Afghan Enghlish Pronunciation Intelligibility: A Historically Segmental Phonetic Approach

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Abstract:

The increasing demand for English learning and usage; and the instruction supply turns this work a mandatory structure to identify the divergences and convergences. This research examines the English pronunciation intelligibility features – precisely focused on segmentals – in case of Afghanistan. In order to do so, primarily, the recordings are analyzed perceptually and the deviations are verified acoustically. This research employees sociolinguistic variables for examination. The level of intelligibility of this variation along the international platform has been scrutinized. In methodological framework, respondents recorded data has been used as an intelligibility test material in the three concentric circles – inner, outer, and expanding – proposed by (Kachru, 1985). The topic entailment is vast. The researcher intends to comprehensively look into English pronunciation of Afghans pertaining in the context of Phonetic segmentals.

Keywords: Afghan Enghlish, Phonetic Approach, Pronunciation, Intelligibility Listeners, Historical.

1. Introduction

An English department was officially established, for the first time, in Kabul University in 1942. Due to continuous invasions and civil war in the country, the language preferences were never set. In 1979, when Soviet Russia invaded Afghanistan, people involved in government agencies leaned towards learning Russian, which in linguistics terms is a very common phenomenon, proving the influence of power over language preference and even learning. The people of Afghanistan almost never had a static intention towards learning English, until the great surge of migration commenced in 1980s after the brutality of Russians. Majority of the people in Afghanistan migrated to almost any and every country in the world; especially to Pakistan, the neighboring country with English as their one of the primary languages of education, trade, government, and so on. Immigrant children and even parents themselves began learning English for three main reasons: (1) they wanted to migrate to other English speaking countries like the United States, (2) the children had to study at English medium schools, and finally, (3) non-governmental organizations (NGOs) were hiring many Afghans with good English knowledge.

The above mentioned three reasons have largely influenced the significance of English in Afghanistan. Despite many similarities, both Lingua Franca and world Englishes have been always arguing against each other. The sole ground of their argument can be summarized, lingua franca considers Englishes other than inner circle ones as interlanguage. Interlanguage is commonly defined as 'learner's language'. Based on this feature, LF researchers and devotees consider the Englishes in the outer and expanding circles to be faulty languages which requires serious attention. The importance of English as a global language has manifested itself in two primary ways. First, many regions around the world use their own variations of English called "World Englishes." Second, English has become the world's lingua franca for groups who do not share a common first language.

Objectives:

Considering the standpoints suggested by the literature, the current dissertation will be focusing on:

- Both the convergence and divergence of the pronunciation of segmentals by Afghans.
- Acoustic evidence to the convergence or divergence of English pronunciation, and its intelligibility evidence for strong generalization with regards to Afghan English.
- Provide a theoretical merger between Lingua Franca and world Englishes.

2. Empirical Evidence from Literature

Here, researcher tries to comprehend related literature studies, mainly from past two decades. This chapter mainly aims to replicate a detailed empirical evidence concerning linguistic status in Afghanistan, intangibility and English words, English language teaching and intangibility techniques and approaches, and the trends of pronunciation instructions.

A large number of research and empirical studies has taken into account the imperialism of English linguistic and a series of opinions concerning political affiliations (see for example Phillipson, 1992). Over the scores of developing countries, the assertion and maintenance for English dominance (monopoly) has been maintained by Anglophone power colonies which in turn creates cultural, systemic, and structural inequalities among English language and the other linguistics. Phillipson (1992) exhibited English as Linguistic imperialism. This research, disclosed English as a language working as a bridge between core English-speakers (like Australia, Britain, Canada, New Zealand, and USA) and 'periphery-English speakers (e.g. Nigeria, India, Afghanistan, and Pakistan) where English pursued as a 2nd language. He presented English language as an "international link-building language" as for the case of Scandinavia and Japan. Phillipson (1997) discussed about myths and realities of linguistic imperialism.

Phillipson (1992) employed a revised version of four fundamental parameters in his framework for the case of different non-

postcolonial contexts. In this regard, he explored prevailed language policies and the education' system in English, attitudes towards English, sociolinguistic conditions for learning and using English, and also examined structural consequences of linguistic imperialism (Schneider 2014). Schneider (2014) reflected new evolutionary dynamics regarding world Englishes. For empirical examination, China, Japan, South-Korea, ASEAN countries, Namibia, and Rwanda were utilized.

Literature also proved that structural background of a country significantly repercussions for intuition, spread, and development of English language. In this regard, countries in the context of postcolonial and non-postcolonial has been examined in multiple literature, concluding colonization influence in transplanting and development of English language. In postcolonial context, English language was directly transplanted while in case of non-postcolonial, English transplanting has been done indirectly thru international business trade and transactional activities, tourism, migration, and via electronic media evolution. Despite the fact that transplanting method is different in both contexts, hence the obtained linguistic outcome is the occurrence of diverse forms and methodologies for using English language, appear to be comparable that's not startling as general operating mechanisms about the early advancement of diverse Englishes are principally the same (comprising transfer of native linguistic, simplification of language, over-generalization, and the regularization (Selinker 1972; Williams 1987; Schneider 2007; Mollin 2007; and Buschfeld, 2013).

Selinker (1972) highlighted Inter-language perspectives. While, Williams (1987) examined linguistic ambiguity, disputing, and humor for the case of Guyanese society. Mollin (2007) projected learning of English as a new variety available for learners. In this regard, the case of Euro-English linguistic has been discussed in the terms of criteria available for checking variety status. Although, Schneider (2007) demonstrated diverse varieties of English all over the globe for the case of Postcolonial society. In addition, Schneider (2014) reflected new evolutionary dynamics regarding world Englishes. On the other hand, Buschfeld (2013)

observed the case study of Cyprus English. Here, local variability amended in English language has been discussed in the light of Cyprus empirical evidence projection.

2.1 Linguistic status of Afghanistan

As in this research the target audience is from Afghanistan, therefore there's need to check structural base of Afghanistan's economy. Our literature findings showed that Afghanistan structural base or background is associated with colonial era. Henceforth, we can't think the country stands in any post-colonial situation. However, the language attitude, the need for it, is increasing on daily basis. Esseili (2017) exhibited a socio-linguistic profile of English for the case of Lebanon. According to this study, foreign languages play an imperative role in forming the Lebanese consciousness in terms of social and cultural identity. He (2017) deliberated the usage of English language in China. Here, the target audience was professional individuals and the change and usage in their linguistic behavior. According to He (2017), documented that although English is not quite frequent or in common use in China's professional world, but still empirical findings concluded that English plays static role in inhabitants' day-to-day life, ascertaining importance of English in China.

Alimyar (2015) integrated teaching of English in Afghanistan as foreign language. According to this study it is signified the need to integrate that whether the country is monolingual, bilingual, or multilingual. Research studies showed that Afghanistan is a multilingual country, and hence a home-town of more than forty (40) diverse languages, along with almost two-hundred (200) different dialects.

2.2 Phonemes of Dari: Consonant and Vowels

Two official trending language in Afghanistan country are *"Dari"* (the lingua-franca) and second is *"Pashto"*. As both languages have Indo-European base from the sub-family of Iran's language. Due to Afghan's multi-ethnic nature, language variety along with multi-plus-bilingualism as a communal phenomenon.

Dari language has always been perceived as core means of communication among speakers of different languages, and it maintained its status as 'lingua franca'. Nevertheless, the importance of learning English as a foreign language has been recognized in Afghanistan economy over a long period of time. As saying goes in Afghanistan: "Anybody who is familiar with a language is considered as one person, then the person who knows two different languages is considered as two persons, while the person who knows multiple languages are perceived as multiple persons." In Afghanistan society, English is not the first-language, nor it is imparted as a second-language. Afghan English language is principally a performance variability.

Chen et al. (2001) addressed Vowels production from Mandarin English speakers. While Yang (1996) demonstrated a comparative study concerning American English and the vowels production from Korean speakers. In this regard Korean male and female English speakers has been selected for empirical examination of vowels production. Chen *et al.* (2001) and Yang (1996) stated that English vowel duration patterns for non-native speakers were similar only for native speakers, representing that non-native English speakers will categorize and recognize vowels in long period (lengthening duration differences) than native speakers as they encounter great difficulty while differentiating between vowels based on their spectral features such as the formant frequency. For empirical evidence Chinese and Korean speakers were accounted. Results revealed that Korean speakers significantly lengthened English vowels more than Chinese speakers, mainly because the absolute (difference in) durations of KN vowels were noticeably shorter than absolute durations of Chinese vowels.

Ainsworth (1972) documented duration as a cue for recognizing synthetic vowels. Hillenbrand et al. (2000) also documented about duration effect on listeners vowel recognition. Ainsworth (1972) and Hillenbrand *et al.* (2000) also disclosed that modest effect on vowels intelligibility for non-native speakers and native speakers. Jenkins et al. (1983) examined the vowels Identification in vowelless syllables. Jenkins *et al.* (1983) and Hillenbrand *et al.*

(2000) highlighted that native English listeners relied principally on spectral features for identifying English vowels. Fant (1981) proposed source filter conception concerning voice production. Researcher documented that according to source-filter speech production theory, phonation play static role in determination of vowel duration, and the spectral shape of vowels results mainly from vocal tract configuration. Hence, non-native speakers English vowel production, accent reduction clinicians and English L2 teachers must pay prime attention on their students' spectral features (articulation) rather than vowel duration (phonation).

2.3 Lingua franca and World English

 English as a foreign language (EFL) country, Afghanistan belongs to third expanding circle (Kachru, 1992) and English is utilized as an instrument for communication, trade, diplomacy, business, travel, and as an intermediate (medium) for higher education. Baiza (2013) elaborated current education system in case of Afghanistan. In this regard, educational developments and evolutions, major influences, and trend legacies since from 19th Century (1901). As reported by Biaza (2013), in 1922 on Education-day, Muhammad Hussain (director of education), published a series of paper named "Jashn-e-Ma-arif" (the Education-Day), which were recite before, King Amanullah (1919–1929). The series covers diverse topics concerning education broader theme, containing poetry and languages (Pashto, English, Urdu, and Turkish).

Pakir (2009) perceived English language as a 'lingua franca' by examining international English research frameworks that mainly concerns WE and ELF. His study deliberated that IE-paradigm ponders that individual-users are learning the English (foreign linguistic), by following a model of native speakers, the attention was given mainly to language efficiency, accuracy, and proficiency.

Kachru (1992) highlighted the World English (WE) approaches, concerned issues in the constraint of available resources. Similarly, Kachru (1997) deliberated an annual review report of applied linguistics. In this regard, World English (WE) prevalence in

English-using communities has been discussed. Furthermore, Bolton and Kachru (2006) credentialed critical concepts of linguistics concerning World Englishes.

Kachru (1990) deliberated about World Englishes (WE) and the applied linguistics. This study highlighted the significance of WE approaches in applied linguistics in the light of diverse WE approaches available. . Furthermore, Kachru and Nelson (2006) scrutinized World Englishes state in Asian communities. A key methodological and theoretical tenet of the Kachruvian view was that the earlier three-fold distinct amid ENL, ESL, and EFL was intellectually flawed and ideologically loaded, hence adopted a method which categorizes distinct varieties of English in the terms of three-fold distinction amid Inner-Circle societies (like UK, US, Australia, and Canada), Outer-Circle societies (India, Philippines, Nigeria, and so on), and the Expanding-Circle societies (such as Brazil, China, Japan, and Germany, among others).

Other works concerning World Englishes (WE) approach have been elevated by WE critics namely Bruthiaux (2003) and Saraceni (2010), they criticized WE approach by grounding its 'Three Circles' methodology of Kachruvian approach. In this study, researcher squared the three circles concerning modeling English language issues all over the globe (Bruthiaux, 2003). While, Saraceni (2010) documented the relocation of English language. In the context of their framework, both studies criticized Kachru three-cycle model.

They declaimed largely standardized and monolithic Expanding Circle conception, as 'it's not obvious whether this concept is intended to cover country-based variations, countries, learners, or speakers. Bolton and Davis (2015) showed gratitude and respectfully admired the Yamuna Kachru work about World Englishes. A closer investigation of scholarship deliberated an analysis concerning World Englishes content-based journal during twenty years over the time frame 1985–2005 showing that –during this timeframe– few articles concentrated mainly on linguistic features (9.4 percent), areal studies (11.4 percent), while large space in journal was assigned to variety of society language related topics, from critical linguistics to bilingual creativity (Bolton,

2006; and Bolton and Davis, 2015). Bolton (2005) provide a detailed debate concerning World English approaches and concerned WE issues.

More lately, extensive portion in journal had been rendered to topics concerning cultural linguistics, linguistic landscapes, creativity, popular culture, media, and other intellectually distinct topics. Hence, World English methodology development intrinsically dynamic therefore remains open for further research, new perspectives, for debate, theorization and scholarship. Certainly, this research examined diversity, openness, and flexibility as central component of "ethos" of the WE approach (Bolton, 2005). However, fact is that mono-lingualism is the exemption, and the leading number of English speakers are bi-lingual or multi-linguals (Kachru, 1990, p. 16).

Furthermore, disconnect between WE and SLA approaches was documented in great detail by Kachru & Nelson (2006), they argued about why SLA and WE theories don't connect by highlighting the Inner Circle and mono-lingual bias of SLA orientation. According to a recent research, it is discovered that globally, a vast majority of English learners are not in UK or US but are from Outer-Circle and the Expanding-Circle countries (Kachru & Nelson, 2006).

Schneider (2003) studied new Englishes evolutionary patterns in context of a special case regarding Malaysian English. This research exhibited evolutionary patterns in English due to local community influence (here regarding Malaysian English). Although, Schneider (2007) demonstrated diverse varieties of English all over the globe for the case of Postcolonial society. Findings concluded presence of diverse English verities and in this regard effect of community structure (postcolonial) has been exhibited. While, Schneider (2013) also deliberated about New Englishes. In this research, he presented English language as a contact language. On the contrary, Schneider and Littrell (2003) analyzed leadership preferences for the case of English and German managers. Schneider (2003; 2007; and 2013) presented a dynamic model for World Englishes which is pursued as an utmost successful one in literature concerning the WE researches. This

model evolves five major stages that were the foundation, exonormative-stabilization, nativization, endonormative-stabilization, and the differentiation.

Additionally, four operating parameters has been introduced for each of these five phases that are (1) extra-linguistic factors (historical & politic-development of a society), which in turn lead towards (2) identity constructions of characteristic, which influences (3) socio-linguistic factors of contact system (language use, language attitudes, and contact conditions of language) that results in the form of (4) 'structural outcomes (phonological development, grammatical, and lexical characteristics) (Schneider, 2007). Findings disclosed that roots of any post-colonial variety mainly lies in contact situation of the colonizer (which is English here), STL (the settler) strand, & a colonized indigenous (IDG) strand. Anther critic on Expanding circle has been raised by Edwards.

2.4 English Pronunciation and Intelligibility

Pérez-Ramón et al. (2022) deliberated about intelligibility and foreign-language accent strength at segmental level. According to their study, the interrelationship between intelligibility and foreign accent is not straightforward. The reason behind this mainly attributes to cues of multiplicity which carries accent in word-&-sentence-level materials, primarily used in examination of accent. Here, a principle conveyors reported was phonetic segment. This research aims to separate segmental contribution from foreign accent, hence consequently measured the affiliation between listeners intelligibility and segmental accent with differentiating linguistic correspondence to accented and targeted audience. Here, English, Czech, and Spanish listeners first identified word whose initial consonant was either replaced or intact by Spanish-accented-counterpart, then in second stage, listeners do rated the strength of accent. All the considered content material was prepared by a bilingual English- Spanish speaker. Results revealed a loss but a smaller loss of intelligibility due to accent segment rather than native- English listeners. Findings showed significant role of phonological systems and interactions on sound intelligibility of listeners.

Edwards (2017) discussed expanding circle by considering ICE Age 3. According to this study, this paradigm doesn't account for users varieties in Expanding Circle, therefore, it seems like a "crack in ICE framework. Garbin et al. (2010) documented about bridging language & attention. In this regard, influence of bilingualism over cognitive control. While deliberating possible synergies amid world Englishes and the Acquisition of Second Language particularly on identity issues, De Costa (2010) accounted macro forces (instead of micro factors) which determines language learning of English. In this regard, macro factors accounted were language policies and ideologies which influences diverse uses and forms of English. De Costa (2010) examined diverse language ideologies along with Standard English policy for the case of Singaporean community. This research collected responses from migrated students of designing. Kubota (2018) documented about second Language acquisition by highlighting World Englishes research studies and practices. This research primarily argued that research gaps seen in world Englishes & the Acquisition of Second Language needs to be scrutinized by utilizing macro issues concerning language ideology.

He explored a super-macro dimension of historical, political, economic, and social forces, containing neoliberalism. Role of institutional structures and broader ideologies concerning language education policies in the context of Expanding Circle had also received static attention. Balteiro (2011) stressed the need for providing Awareness regarding mechanisms of L1 & L2 word-formation in order to develop a highly independent L2 learner. The WE and English as a Lingua Franca (ELF) models mainly addresses adaptations followed by English in diverse non-native setting, communicative and environmental settings between nonnative speakers, explicitly, both focuses nature and range of increasing *'varieties'* or *'linguistic productions'* diverge from settled native or standard model (cited by Balteiro, 2011).

2.5 Intelligibility and lingua franca

The patterns of peoples' movement and migration process postulates static role in forming varietal language differentiation all

over the globe. In this regard, case of European economy fosters an empirical ground, as from past three decades, the influence of multilingualism and multiculturalism had been seen globally, as an outcome of European Union (EU) expansion, and EU movement across country boundaries has witnessed most dramatic recent immigration waves into Europe from outside European countries). In this regard, relative openness of EU educational institutes (schools, colleges and universities) asserted major impact on academia, not only across the Europe but even in the UK. Ratio of foreign students outside EU member expanding significantly mainly from past four decades than before when most of the EU students were from EU member countries. Therefore, for educated foreign students these institutes experienced raised pressure to provide curricula thru English language (as a standard mode of communication).

Therefore, it's narrowly surprising that earlier attempts to offer descriptions and theorizations of the *"European-English"* soon providing way to a modern deliberated attempt for describing the lingua-franca, the English of multi-cultural learners in classrooms of Europe (Seidlhofer, 2011; and Jenkins, 2013). Seidlhofer (2011) re-conceptualized English language for the perspective of multilingual European community. Furthermore, Jenkins (2013) proposed English language as a lingua-franca prevailed in international universities. This research projected politics of English language policies in academic institutes. Bolton and Ihanus (2011) argued about poetry-writing therapy in the light of two European perspectives. Documented poetry-writing therapy in the light of two European perspectives. Bolton (2018) had also explained World Englishes approaches and the acquisition of second language.

2.6 Intelligibility and language instructions

Perlin et al. (2023) researched about 11 Wakhi (an Indo-European language, in East-Iranian countries, also in Afghanistan) in New York. For this purpose, language contact and the Multilingualism has been scrutinized for the case of a Pamiri Diaspora society. This pamiri language is familiar or in common use at mountain regions where national borders of Afghanistan, China, Tajikistan, and

Pakistan meet. This study, also reported increased out-migration from past few decades which in turn forms a new pattern of global mobility, and also in increasing Pamiri community for the case of New York. This research studied socio-linguistic descriptions relatively small & young society within prevailing universal trend of overall migration, from rural remote areas to the megacities. Hence, the language attrition and contract effect in Wakhi has been deeply analyzed via examining two sample texts.

Huszthy (2022) initialized 'Transylvanian Hunglish' which examines Phonological Properties in Hungarian Accent English prevailed in Transylvania. The term used Hunglish is principally used for native-speakers of English pronunciation in Hungarian. It's a quite homogeneous and well recognizable accent that's thoroughly inscribed in past literature concerning acquisition of second language. This paper analyzed that speakers of Hunglish living in Romania follows a different accent of Hunglish than the speakers living in Hungary. For empirical testing, 30 participants of Hungarian speakers living in diverse parts of Transylvania (one group) and 15 participants of Hungarian speakers from Hungary were examined. Results revealed that English pronunciation of both groups shares the same phonological and phonetic features. There's a slightly persistent phonologic difference can be seen. In the end, it was argued that large varieties of foreign language available will cause a big change in foreign accent.

Baptiste (2022) highlighted attitudes of students with second language teachers regarding World Englishes. This research encompasses forces of comprehensibility acceptance, and accent perception. This research is an extension of their previous framework modeling teachers' pre-service, their beliefs, and attitudes towards English accents by proposing pedagogical intervention showing positive embracing trend of non-native speakers. For empirical examination researcher employed, three online graduate semester in the fall year of 2020-21, at English language department, Prague. Recorded observations indicated raised accent variability awareness and an increased pedagogical confidence level in approaching their accent in context of classrooms. Results showed that graduated students appraised

pedagogical intervention in their reflective assessment over the course of time (one year later).

Rahman and Chowdhury (2019) proposed an ELF based syllabus for learning and teaching pronunciation of English for native Bengali speakers. They argued that in ELT based literature, English is quite effective and flexible way of communication for non-native speakers. Henceforth, concluding English as a foreign language or the lingua franca Englishes (ELF) as frequently examined concept in English literature. This research, encompasses difficulties and problems encountered while learning and teaching English pronunciation to non-native English speakers (NNS). This research presented an easy and simple learn/teach pronunciation model designed specifically for native Bengali users. In end, it offered a prototype syllabus of English as lingua-franca for Bengali users (ELFB) which was grounded on Bengali lingua-franca core (BLFC) framework, picked from LFC model presented by Jenkins.

Katawazai et al. (2019) highlighted an evolutionary sub-skills (vocabulary, pronunciation, and grammar) in grade-nine English textbooks taught in secondary schools of Afghanistan. Despite the fact that English is now a vital component at all school curriculum levels in the state of Afghanistan. Although, little research has been done yet, about ELF and English pronunciation. Their study argued that in past literature few attention was given to evaluation and quality of English language textbooks (ELT) in Afghanistan. This research utilized Demir and Ertas electric checklist for evaluation of selected English language textbooks of Afghanistan. Results recorded absence of contextualization & recycling use of vocabulary, explanatory and systematic grammar structure representation, the appropriate representation of English pronunciation activities. Concluding needs for persistent improve in presenting and developing sub-skills, also up-to-date conceptualized textbooks targeting relevant audience.

2.7 Trends in Pronunciation Instructions: Phonetic Approach

Zafary (2021) exhibited students' perceptions about EFL and English Pronunciation, its importance, enthusiasm of students

towards English, difficulties encountered in this regard. Researcher selected Afghanistan students for this empirical examination. Likert scale question based survey has been conducted for the case of hundred (100) EFL English department students from Takhar University. For statistical analysis, t-test and ANOVA (one way) has been performed. Findings showed that afghan students perceive positive attitude towards English punctuation, also feels enthusiastic towards EFL related activities. Researcher suggest teachers and administrator staff to improve current course books, and also stressed the need for design learning EFL and pronunciation related activities.

Poesová and Lancová (2022) developed an unbiased teachers Identities in case of Pluri-Accent Reality. For this investigation, research based class activities had been performed. This research conceptualized worldwide spread and current prevailing state (status) of English by utilizing kachru (2006) 'concentric-circle framework', along with this comprehensibility, acceptability, and accents has also been discussed. For empirical examination situation of English in Sweden has been documented in the light of previous researches. This research also accounted students attitude concerning English accents of second language teachers and students. Findings revealed that Swedish teachers possesses positive attitude for English accents, despite reflecting favoritism (towards IC accent) for privileged variations such as AmE and BrE. Furthermore, among teachers there's a disconnection between three features that are practical application, willingness, and knowledge.

Saeed and Rana (2022) scrutinized English-Speaker university students' anxiety for the case of Nangarhar, in Afghanistan. In this paper, target audience was undergraduates currently enrolled in private academic universities of Nangarhar, Afghanistan. For sample selection 200 students from four different universities were elected, and for sample selection non-randomization convenient sampling method was employed by the researcher. For statistical examination, SPSS software used and t-test was performed. Results statistics affirmed that test anxiety, negative evaluation fear, and communication apprehension were the main leading

determinants of students' anxiety. Also, gender -based statistics, concluded that there's no static difference between female and male respondents concerning negative evaluation fear and communication apprehension. Although, about test anxiety, male respondents estimates showed that mens are more anxious in tests performance than female respondents. Final remark of thia paper was that English speaking (learning) anxiety is a major concerning issue for students in Afghanistan that needs to be addressed.

Folliard (2022) argued about the decentralizing of Native English teachers in context of English language as Lingua Franca. In this regard, the researcher firstly shared his own English teaching experience as lingua-franca (TEFL). Researcher stressed that English is one of the major popular, and trending language all over the globe with comprising more than 2-billion users in 2016, it's perceived as a second language for the globe by a large share (margin). Although, there's variation and diversity for students when they interact with non-native English speakers rather than native English speakers. Therefore, this study aims to highlight the significant, influence and role of native English speakers (NES), and NES culture on the context of English language as a lingua-franca.

Jeong et al. (2020) demonstrated impact of changing three phonetic characteristic on English intelligibility as lingua franca. For empirical examination Swedish listeners and the Malaysian speakers were selected by the researchers. The addressed problem here was that (based on their previous research) Swedish learners or users didn't understand the speakers of Malaysia. Hence, in this research, they trained Malaysian speakers in order to modify word stress realization, clusters of consonant, and vowels. This research marked three main phonetic features for raising intelligibility in the international context. This measurable and audible alteration strongly raised the speakers' intelligibility for Swedish audience (listeners). Findings stressed the need for introducing "word stress" in Phonetic core of lingua franca.

Karlina et al. (2020) initialized Phonetic Alphabet for Bahasa-Indonesia (PABI). This research considered intelligibility of English pronunciation teaching for the case of Indonesian

community. According to their estimation, socio-linguistic development of English significantly emphasis intelligibility, thus an ultimate goal for pronunciation instructions. This research addressed problems encountered by Indonesian English speakers while learning pronunciation of English. Researcher stressed that there's need for phonetic alphabet of Bahasa-Indonesia (PABI). It was also disclosed that of Bahasa-Indonesia, some common Phonemes of English were missing that needs to be conceptualized. This research utilized a 30,000 English words corpus that was transcribed in Phonetic alphabet of Bahasa-Indonesia (PABI) by employing IPA to L1PA (software) developed by Rahman and Bhattacharya.

Suntornsawet (2019) scrutinized problematic phonological aspects of foreign accented Pronunciation, an EIL English pronunciation core of Thailand. This approach, perceived major threats for international English Intelligibility. According to this study, EIL (English as international language) or EFL (English as lingua franca) is based on the conception of multiplicity. It was concluded that EFL foster main focus on major accents of ESL. This research focused English pronunciation features of Thai-accented which contributes to failure of intelligibility. Hence, for examination comprehensive and innovative intelligibility measurement was employed whose outcomes are applicable for other English accents with familiar phonologic designs or patterns. In this regard, attention was given to syllabic-timing and tonal language, the two common languages in Asian continent countries. Results revealed major threats for international English intelligibility that are consonant divorcing, cluster simplification, absence of final consonant, and the unstressed vowels.

Sewell (2010) scrutinized research methodologies and the English intelligibility studies. This research provided a brief review from EFL and World Englishes (WE) related studies, concerning diverse concepts of intelligibility. According to their examination, for safeguarding and improving mutual intelligible between native and non-native English speakers there's need for a list of phonological features concerning intelligibility. In this regard, three main perspectives has bene highlighted that were psycholinguistics,

historical variations, and the linguistics. This research also tested empirical implication of EFL studies based on phonological features, for internationally intelligible English speakers. In the end, research concluded that phonological features mainly determines intelligibility or quite helpful for English intelligibility rather than varieties per se (historical variationist).

3. Methodology and framework

In the light of results meticulously researcher uncovers the data received from the second set of participants pertaining to the intelligibility check. In this section, the empirical analysis in accordance to the intelligibility level of the divergent production of the segmentals is explained and shown. For this examination with the help of background survey primary data set has been collected, approximately respondents were grouped into two major groups. The test was administered on an online platform. The test was conducted in two sitting on two temporally distant days, intentionally. The variables which are going to be under consideration for the data received through the intelligibility test are the following.

1. Cline of familiarity with other varieties of English
2. Country they are from
3. The three Kachruvian Circles: Inner, Outer, and Expanding

Since there are two types of questions in the intelligibility test, the first question identifies whether the listeners have recognized the target sound while in the second question the listeners are required to write the whole word to see if they have understood the real word. For example, if a word is "book" and the target sound is /k/, so in the first question they have to just choose from the options given whether they can recognize the sound. Then, in the second question they are asked to write the complete word. This way, we first check their intelligibility as Nelson and Smith suggests in their intelligibility theory and then, we check their comprehensibility.

Group-1: Intelligibility Listeners

Background survey: In this survey, this participant group were asked about their background of English (academic/professional learning), their exposure to other variations of Englishes, their

cline of familiarity (Nelson, 2008) with Afghan English user, learners, professionals, and their education level. Based on this survey we can see how intelligible they have found the segmentals of the Afghan English.

Intelligibility test: this test has two subsets. First, the listeners are asked questions on the sound recognition level (following the Nelson, and Smith's intelligibility framework). In this type of question, they had to just simply choose from the given options to which sound they heard from the voice. Second, they had to rewrite the word in whatever manner they think they heard. They wrote the very dummy spellings for certain words which they considered as unintelligible. They were not asked to be judgmental about them, but they were elicited to show their understanding.

Group 2: Intelligibility Listeners

This group of participants were required to listen to the recording excerpts generated from the recordings of group 1 participants as explained earlier. Two participants were randomly chosen from the first group – participant 1 (male) and participant 8 (female). They both had all the possible deviations that all the other 20 participants in group showed. These tracks were extracted using Wavepad and Adobe Audition CC 2015 software. During listening to the recordings, the participants had to answer two types of questions.

Intelligibility Question Type 1: In contrast to the previous question type, in this, the participants were given multiple choice question with 3 options to choose from. They would hear a word and had to choose the sound they heard from the options given to them.

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1. (You will hear) Yahoo.
Did you hear the initial sound of the word as the initial sound of WHICH of the following words?

 a. Jar
 b. Chair
 c. Yes

Figure 1: Sample Question for Type 1

For example, the question looked like in Figure 1.

Second, right after this question, they were asked to right the word with whatever spelling they think the person pronounced it or with whatever they thought they heard.

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1. (You will hear) Yahoo.

Did you hear the first sound of the word as the first sound of WHICH of the following words?

   a. Jar
   b. Chair
   c. Yes

Now, please write the word or phrase you heard. You may use some dummy spelling just to represent what you heard.

Figure 2: Sample Question for Type 2

They may hear a phrase, or a word. This type of question is similar to dictation. They would hear the word once and then fill two questions. The questions looked like in (Figure-2). Actually the word is Yahoo, but they hear [Chahoo]. They were requested in this type of question to write it in whatever way they heard it. They were not allowed to judge or think, but just what they heard that was what they were asked to write.

Intelligibility Question Type 2: In this type, there were a cloze test or gap filling task. The words in a statement were missing which the listeners have to fill while listening to the recording. This part of the test was scored as an exam paper.

4. Conclusion

With this study researcher provided a detailed examination from literature concerning English pronunciation and intelligibility in Afghanistan, mainly from over past few decades. As we see that there are multiple policies are trending in Afghanistan, concerning English language and also the current status of perceived English language has been examined here, along with adjustments, modifications, and variation in English language. Furthermore, in

the light of past empirical studies, researcher validates extracted findings concerning linguistic status in Afghanistan, intangibility and English words, English language teaching and intangibility methods, approaches, along with the trends in pronunciation instructions. Basically this research is an intelligibility study with acoustic verification, as "acoustic verification" is not done anywhere as far as we examined the literature above.

The research gap found in above literature is that there is need to set the floor to a conclusion where all the different variations in expending circle should require to follow the closest intelligible pronunciation dialect. Hence, researcher suggests that there is need to account American or RP as standards but create an intelligible variant somewhere in between just like Jennifer Jenkin's lingua franca. This study will further bridge the dispute between World Englishes and Lingua Franca school of thoughts. They both are to most extent at two extremes and hence with this research, we tried to merge their paradigms and encourage researchers in the expanding circles to further work toward finding the unintelligible features of their English variation and design their own pronunciation curricula. For example, this study will propose the possible unintelligible sounds in the pronunciation of Afghan English and suggest a curricula to teachers and accent trainers.

Policy implications and Suggestions:

1. Establish Afghan English as a variation in the Expanding Circle.
2. Propose successful teaching techniques to increase or refine the intelligibility of the unintelligible segmentals.
3. Develop Afghan Lingua Franca Core (ALFC) for both learners and teachers.

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