.

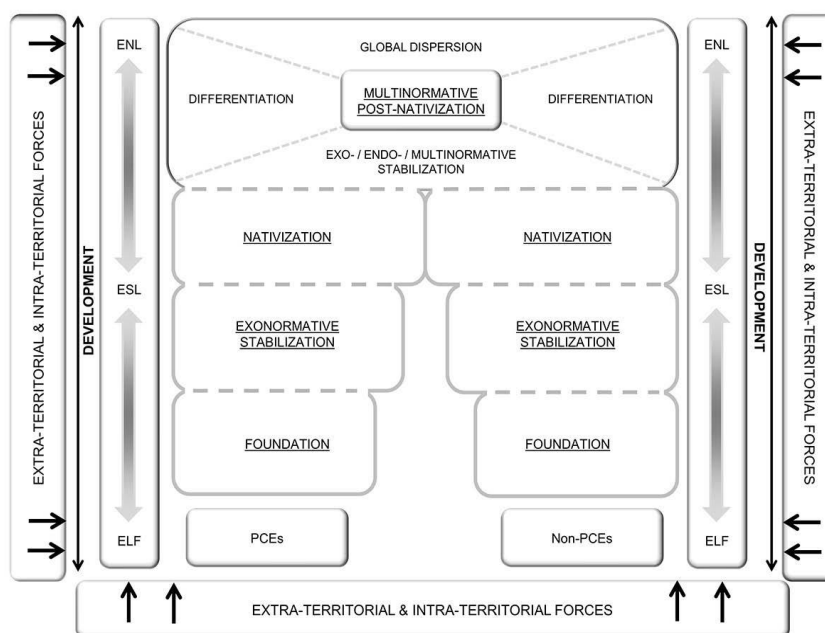


Figure 1: The revised Extra- and Intra-territorial Forces Model

(Source: adapted from Buschfeld et al. 2020: 411)

In this case study, EIF Model helps to understand how English developed in Pakistan due to foreign and domestic factors as a new variety in World Englishes. It also allows an understanding of the cultural and social processes that are shaping or are already shaped by English in such complex multilingual environments. In this way, this model is aligned with the research objectives by explaining the integration of global and local linguistic policies and attitudes comprehensively to explore the status of English in Pakistan.

3.2. Research Type

This study employs a *mixed method* approach, integrating both *qualitative case study design* using EIF Model and *quantitative survey-based study* to explore the dynamics of English in Pakistan, concentrating the statistic and constant comparison analysis method integrating the results of survey with the previous academic studies. The *convenience sampling* and *snowball sampling* techniques are used to ensure effective representative exploration of public attitudes, language policies, historical dynamics and function of English in contemporary Pakistani society. The survey responses were collected from the educated class of Pakistani society having sufficient understanding of dynamics of English in Pakistan. This research design presents a detailed analysis of the sociolinguistic aspects of English and the sociocultural realities of Pakistan as the country affected by both global factors and society's perception of English's role in the country.

3.3. Population and Sampling

- **Population**

The population for this study includes English-using individuals in Pakistan (particularly Punjab), with a focus on students as a primary subgroup, reflecting their significant role in shaping the dynamics of English in the country.

- **Sampling**

- **Sample Type:** The study uses a survey questionnaire inquiring participants' attitudes and knowledge regarding development of English in Pakistan under the influence of foreign and local factors.

- **Sampling Technique:** Convenience and snowball sampling techniques are used to access a large number of participants within limited time frame.
- **Sample Size:** 171 individuals participated in the survey conducted for this study having diverse perspectives and attitudes towards English.
- **Sampling Criteria:** Participants must have a direct experience with English language i.e., individuals who use English in academic, professional, or social settings. Respondents should have at least a basic proficiency in English. Their education level must be graduation or higher.
- **Sample Representativeness:** The sample represents diverse sociolinguistic settings in Pakistan, ensuring variations in regional, institutional, and demographic contexts. This approach provides a holistic view of how English functions across different strata of society.

3.4. Data Collection Tools

Survey Questionnaire: The study conducts a comprehensive survey using a structured questionnaire based on likert scale to gather responses from students and educators of English language in Pakistan. The aim is to understand Pakistani public perceptions and attitudes towards colonial legacy, language policy, globalization and the impact they have on the development of English.

Academic Studies and Research Papers: Scholarly artifacts such as research articles and books having insights in the position and function of English in Pakistan with respect to its colonial background, its role in globalization, and the sociolinguistic space. The studies dealing with the implications of the EIF model in the postcolonial and the non-postcolonial societies are also consulted. Furthermore, the language policies mentioned in past academic studies are also focused.

3.5. Data Analysis Tools

Statistical Analysis: A two-way ANOVA test without replication is applied to survey data to analyze attitudes towards extra- and intra-territorial forces shaping English in Pakistan. Main and interactional effects are examined for factors such as colonial legacy, globalization, language policy, regional identity, and societal attitudes. This statistically based approach, however, discovers quantitative patterns that explain the degree to which these forces affect the public's perceptions.

Constant Comparative Analysis: Comparing data from academic sources and survey responses helps to examine perceptions and usage of English in Pakistani society, and to identify convergences and divergences. It also looks at the data in the light of language hierarchy and its connection with regional languages. This approach is useful for finding out the nuanced pattern and interconnection across different data sources, we can get too easy to see the overall linguistic dynamics.

3.6. Data Interpretation and Reporting

Interpretive Framework: The EIF Model is used to interpret the data using statistical analysis and constant comparative analysis to identify the interaction of external and internal forces. Findings are mapped according to the model's dimensions, categorizing insights into extra- and intra-territorial forces and identifying overlaps, conflicts, or unique patterns in Pakistan's multilingual environment.

Statistical Reporting: Attitudes towards external and internal forces are quantified using results from the two-way ANOVA test without replication, which presents significant patterns and interactions. The empirical foundation for understanding the sociolinguistic hierarchy is these statistical findings.

Comparative Narrative Reporting: Thematic insights derived from academic studies and survey responses are compared to key research questions. Language hierarchy and regional language dynamics are contextualized by examples of how English functions within the sociolinguistic hierarchy.

Visual Representations: The statistical findings of two-way ANOVA test is represented in the form of tables with comparative insights in order to provide a full overview of the impact of demographic variables on individual attitudes and responses.

Ethical Considerations

This study obtained informed consent from participants in the survey conducted for this study; thereby, respondents obviously understand about being a subject of research and confidentiality about the voluntary response to any question. The results of the survey are also reported anonymously. Perceptions and societal dynamics around English are transparently represented in the findings. Also, the books and past research used in this research are cited properly.

4. Analytical Discussion

The data is analyzed by two methods: statistical analysis of survey responses by applying two-way ANOVA without replication, and the constant comparative analysis of the survey findings and the previously available data in the form of books and research articles.

4.1. Statistical Analysis

First, let's have a look of the statistical findings of the survey responses conducted from Pakistani public regarding their attitudes and perceptions of English language. The survey contains various demographic variables according to which the individual responses are analyzed using two way ANOVA test without replication.

Table 2: ANOVA: Two-Factor Without Replication

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Rows	989.6406	170	5.821416	7.885319	3.8E-161	1.187817
Columns	308.8115	39	7.918245	10.72555	9.46E-63	1.401141
Error	4894.663	6630	0.73826			
Total	6193.116	6839				

Key Observations from ANOVA Results

Across variables, the **F-statistics consistently exceed F-critical values**, and **p-values are below 0.05**, highlighting statistically significant differences in perceptions. These findings align with the sociolinguistic dynamics of English in Pakistan, where demographic and linguistic factors heavily influence attitudes.

Interpretation of the Results

The ANOVA analysis confirms that there are statistically significant differences both among respondents (rows) and across survey items (columns). This indicates that:

1. **Respondent Variability:** The survey captured a diverse range of attitudes and perceptions, likely influenced by demographic factors such as age, gender, education, region, and occupation. The presence of this diversity brings into focus importance of intra-territorial forces in determining individual experiences and perspectives of English in Pakistan.
2. **Survey Questions Variability:** The answers were varied, given the multitudinal way that the role of English in Pakistan is played out. For example, topics such as coloniality, globalization and language policy may resonate with respondents' context and experience with it.
3. **Significant Patterns:** Both rows and columns have low p-values, indicating that observed variation is unlikely to have happened just by chance. It helps to support the reliability of the data to identify the significant trends and insights.

4.2. Constant Comparative Analysis

The development of English in Pakistan is best understood through the revised **Extra- and Intra-Territorial Forces (EIF) Model (2020)**, which outlines four stages: **Foundation, Exonormative Stabilization, Nativization, and Multinormative Post-Nativization**. These stages gain explanatory power from the realization that the trajectory of English as a language of governance, education and identity has been molded by such external forces and internal dynamics in Pakistan's multilingual, postcolonial society.

4.2.1. Foundation: Colonial Introduction and Institutionalization

The colonial history of British rule in subcontinent is the foundation phase of English in Pakistan. Just like the British did in all the colonized territories, English was introduced as a tool of governance, of law and of education; however it became a language of power and privilege.

Role of Extra-Territorial Forces

During British colonization, extra-territorial forces i.e., British policies and governance structures brought in English as a language of administration and education. This is exemplified by Macaulay's Minute (1835) which insisted in the existence of English educated elite to mitigate the distance between the colonizers and the colonized (Schneider, 2007; Buschfeld & Kautzsch, 2017). The portrayal of English not only as a superior language but as a language that reflected European intellectual traditions displaced the other major languages (Persian and Sanskrit) from their formal roles.

Role of Intra-Territorial Forces

Furthermore, local elites were relying on the adoption of English to solidify its status. English was therefore used by indigenous elites (zamindars and nawabs) to gain power within the colonial structure (Rahman, 2019). Such reinforcement of a linguistic hierarchy built on the dichotomy of English as a channel to privilege, against Indigenous languages relegated to illicit domains.

Survey Insights

Responses from older participants clearly link English to colonial heritage, through their agreement with assertions as “*English reflects colonial influences today*” and “*English’s colonial past affects current language hierarchies in Pakistan.*” A generational perspective ascribes English to the role that it has historically played as an instrument of elite control and social and economic stratification. Additionally, the ones with higher education levels often perceive English as a symbol of the privilege, while people from the rural areas emphasize English’s historical inaccessibility to marginalized communities. These insights validate the intra-territorial dynamics of this phase in which the local elites’ adoption of English contributed to linguistic hierarchies and social divisions.

4.2.2. Exonormative Stabilization: Post-Independence Continuity

After independence in 1947, Pakistan continued to use English as official language alongside Urdu. This is the phase where exonormative standards are dominant, and English in Pakistan conforms to British linguistic standard in the formal domain, as stated by Labade, Lange, and Leuckert (2020) in Indian context.

Role of Extra-Territorial Forces

Like many other newly independent countries, Pakistan’s reliance on English for diplomacy, trade, and education, among other reasons, was maintained after independence.

English was tied to British norms; institutions such as the British Council fostered linguistic and cultural ties (Buschfeld & Kautzsch, 2017). Moreover, a perception of English's importance to professional and academic dominance was reinforced by global economic integration.

Role of Intra-Territorial Forces

Domestically, intra-territorial forces had a dual role. Although Urdu was officially promoted as the national language to bring about unity, English remained a co-official language for governance and elite education (Mansoor, 2003). Rural populations, which did not have access to English-medium schooling, became 'traditionally' marginalized owing to this schooling becoming a marker of socioeconomic privilege.

Survey Insights

Survey responses clearly show a pronounced urban-rural divide on the point that urban respondents agree much more than rural respondents that “*fluency in English is essential for career success.*” In contrast, rural respondents were more likely to perceive English as inaccessible, and to express neutrality or disagreement with similar statements. There is a similar divide in education, urban respondents stressing the importance of English medium schooling; rural respondents belittle it as an elite privilege. Such attitudes reflect how conflicts among these forces have created linguistic hierarchies by privileging urban and elite communities to the marginalized rural peoples and ensure socio-economic inequalities.

4.2.3. Nativization: Localization of English

The Nativization Phase is the time of slow adjustment of English to local sociolinguistic contexts as mediated both by extra- and intra-territorial forces. There is this phase where 'Pakistani English' has emerged, localizing vocabulary, grammar, and hybrid linguistic practice.

Role of Extra-Territorial Forces

Extra-territorial forces of media and technology acted around the world, thus globalizing English and influencing its hybrid structure. For instance, processes of global and local linguistic practices are experienced as American English norms penetrated into digital platforms and international media (Schneider, 2007).

Role of Intra-Territorial Forces

This is reflected in the adaptation of English into Pakistani society i.e., 'Pakistani English' defined by Mansoor (2004) as: localized vocabulary (shadi hall, load shedding), unique grammatical structures and widespread code switching with Urdu and the regional languages. The adaptations show local sociocultural adaptation (i.e., the use of English in informal settings such as advertising and social media).

Survey Insights

Younger respondents and urban participants were strongly in favor of code switching, often agreeing with statements such as “*I feel comfortable blending English with local languages in conversations.*” Yet rural respondents were not engaged with such practices, as they were not exposed to English in informal or cultural contexts. While these findings reveal the dual functioning of intra-territorial forces in enhancing cultural adaptation of English and also highlighting socioeconomic differentials that hinder its reach to marginalized populations.

4.2.4. Multinormative Post-Nativization: Emerging Divergence and Hybridity

The final phase, Multinormative Post-Nativization, reflects the coexistence of localized and global norms. This stage in Pakistan incorporates limited differentiation and ongoing negotiation of English's role in a globalized but multilingual society, similar to India (Labade, Lange, & Leuckert, 2020).

Role of Extra-Territorial Forces

English remains crucial for international communication, higher education, and economic mobility, reflecting its global relevance as driven by extra-territorial forces. However, these global norms often overlook efforts to recognize localized varieties of English (Buschfeld et al., 2020).

Role of Intra-Territorial Forces

Pakistani English has been enriched by localized expression as well as regional influences, but institutional recognition is limited. English access still remains dispersed between urban and rural disparities, thereby continuing inequalities in education and professional opportunities (Mahboob, 2021).

Survey Insights

Survey findings reveal broad support for institutionalizing Pakistani English, with many respondents agreeing that “*A localized variety of English could help preserve cultural identity.*” But this was more common among urban and younger participants, while rural respondents tended to see English as an elitist tool that had no relevance to their daily life. These responses emphasize how intra-territorial forces made it possible for Pakistani English to hybridize and be accepted, yet at the same time make visible enduring barriers preventing its universal and equitable use.

Table 3: Visual Representation of Survey Findings on Dynamics of English in Pakistan

Survey Theme	Key Findings	Demographic Insights
Colonial Legacy	English is widely seen as reflecting colonial influences and contributing to socio-economic hierarchies.	Older respondents (40+) strongly associate English with colonial elitism. Urban respondents (70%) agree more than rural ones (50%).
	Participants perceive English as reinforcing power structures tied to governance and formal communication.	Higher-educated participants (65%) acknowledge colonial associations, while lower-educated groups (40%) show less awareness.
Language Policies and Multilingualism	Strong support exists for English as a co-official language alongside Urdu and regional languages.	Urban participants (80%) support this policy more than rural ones (50%).
	Rural respondents emphasize the need to limit English to promote regional languages.	Rural respondents (60%) prioritize regional language growth more than urban ones (30%).
	Participants with higher education favor English-	Lower-educated participants are less likely to support this policy (50%) and see it as exclusive.

	medium instruction (85%), citing its economic benefits.	
Globalization and Class Divide	English is widely seen as a positive tool for participating in the global economy and fostering cultural openness.	Younger participants (18–25) show higher support for English as a global force (70%) than older ones (40+), who are more concerned about cultural erosion (50%).
	A significant concern is English creating a class divide based on proficiency levels.	Rural respondents emphasize the class divide more (75%) than urban respondents (65%).
	Participants strongly support a localized variety of English (Pakistani English) as a way to assert cultural independence within globalization.	Younger respondents (18–25) express the strongest support for localized English (80%), reflecting cultural adaptation trends.
Personal and Societal Perceptions	English proficiency is perceived as critical for social mobility and career advancement.	Urban respondents (85%) associate proficiency with job opportunities, compared to rural ones (45%).
	Participants feel judged based on their English skills, especially in professional settings.	Lower-educated participants (70%) report feeling judged more than higher-educated ones (40%).
	Code-switching (blending English with local languages) is widely accepted in informal communication.	Younger respondents (85%) support code-switching more than older ones (50%).
National Identity and Cultural Values	English is seen both as a unifying language and a threat to Pakistan’s cultural identity.	Urban respondents (70%) view English as a bridge between global and local cultures, while rural ones (55%) emphasize its role as a cultural threat.
	Participants advocate for balancing English with	Higher-educated participants (75%) support balancing

	Indigenous languages to preserve cultural identity.	English with local languages more than lower-educated ones (40%).
	Support for embracing a localized version of English (Pakistani English) to preserve identity while engaging globally is widespread.	All demographic groups show moderate to strong support, with the highest among younger respondents (80%).

4.3. Interplay of Extra- and Intra-Territorial Forces

English in Pakistan is an ever evolving language due to a dynamic interaction between extra-territorial and intra-territorial forces which reinforce or challenge each other through different sociolinguistic domains.

Colonial Legacy Meets National Policies

A foundation role of English was provided by its colonial introduction as a tool of governance and education in Pakistan. After independence, national policies to make Urdu the national language were unsuccessful in removing English from elite domains to retain its position as a language of power (Rahman, 2019; Schneider, 2007). Both external imposition and internal acceptance combined constitute the enduring colonial legacy, which reflects the way in which extra- and intra-territorial forces coexist to shape linguistic hierarchies.

Globalization and Local Adaptations

As a powerful extra-territorial force, globalization has driven up the demand for English in the professional, academic as well as technological domains. At the same time, English has been domesticated in Pakistan by intra-territorial forces including the development of local literary culture and media that recognize and accommodate the fluidities and complexities of Pakistani cultural life. Between these poles, this interplay can be seen in hybrid linguistic practices such as code switching and the use of localized expressions that combine global norms with local needs.

Inequalities in Access

Growing socioeconomic divides in English access have worsened by the interaction of external and internal forces. Urban elites are able to take advantage of extra-territorial pressures (e.g., a global job market) and intra-territorial policies (e.g., English medium schooling), while rural and marginalized populations are excluded from these opportunities. It reveals how extra- and intra-territorial forces come together to strengthen pre-existing inequalities.

Multilingual Realities

The interaction of forces gets complicated by Pakistan's multilingual landscape. While extra-territorial forces such as international media promote the global dominance of English, intra-territorial issues put emphasis on Urdu and regional languages for cultural and emotional identity. English is thus indispensable for socioeconomic mobility as well as disconnected with the cultural identity (Mahboob, 2021; Buschfeld et al., 2020), which builds a dual linguistic reality of English.

Resistance and Hybridization

Though English is prestigious and useful, intra-territorial activities in support of Indigenous languages resist its dominance. But rather than diminishing English's importance, this resistance has led to hybridization; Indigenous languages add new words and other features to a localized variety of English, along with the global norm. This shows how intra-territorial forces are able to redefine rather than rejecting external linguistic influences.

Arising from the interaction of extra- and intra-territorial forces, English in Pakistan has become a language of global significance and local adaptation. Although English has become a useful tool for communication due to external pressure including globalization and colonial legacy, the form and function have been localized by internal dynamics including national policies and multilingual context. This interaction highlights the necessity for policies which balance equal access to English, while also preserving regional languages and their related cultures.

4.4. Critical Evaluation

The Extra- and Intra-Territorial Forces (EIF) Model is a useful framework for the study of the evolution of English in a multilingual, postcolonial society, as applied to the Pakistani context. The model combines external forces (colonial heritage and

globalization) and internal processes (national policies, societal attitudes) and successfully explains the evolution of English through the stages of foundation, stabilization and nativization. Specifically, it demonstrates the emergence of English as a language of governance and education in the early stages of British colonial policy, and its maintenance after independence, by its role in such elite institutions and in international communication. Second, the way in which nativization is recognized through local adaptations and the way global forces interact with local forces in defining linguistic identities also reveals that.

Nevertheless, the model is also found to have some limitations when applied in Pakistan. In the case of Pakistan, the EIF model recognizes issues related to the multilingual character but does not sufficiently account for Pakistan's linguistic landscape in which English interacts with the national language, Urdu, as well as a myriad of indigenous linguistic realities. By emphasizing English's global relevance as defined through extra-territorial forces, the model risks overstating the significance of the socio-political tensions and resistance in intra-territorial contexts, those attacking the prioritization of Urdu or marginalizing the importance of regional languages. However, besides this, the model's sequence of stages creates a delineated structure, and the progression of this model is not similarly consistent with the overlapping and cyclical nature of English's evolution in Pakistan. For instance, nativization is coexistent with exonormative standards, in other words there is no clear differentiation between stabilization and nativization phases.

Critically, the model's narrow focus on socio-economic disparities is critically important. A major intra-territorial force that the model underexplores is the stark urban-rural divide in English access, which is the product of unequal educational policies and resources. Moreover, as globalization and technology increasingly reshape linguistic practices, the model could be enhanced by incorporating the role of digital platforms and transnational media as contemporary extra-territorial forces driving hybridization and language shift.

Therefore, we can say that the EIF model, though a robust framework for the analysis of English's development in Pakistan, will be more productive to apply when the multilingual realities, socio-economic divides, and digitized globalization of this era would be well understood. These refinements suggest that this model could be made more dynamic and appropriate to capture the features of English in Pakistan's evolving sociolinguistic environment.

4.5. Recommendations by the Study

The study recommends refining the EIF model to include digital globalization and technological influences as key extra-territorial forces. Further, it encourages greater consideration of multilingualism and the combination of English with Urdu or other regional languages in postcolonial times. For language policy, the study proposes bilingual or multilingual education systems that can give students equitable access to English whilst maintaining regional languages. The study also argues for investment in rural education to bridge the socio-economic divide, and also for the recognition of Pakistani English as a legitimate variety in academic and professional contexts. Finally, it stresses the importance of digital literacy as a means to foster broader engagement with English in both urban and rural areas.

5. Conclusion

The EIF model explains how the evolution of English in Pakistan a product of an interaction between extra- and intra- territorial forces is. English has become a language that connects global aspirations to local identities from the Foundation stage to Nativization. However, the institutionalization of Pakistani English as a complete local variety is minimized by the normalization of exonormative norms and urban rural disparities in English accessibility caused by unbalanced policies. The study stresses the need for the development of inclusive language policies between fair English access and conservative care of linguistic traditions of various regions and cultures. Finally, the EIF model could be further strengthened for the purpose of explaining digital globalization and hybrid linguistic practices. This study contributes to World Englishes research in underscoring the need for an enabling environment within a linguistically inclusive and socially equitable milieu drawn to English as a tool of Empowerment rather than Exclusion.

References

- Bilal, H. A., Shahid, A. S., Iqbal, Z., & Asghar, I. (2023). Beyond the Standard: Exploring Models and Dynamics of World Englishes. *Linguistic Forum - A Journal of Linguistics*, 5(1), 56–72. <https://doi.org/10.53057/linfo/2023.5.1.9>
- Bisang, W., Hock, H. H., Winter, W., Saxena, A., & Borin, L. (Eds.). (2006). *Lesser-known languages of South Asia: status and policies, case studies and applications of information technology*. Mouton de Gruyter.

Buschfeld, S., & Kautzsch, A. (2017). Towards an integrated approach to postcolonial and non-postcolonial Englishes. *World Englishes*, 36(1), 104-126. <https://doi.org/10.1111/weng.12203>

Buschfeld, S., & Kautzsch, A. (2020). *Modelling world Englishes: A joint approach to postcolonial and non-postcolonial varieties*. Edinburgh University Press.

Buschfeld, S., Hoffmann, T., Huber, M., & Kautzsch, A. eds. (2014). *The Evolution of Englishes: The Dynamic Model and Beyond*. Amsterdam: John Benjamins.

D'Angelo, J., & Ike, S. (2020). The External-and-Internal-Forces Model applied to the Japan context. *Russian Journal of Linguistics*, 24(3), 612-632. <https://doi.org/10.22363/2687-0088-2020-24-3-612-632>

Deshors, S. C. (Ed.). (2018). *Modeling World Englishes: Assessing the interplay of emancipation and globalization of ESL varieties*. John Benjamins Publishing Company.

García-Castro, L. (2019) "Bangladesh's position in the Dynamic Model of Postcolonial Englishes and the Extra- and Intra- Territorial Forces Model." [8th Biennial International Conference on the Linguistics of Contemporary English \(8 BICLCE\)](#). Bamberg, 26-28 September.

Gómez, C. S., & Posse, E. S. (2023). A look at the nativization of Bangladeshi English through corpus data. *Miscelánea: A journal of English and American studies*, (68), 15-37.

Labade, S., Lange, C., & Leuckert, S. (2020). English in India: Global aspirations, local identities at the grassroots. *Modelling World Englishes: A joint approach to postcolonial and non-postcolonial varieties*, 85-111. <https://doi.org/10.1515/9781474445887-008>

Low, E. L., & Pakir, A. (2021). *English in East and South Asia: Policy, Features and Language in Use*. Routledge.

Macaulay, T. B. (1835). *Minute on Indian Education*.

Mahboob, A. (2021). English in Pakistan: Past, present and future. In *English in East and South Asia* (pp. 75-89). Routledge.

- Mansoor, S. (2003). Language planning in higher education issues of access and equity.
- Mansoor, S. (2004). The status and role of regional languages in higher education in Pakistan. *Journal of Multilingual and Multicultural Development*, 25(4), 333-353. <http://dx.doi.org/10.1080/01434630408666536>
- Onysko, A. (ed.) (2021) *Research Developments in World Englishes*. Bloomsbury.
- Rahman, T. (2019). Mother tongue education policy in Pakistan. In *The Routledge international handbook of language education policy in Asia* (pp. 364-380). Routledge.
- Röthlisberger, M. (2015). The Evolution of Englishes: The Dynamic Model and Beyond. *LinguistList*, 26.
- Röthlisberger, M. (2019). Review: Modeling World Englishes: Assessing the interplay of emancipation and globalization of ESL varieties.
- Schneider, E. W. (2014). New reflections on the evolutionary dynamics of world Englishes. *World Englishes*, 33(1), 9-32. <https://doi.org/10.1111/weng.12069>
- Schneider, E. W. 2007. *Postcolonial English: Varieties around the world* (Cambridge Approaches to Language Contact). Cambridge: Cambridge University Press.
- Shakir, M. (2020). *A corpus based comparison of variation in online registers of Pakistani English using MD analysis* (Doctoral dissertation, Dissertation, Universität Münster, 2020).
- Upton, C. (2020). English in England: The Parent Perspective. *Modelling World Englishes: A Joint Approach to Postcolonial and Non-Postcolonial Varieties*, 16. <https://doi.org/10.1515/9781474445887-005>
- Zhang, X. (2018). *The Properties and Use of English Spoken by Non-English Majors in China* (Doctoral dissertation). <http://doi.org/10.5283/epub.37763>