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World Englishes Approaches to the Teaching of Writing: A Survey of Afghan University English Teachers

Abdul Khaliq Sahibzada
Minnesota State University, Mankato

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World Englishes Approaches to the Teaching of Writing: A Survey of Afghan University English

Teachers

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Abdul Khaliq Sahibzada

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This thesis paper has been examined and approved.

Examining Committee:

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Dr. Sarah Henderson Lee, Advisor

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Dr. Nancy Drescher, Committee Member

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Abstract

Although the worldwide spread of English language and the relationship between non-dominant (local) varieties of English language and standardized English have been widely debated (e.g., Canagarajah, 2006; Jenkins, 2014; Kachru, 1992; Saraceni, 2015), the voices of Afghan EFL university teachers have not been reported, especially regarding the teaching of writing through the lens of World Englishes. Drawing data from 18 university teachers from three universities in Afghanistan, this study sought to address the issue using a mixed method design. The findings show that the teachers who took part in the research understand the concept of WEs. The study also found that the majority of the teachers had a positive attitude towards code-switching between target language and native language. In addition, the results of the current study demonstrated that most of the teachers hold positive views towards the use of local/regional varieties of English in the teaching of writing. However, they pointed out several barriers such as time constraints, complexity of local/regional varieties, and their lack of awareness of the mentioned varieties which prevent them from using these varieties in the teaching of writing. Moreover, the data revealed that Afghan university teachers are affected by ideologies of native speakerism, incorrect Englishes, and standardization. The findings suggest that professional development programs are needed to build Afghan EFL teachers' professional self-esteem, address the challenges and issues they pointed out, and inform them that standardization and linguistic superiority of native speakers are ideological and political, not normal and natural. Teachers' insights, attitudes, and suggestions deserve attention so that more effective and practical curriculum and pedagogical model could be designed and developed.

Keywords: World Englishes, translingual approach, code-switching, code-meshing/mixing

Chapter I: Introduction

Background Information

The expression of World Englishes (WEs) stands for various varieties and forms of English used in varied multilingual and multicultural contexts in the world. Currently, compared to other languages, the English language (EL) covers the larger part of the world (Jenkins, 2014; Matsuda & Matsuda, 2010; Saraceni, 2015), and being used as a primary international and intra-national communication. However, based on the WEs scholarship it is not a dominant variety of English or only one variety used in these various contexts. WEs emphasize on the pluralization of English. The field of WEs argues that English belongs to those who speak or use it as their primary or secondary language whether a dominant/standard variety or a variety local to their context. It challenges native speakerism or myths and discrimination that native speakers (NSs) are linguistically superior to other users of English.

The term WEs was first proposed by Larry E. Smith and Kachru in 1985. Under Kachru's three-circle model of WEs (Kachru, 1992a, p. 356), English is categorized into three varied forms/varieties: (a) the Inner Circle Varieties spoken and/or used by major bulk of country's population as their primary language like the US, Canada, UK, Australia, and New Zealand; (b) Outer Circle Varieties used for both 'intranational' and 'International' communication in many ESL countries (e.g., Bangladesh, Ghana, India, and Sri Lanka; these varieties are used as their additional language); (c) the Expanding Circle Varieties used nearly just about international communication (e.g., Afghanistan, China, Egypt, Indonesia, and Israel). The total number of EL speakers and/or users in Outer and Expanding Circle countries is more than speakers of EL in native speaking countries (e.g., Inner Circle) (Jenkins, 2014).

Native speakerism and/or standard variety myths has always been and is still in effect in most of the English as a foreign (EFL) and English as second language (ESL) contexts (Jenkin, 2014; Sarceni, 2015). For example, Saraceni (2015) stated that in these contexts NSs are considered linguistically superior to those of non-native speakers (NNSs), therefore, the job markets almost always prefer to hire NSs. He further added that EL teaching materials are largely based on native speaking models. Therefore, since the appearance of the field of WEs, WEs scholars have argued against monolingualism and emphasized on a paradigm shift from a monolithic one to a pluralistic approach which is appropriate to the context where the language is spoken; safe which is not harmful to the users in terms of cultural sensitivity; and more importantly to a permanent multilingual and multidimensional teaching (e.g. Canagarajah, 2006b; Jenkins, 2014; Matsuda & Matsuda, 2010; Saraceni, 2015). Other WEs scholars have also advocated a shift towards pedagogical strategies that encourage a multilingual or multimodal environment, that is, they highlight integration of various varieties of EL, local cultures, and religious beliefs in writing instruction (e.g. Andniou, 2015; Canagarajah, 2006a, 2006b; Canagarajah, 2011; Horner, NeCamp, & Donahue, 2011; Matsuda & Matsuda, 2010; Thresia, 2015;) With these considerations, the current study is required to explore WEs-oriented pluralistic approaches and how they could be employed to inform the EL writing instruction in Afghan universities.

Statement of the Problem

Similar to the other Expanding Circle countries (e.g., China, Japan, and Korea), monolingual assumptions, native speaker fallacy/myth, and native speaker teaching models have always existed in Afghanistan. Based on Kachru's (1992a) three circular model, Afghanistan is a norm dependent country where user's performance, teaching models, and materials are

dependent on Inner Circle NSs. The two dominant varieties (British & American) English are widely used not merely in academia but also for administrative purposes and social use. Teachers and students (Ss) believe that to be successful in international matters, one should use Inner Circle varieties of English.

However, for the last 35 years, not much or even no work has been done on studying English language teaching and learning in EFL contexts like Afghanistan (Alamyar, 2017; Miri, 2016); In addition, the EL writing instruction in Afghanistan has not received much attention from researchers. To date, I have not found any study that could account for the writing instruction through the lens of WEs in Afghanistan. Materials from the two dominant EL varieties (AE and BrE) that are employed in the teaching of writing are always accompanied by the Western cultural ethics/values. These ethics/values do not align with the regional/local cultures in Afghanistan. Therefore, it is necessary to bring local cultural values and languages into the teaching of writing. The WEs scholars who underscore on multilingual practice than monolithic hold a similar position. Saraceni (2015) states that awareness of the user of English in the EFL context should be raised about English and the concepts and other issues attached to it such as native speakerism, Britain, America, Western culture, neo-colonialism, and white people. Similarly, Kirckpatrick (2012) notes that EL curricula should incorporate regional and local cultural topics rather than the cultures of the Inner Circle countries (e.g. British or American). Hence, it is significant to fill this gap with a study on EL teachers' perceptions at three different Afghan universities, to investigate how they view and/or what position they hold about the use and local adaptation of WEs-oriented approaches in the teaching of EL writing. Teachers' insights regarding the use and local adaptation of the mentioned approaches will inform curriculum developers at the MoHE of Afghanistan, university administrators, and other

stakeholders who may decide to design and develop a curriculum that encourages the use of local cultures and local languages.

Statement of Purpose

The purpose of the present research is to inform the EL writing instruction in Afghan universities through the lens of WEs by surveying English teachers at three Afghan universities about the use of pluralistic/WEs-oriented approaches to second language writing instruction. More specifically, the goals of this research were to (a) understand EL teachers' perceptions and attitudes at three afghan universities regarding the use of WEs-oriented/pluralistic approaches in the teaching of EL writing, and to (b) identify EL teachers' insights at the mentioned universities regarding constraining and facilitating factors for the local adaptation of the pluralistic approaches to the teaching of EL writing. Considering these set goals, the present study was conducted to address the following research questions:

Q1: What are Afghan university teachers' perceptions on the use of pluralistic/WEs-informed approaches in the teaching of writing?

Q2: How might Afghan university teachers' perceptions inform local adaptation efforts of WEs-oriented approaches to the teaching of writing?

The answers to the above research questions address the gap in the existing literature about writing instruction in Afghanistan and could help teachers and university administrators to successfully implement pluralistic approaches to the teaching of EL writing. The answers could provide Afghan universities and the MoHE of Afghanistan with a significant resource for assisting pluralistic initiatives in English writing instruction taking into account the pedagogical implications the teachers provide.

Importance of the Study

The study is significant for the following reasons: Firstly, it has a great significance not only in the development of the English writing instruction based on WEs lens in Afghanistan but also to the development of the EL itself. English is the most widely used and dominant language worldwide (e.g., Jenkins, 2014; Matsuda & Matsuda, 2010; Saraceni, 2015). It is an umbrella for all other varieties that grow under its shadow. Most importantly, it has a compartmentalized character, that is, it is open to influence from outside (other varieties of English). It is this openness of the EL to other varieties that has made it the most dominant language in the EFL contexts. Bringing in local varieties in teaching does not only promote local variety itself, but it also contributes significantly to the development of the dominant variety of English (Canagarajah, 2006b). It means that the emergence of new forms, lexical items, and structures make the dominant varieties richer and more developed. Keeping all these points in mind the possible emergence of a local EL in the result of this study will greatly contribute to the improvement of dominant varieties of English.

Secondly, as stated earlier there is much consensus on pluralizing the teaching of English through a WEs lens (e.g., Elbow, 1999; Jenkins, 2014; Kachru, 1992a, 1992b; Kirkpatrick, 2012; Saraceni, 2015), but there is little scholarship available on pluralizing EL writing instruction in EFL contexts. As Afghanistan is considered, there is limited or even no literature available on the practical use and/or application of EL (Alamyar, 2017; Miri, 2016). Particularly, when considering the teaching of EL writing through the lens of WEs, no studies have been carried out in this area in Afghanistan. That is to say, Afghan EFL university teachers' perspectives and experiences on the use of language variation or pluralistic approaches have not been explored or investigated by language scholars and researchers. Therefore, this study might play an important

role in informing Afghan university administrators and instructors regarding pluralistic

approaches to language teaching, which may result in positive curricular and pedagogical

changes.

      As the study strives to identify teachers' perceptions/attitudes concerning the use and

local adaptation of the pluralistic approaches to EL writing instruction at Afghan universities. It

should be of interest to several key stakeholders. Particularly, it will draw the attention of

curriculum developers at the MoHE of Afghanistan who are trying to improve the curriculum for

Afghan universities. Finally, the study should also be of interest to Afghan university

administrators and board members who have the main role in deciding whether to adopt

pedagogical approaches that are based on the concept of WEs.

The Aims and Justification of the Study

      The current study seeks to explore pedagogical strategies and/or multimodal approaches

based on the concept of WEs to develop Afghan university teachers' capacities in EL writing

instruction. Insights from the study informed me to improve the curriculum of the English

department and make changes in education pedagogy for future teaching. In addition, it

enlightened other teachers particularly those who participate in this study to make revisions in

the curriculum. Over the past thirty years, comprehensive research has been conducted in the

field of WEs for Expanding Circles and/or EFL context and a vast number of researchers have

proposed many EL teaching models. There is also some scholarship available that offers

multilingual approaches to EL writing instruction. However, as mentioned earlier, in

Afghanistan, there is no significant study that accounts for the EL writing instruction through

WEs concept. Therefore, this research is a vital addition to the existing research, most

importantly, this study provides conceptual understanding of WEs and using WEs-oriented

pedagogical frameworks and/or approaches to EL writing instruction which might be helpful in developing heterogeneous paradigm that accommodates and encourages hybridity, diversity, as well as local needs and interest in written communication (Canagarajah, 2006a).

Positionality Statement

My personal EL learning and teaching experience was the reason that motivated me to conduct the current research. I started learning English in grade 7 in secondary school. I started teaching English in private EL courses in 2010 and became a permanent EL instructor at one of the public universities in Afghanistan in 2014. During my 17 years of EL learning and ten years of teaching, I was only taught that there are only two varieties of English (i.e., American and British) in the globe. I was never introduced to WEs concept and was not aware of the concept of the pluralization of English (es) until I got a prestigious opportunity of pursuing my M.A studies in one of the US universities through Fulbright scholarship sponsored by the State Department and the US Embassy in Kabul. In the first semester, we had a course under the title of WEs. In this course, I not only learned more about the dominant EL varieties (British and American), but also learned that British colonization and rise of America as world's leading power have resulted in the emergence of non-dominant or local/regional Englishes such as Hinglish in India, Singlish in Singapore, and Chinglish in China, etc. In addition, I learned about Kachru's (1992a) three-circle model where he categorizes WEs into three "concentric circles" such as Inner, Outer, and Expanding Circles. The three-circle describes the spread, role, status, and functions of English varieties in their respective contexts. The WEs course in my M.A program provided a reasonable conceptual basis and rationale for understanding and conceptualizing the worldwide spread of English.

However, learning about various varieties was not the only factor for the rise in interest to conduct this study. A massive number of beneficial articles by WEs scholars who have written about how dominant EL varieties have marginalized the local languages and cultural values and how dominant EL varieties are not suitable in multilingual contexts (e.g., Expanding and Outer Circles). Numerous scholars have proposed and suggested several context-appropriate/suitable approaches that could be applied in EL writing instruction. I also learned how some countries in Outer Circle (i.e., India and Pakistan) codified and acculturated the EL that has resulted as an established variety and now they are used as a norm for testing proficiency in English. These factors inspired the idea of studying the influence of WE-oriented approaches in EL writing instruction in Afghan universities.

Furthermore, I was keenly interested in developing my awareness of WEs, their global spread, pedagogical approaches for both general EL instruction, particularly writing instruction because little or no research has been conducted in this area in Afghanistan. Conducting this study was a learning and inspiring experience for me. I have learned many new ideas and pluralistic/WE-informed approaches for EL instruction and am highly hopeful this study will be an addition to the existing body of literature as well as will add to the knowledge of teachers, university administrators, the MOHE, and Afghan EFL learners.

Summary of the Chapter

The current study seeks to inform university administrators, policymakers, curriculum developers, and other stakeholders regarding the perceptions of the English teachers at three Afghan universities on the use of pluralistic approaches to EL writing instruction. The curriculum developers at the MoHE of Afghanistan as well as at universities may try to decide

whether to include this approach in the curriculum without conducting studies about English teachers' perceptions on the mentioned topic.

This chapter provided brief information on the topic of WEs and scholars' perspectives and positions regarding pedagogical approaches to ELT in Outer and Expanding Circles. In addition, the chapter presented the gap in current teaching practices, particularly writing instruction in Afghanistan. Moreover, it provided the aim of the current research and shared the two research questions which seek to guide the investigation of EL teachers' perceptions/attitudes about the use of pluralistic/WEs-oriented approaches to the EL writing instruction in Afghan universities. Finally, I discussed my personal motivations in conducting the current study. The overview of the upcoming chapters is provided at the end of this chapter.

Overview of the Upcoming Chapters

This thesis contains five chapters. Following the content discussed in this chapter, chapter two presents the detailed literature reviewed for the present study. This chapter is divided into three sub-sections: (1) section one discusses the description of Afghanistan; (2) section two presents comprehensive literature review about the role, status, and spread of English in Inner, Outer, and Expanding countries; and (3) section three presents detailed scholarship reviewed for the frameworks used for this study. Chapter three presents a detailed discussion of the methodological approaches adopted for this study. In addition, the chapter provides details of the research design (i.e., mixed-method), respondents/participants, and methods of data analysis. Chapter four provides the results obtained from the online survey and interview as well as discussion of major themes developed from findings and considering research questions. The key findings of the current study are: most of the Afghan university teachers know the concept of WEs; majority of the teachers had a favorable view about code-switching between TL and NL;

most of the participants of the current study held positive attitude towards the use of non-dominant (local/regional) varieties of English in the teaching of writing but indicated various challenges and constraints (e.g., time constraints, complexity of local/regional varieties of EL, and their lack of awareness of these varieties) that prevent them from using the stated varieties of EL in writing instruction; Afghan university teachers are affected by mythical ideologies of native speakerism, incorrect Englishes, and standardization (standard written English). Lastly, chapter five presents conclusions, implications, limitations of the current study, and suggestions for future research.

Chapter II: Literature Review

Introduction

  This study was conducted as an attempt to understand Afghan university teachers' attitudes/perceptions regarding the use and local adaptation of pluralistic/WEs-informed approaches in the teaching of writing. Understanding the context, topic, and framework of the study is important for any research. Therefore, this chapter discusses information related to the mentioned topics in three separate sections: the first section is devoted to present information regarding the context where the current study was conducted; the second section presents the literature review on the role, status, and spread of EL in Inner, Outer, and Expanding Circle countries; and the final section provides discussion of the frameworks chosen for this study. The central focus of this chapter is to provide adequate information and literature to establish the foundation and understand the present research.

  As noted earlier, the literature review is categorized into three subsections. The first section focuses on the description and education system of Afghanistan where the current study is conducted. The second section presents a review of scholarship on the spread, role, and status of the EL in three circles (Inner, Outer, and Expanding) proposed by Kachru (1992a). In addition, this section discusses the spread, role, and status of English in Asian countries particularly in two neighboring countries of Afghanistan such as Pakistan and Iran and its possible influence on the spread and emergence of the EL in Afghanistan. Moreover, it provides a detailed literature review on the spread, function, status, and teaching practices of the EL in Afghanistan. Finally, section three provides WEs-oriented pluralistic approaches (e.g., code-mixing/meshing, the Negotiation model, and translingual approach) to the writing instruction that served as the theoretical framework for the current study. It also presents other pedagogical

implications and principals for the teaching of English writing in diverse multilingual and multicultural contexts.

Section I: Description of Afghanistan

Understanding the research setting is essential for any study; therefore, the following section will discuss the geography, populations, languages spoken, and education/literacy system of the country where the current study was conducted.

Geographical information of Afghanistan. Afghanistan is situated in Central Asia and naturally land-locked. It is bordered by China, Turkmenistan, Iran, Uzbekistan, Tajikistan, and Pakistan. The country shares a border with Iran from south and west and with Pakistan from south and east. In the north part, it is bounded by Uzbekistan, Tajikistan, and Turkmenistan. China is in the northeast part. Most of these borders have influenced Afghanistan in terms of economic and language development which will be discussed in the upcoming subheadings.

According to the Central Statistic Organization of Afghanistan (CSOA, 2018), the estimated population of Afghanistan for 2019-2020 is around 32.2 million people. From this, approximately 16. 4 million persons are men and 15.8 million of them are women. In 2019, from the published total of 32.2 million population 23 million people (71. 4%) live in rural areas, 7.7 million of them (23.9%) in urban areas, and 1.5 million people (4.7%) are nomads. The country has a total of 34 provinces. There are 13 ethnolinguistic groups and a broader number of indigenous languages in the country. Tajik, Pashtun, Uzbek, Hazara, Turkmen, Baloch, Aymāq, Pashai, Nuristani, Arab, Gujjar, Pamiri, and Brahui are the ethnic groups in the country.

Languages spoken in Afghanistan. According to the Ethnology of Language of the World (2018), there are 41 languages in Afghanistan. The widely spoken and official languages

of the country are Pashto and Dari. Dari plays the role of a lingua franca and is widely used in various settings, particularly for administrative purposes in local and governmental entities and academia. Dari has served as an institutionalized language or language of education in the country. Pashtu is another official language, which serves as a medium of instruction in academia in those provinces where the majority of the population speak Pashto language. Pashayee, Baluchi, Nuristani, Uzbeki, Qizilbashi, Turkmeni, Hazaragi, and Pamiri are the other popular languages spoken by minority groups in various parts of the country.

Education and literacy in Afghanistan. For enhancing the standard of lives, discovering meanings behind complicated and mysterious things, and most importantly for developing societies, education is the most significant and powerful thing in human life. Afghanistan has years of history of Islamic philosophy and/or education. Islamic education emerged in the country around 1,200 years ago. Before the appearance of modern education, Quran which is written in the Arabic language was taught and learned in houses and Centers for Islamic Education called 'Madrasas'. However, modernization of education started in the early 20th century when Amir (king) Habibullah established the first School (Habibia High School) in 1903. This school was led by a council for education consisting of both national and international members. The board was responsible for developing examination systems, curriculum, teacher education/training programs as well as administration, and new management (Baiza, 2013).

The education system was further improved under the government of King Zahir Shah. From 1933-1973, his government made primary schools for approximately half of the citizens of the country, in addition, the government established and expanded Kabul University and the secondary school system. Though the administration, examination system, and regulation were

based on Western structures, the curriculum was designed to serve local (nationalized) ideologies and interests (Alamyar, 2017). During President Daud's government (1973-1978), the establishment and reformation of schools, academic institutions, as well as developing new curriculums were significant projects (see Baiza, 2013 for the emergence of modern education in Afghanistan).

Unfortunately, the Soviets invaded the country in 1979, which led the country into cold wars. Then parties resistant to communist ideology toppled down Dr. Najib's government in 1992 who were then thrown away from the power by Taliban in 1997 who ruled until 2001. These events resulted in the destruction of infrastructures of Afghan administrations, organizations, and especially the education system. Taliban who had very strict laws even placed a ban on women's education and no female was allowed to go to schools.

After the US military intervention and overthrow of the Taliban in 2001, Mr. Hamid Karzai became the interim president of the country. United Nations, NATO, regional and neighboring countries, and many international organizations announced their assistance in helping the country develop its infrastructures (Wahab & Youngerman, 2007). Karzai's administration got considerable international aid to improve the education system. Since 2001, the country has been going through reformation and improvement of education and has seen many advancements such improvements in the curriculum, construction of many new schools and universities, and improvement in the education policy both in Ministry of Education (MOE) and MoHE.

The current education system in Afghanistan includes K-12 (primary and secondary) education and higher education. The primary education starts from grade 1 to 6, the secondary education starts from grade 7-12; and Higher Education includes undergraduate, graduate, and

postgraduate degrees. Education is free from primary through bachelor's level for every citizen

of Afghanistan. Based on the new curriculum developed by the MOE of Afghanistan in 2011,

Afghan students must take EFL in fourth grade. University students study English in the first two

years of university studies. American English (AE) and British English (BrE) are the two

varieties that are dominantly used in the curriculum. Afghan students learn all four skills of

language such as listening, speaking, reading, and writing. Nonetheless, there is no research

available that examines WEs-informed writing instruction in Afghanistan.

The following section will present an adequate review of literature on the role, status, and

spread of EL in Inner, Outer, and Expanding Circle countries as well as the context of English

writing in Afghanistan and other EFL settings.

Section II: Context of English in Kachru's three Circles

This section provides a review of literature on the context of English in three diverse

contexts such as English as a native language (ENL), English as second language (ESL), and

English as a foreign language (EFL). Kachru (1992a) classified WEs into three circles (i.e.,

Inner, Outer, and Expanding Circle). In this model, he greatly illustrated the spread, function,

status, and sociolinguistic realities of the EL in various cultural settings which are also viewed as

three diasporas of the spread of English. As stated earlier, Afghanistan falls under the Expanding

Circle countries in Kachru's (1992a) three-circle model. Therefore, this section will first provide

a review of existing scholarship on the spread, function, and status of EL in native speaking

contexts (Inner Circle), next, in the ESL contexts (Outer Circle), and lastly, EFL context

(Expanding Circle).

The context of English in Inner Circle countries. Inner Circle represents the *first*

diaspora of the spread of English worldwide where it was brought or implanted by NSs. This

circle includes countries such as the US, UK, NZ, Australia, and Canada. In addition to being called Inner Circle, these are also named as the main English-speaking countries. These are the countries where EL is spoken as L1 (mother tongue), speakers in this circle are called NSs and the language is called English as a native language (ENL) (Jenkins, 2014; Kachru, 1992a; Saraceni, 2015). Though Kachru's three-circle model does not imply that one variety of EL is superior to any other, speaker of EL in these countries are indeed considered as having greater ownership over EL because they have acquired it as their L1 (mother tongue). Among the mentioned countries, the UK is broadly considered as the 'origin' of EL and the language spoken in this country is regarded as the authority and/or standard English and its speakers are considered as 'authentic' speakers of EL.

According to literature, native speaker countries (Inner Circle) are norm providing (Jenkins, 2014; Kachru, 1992a; Saraceni, 2015). This means, EL proficiency, learning, and use in two other circles, particularly in Expanding Circle are largely dependent on the norms developed and produced by these countries. In addition, these scholars add that in these countries English is transmitted to the people by the family members and maintained by governmental organizations such as schools, media, etc. Based on Kachru's model the spread of English in these contexts is named the first diaspora. According to him, the EL traveled from the UK to other Inner Circle countries such as the US, Australia, NZ, Canada, and Ireland.

Little literature has been reviewed on the Inner Circle varieties of the EL for two reasons. First, it is not the contextual focus of the currents study. The other reason is that there are very little or no similarities in the spread and developments of English between ENL and EFL contexts such as Afghanistan. More time will be given to review of literature on the spread, development, features and functional allocation of English in Outer and Expanding Circle

countries as well as Afghanistan because there are some similarities of these contexts with

Afghanistan in terms of mentioned aspects.

The context of English in Outer Circle countries. Outer circle represents the second

diaspora and shows the emergence of English in post-colonial countries such as Bangladesh,

Ghana, India, Kenya, Malaysia, Nigeria, Pakistan, Philipines, Singapore, Sri Lanka, Tanzania,

and Zambia. Higgins (2003) states that a significant theoretical framework for investigating the

functions, spread, and forms of EL varieties outside of Inner Circle countries is the *paradigm of*

new Englishes which has deep roots in Kachru's work. He further adds that much scholarship has

been developed regarding this framework via journals such as English Today and WEs as well as

several books (Bamgbose, Banjo, & Thomas, 1995; Cheshire, 1991; Jenkins, 2014; Pride, 1982;

Saraceni, 2015; Smith, 1981). The EL varieties spoken in Outer Circle countries are known as

institutionalized varieties and/or *English as a Second Language* 'ESL' (Lowenberg, 2002;

Jenkins, 2014). English was introduced to the ESL context and/or Outer Circle countries as an

official language in these settings (Kachru 1992a).

Similar to the Expanding Circle it is very important to find out answers in the existing

literature for the following question: Is the standard/norm for learning, use, and testing the EL in-

ESL contexts also based on norms set by NSs? According to Kachru's three-circle model,

countries in this circle are norm developing. In these contexts, English has widely been nativized

and acculturated in various contexts and great innovations have been made in its functions and

forms which have resulted in established varieties of English, these varieties are used for EL

testing (Lowenberg, 2002). However, Saraceni (2015) asserts that the NS model is still dominant

and widely used in these contexts. He provides two main reasons to why inner circle models are

still in play for teaching English in large part of the world: (1) there is not an established local

variety of English in many countries, and (2) speakers lack the recognition of their local varieties of English in their own countries. For example, Singaporean English classified as ESL in Kachru's (1992a) three-circle model which is regarded as a very well-established variety. Nevertheless, it is not highly recognized outside the academic circle. In 2000, the Singaporean government launched a movement called "Speak Good English Movement" to substitute Singaporean English with native English (Rubdy, 2001). Kirkpatrick (2012) state that this is why "Asian English retains the prestige of the target model and drives pedagogy and assessment. Textbooks reflect this L1 English focus. L1 models of English, then, are still very much in play" (p. 2).

From the scholarship reviewed above, it can be concluded that English has deeply acculturated, nativized, and great innovations have been made in its forms and function in ESL contexts such as Singapore and India. However, EL teaching model is still solely based on the norms developed and provided by the speakers of Inner Circle countries (Saraceni, 2015)

Another issue is the *native* and *non-native* speakers of English. Are the EL varieties spoken in Outer Circle countries regarded as native varieties? Based on Kachru's three-circle model only speakers of Inner Circle countries are labeled as NSs. Speakers of ESL varieties are still not considered as NSs (Kachru, 1997; Lowenberg, 1986), though much scholarship has indicated that they are different from interlanguages (ILs). A number of scholars have called these varieties with different names such as *local forms of English* (Streven, 1992), *second language varieties 'ESL'* (Prator, 1968), *non-native varieties* (Lowenberg, 1986), *institutionalized varieties* (Kachru, 1982).

The context of English in Expanding Circle countries. Expanding Circle (EFL contexts) represents the third diaspora of the emergence of English. Based on Kachru's three-

circle model (1992a), the greatest number of English users live in these countries such as China, Korea, Egypt, Indonesia, Japan, Greece, Nepal, Saudi Arabia, Taiwan, USSR, Zimbabwe, Israel. According to the model, EL varieties spoken in these countries are considered as performance and/or norm dependent and have no official status, thus dependent on norms developed and provided by Inner Circle countries (NSs). According to Matsuda and Matsuda (2010), English is the most dominant language in EFL contexts where people have acquired it as an EFL and use it for the purpose of international and intranational communication, often following the other national languages spoken in their respective contexts (Graddol, 1997). Similarly, Saraceni (2015) states that English is used by a larger number of users for various purposes including social communication with NSs and with NNSs of their own and different first language speakers. English serves as lingua franca in most of the countries in Expanding Circle (e.g., Jenkins, 2014; Saraceni, 2015). Based on Kachru's three-circle model (1992a), English is not institutionalized or has no official status in these countries.

The myth of native-speakerism and/or NSs as linguistically superior to those of non-native English speakers and standard English has long existed in these countries. In other words, people in these countries have generally accepted that only standard English (e.g., AE or BrE) should be used to assess EL proficiency (e.g., Jenkins, 2014; Saraceni, 2015). This widely accepted assumption among English users of Expanding Circle countries has provided the ground and raised the global power, authenticity, and validity of EL proficiency tests that are based only on BrE and AE norms (TOEFL, IELTS, TOEC). Therefore, EL proficiency assessment, learning, and use are dependent only on standard English (i.e., American and British) (Lowenberg, 2002).

The ideas such as ownership and acceptance of local varieties of EL as a norm have been widely debated by WEs scholars. It is important to review the literature on these two concepts. Therefore, the following section provides a detailed literature review on these ideas.

Over the past thirty years, the ownership of English has been extensively debated by WEs scholars. Widdowson (2003) asserts that "the very fact that English is an international language means that no nation can have custody over it" (p. 42). Likewise, Kachru (1991) contends that English belongs to those who use it in different contexts. In the same way, Crystal (2012) states that "if there is one predictable consequence of a language becoming a global language, it is that nobody owns it any and everyone who has learned it now owns it… and has the right to use it in the way they want" (pp. 2-3). From the above arguments, one can infer that English does not belong to any one nation but to anyone who uses it; the emphasis is on the universality of the EL. Similarly, Yoo (2013) asserted that the use and ownership are two dissimilar concepts. He argues that "Speakers living in the Inner Circle own the varieties of English spoken in the Inner Circle; those living in the Outer Circle own the varieties of English spoken in the Outer Circle. Speakers in the Expanding Circle, however, cannot claim any ownership when there are no local varieties spoken in the Expanding Circle" (pp. 2-3). According to him non-native Englishes spoken in the Expanding Circle will never develop into established varieties because they do not use it internationally.

The idea that whether or not non-native varieties, especially varieties spoken in EFL contexts (Expanding Circle) should be accepted as a norm or model of teaching and testing English has also been long argued by scholars in the field of WEs. Quirk (1990) stated that non-native languages (NNLs) are deficits. He noted that non-native Englishes are not acceptable models for teaching because they are improperly learned languages of standard English forms.

According to him speakers, teachers, and learners in Outer and Expanding Circle countries should be in continuous contact with NSs of Inner Circle countries. Similarly, Yoo (2013) argues that non-native English such as Konglish (Korean English) "is just broken English… without any consistent patterns distinct from other varieties of English" (p. 3). However, other WEs scholars hold a positive view of non-native Englishes spoken in both Outer and Expanding Circles. Saraceni (2015) argues the deviation of other varieties should be acceptable, no matter whether it is pronunciation or a feature of a new variety of English. In the same token, opposing to the Quirk's (1990) position, Kachru (1991) considers non-native varieties as creative or innovative. He concluded that what Quirk would consider as deficit might be considered as different based on creativity, linguistic, cultural contact, and essential sociolinguistic realities of identity in a global context. The fact that users of English always believed in the myth of native speakerism and standard English only, EL curriculum, pedagogical tools, testing, and use remains based only on dominant and/or standard varieties of English [AE or BrE] (Lowenberg, 2002).

The historical context of English in Asian countries and contact in Afghanistan.

According to Jenkins (2014), Asian Englishes are classified based on region and function. Regionally, Asian Englishes are categorized into three subgroups such as South Asian varieties, Southeast Asian and Pacific varieties, and East Asian varieties. *South Asian countries* include Sri Lanka, India, Pakistan, Nepal, Maldives, Bhutan, and Bangladesh. *Southeast Asian and Pacific countries* include Malaysia, Cambodia, Fiji, Indonesia, Brunei, Myanmar, Thailand, Vietnam, Laos, and the Philippines. *East Asian countries* include Japan, Hong Kong, Taiwan, Korea, and China. Functionally, Asian countries are categorized into two subgroups such as *Institutionalized varieties* (Outer Circle) and *non-institutionalized varieties* (Expanding Circle). *Institutionalized varieties* of English refer to the varieties that have gained its official status in the respective

contexts along with other national languages (Jenkins, 2014; Kachru, 1992a) and *non-institutionalized varieties* are those that have not gained its official status in their respective contexts, they are used as EFL for varied purposes.

A large body of scholarship exists on the emergence and growth of English in Asian contexts; I would like to center my attention on the emergence of English in South Asian countries and its influence on the growth of English in Afghanistan because it has long history of trade, communication, and immigration with some of these countries, especially Pakistan.

The emergence and spread of EL in the South Asian region are deeply linked with the start of the colonization of this region by the British Empire. English first came to this region in the early 16th century. Later, the British Empire politically dominated the area by 18th and 19th centuries. During this time English was deeply acculturated and spread its roots in the area unconsciously. As a result, a vast number of ESL speakers grew up with a varying level of EL competence. Three early phases of introduction of English to Indian subcontinent and Ceylon include: (1) *missionary phase* (1614-1675) which encompasses the endeavors of missionaries who came to South Asia primarily for converting people; (2) *the phase of local demand* (1965-1835), few Indians and Ceylonese became interested in the growth of West and wanted to use English for scientific and material development; (3) and *political phase* which greatly developed EL in the region (see Kachru, 1978; Rahman, 1990; for the spread and early three phases of spread of English).

For understanding the spread and growth of English in Afghanistan, it is essential to review the above aspects related to the EL in the neighboring countries of Afghanistan. The following subheadings will provide a brief review of the literature on the role, status, spread and/or growth of the EL in two neighboring countries of Afghanistan such as Pakistan and Iran.

History of English in Pakistan. According to Kachru's (1992a) three-circle model Pakistan is categorized as one of the Outer Circle countries where English has been deeply acculturated and nativized in different contexts, in addition, it has gained its official and/or institutionalized status. English in Pakistan is termed as Pakistani English (MacArthur, Lam-McArthur, & Fontaine, 2018; Rahman, 1990). The history of the Emergence of English in Pakistan is similar to the emergence of English in South Asia, especially India. India was ruled by the British Empire for hundreds of years. During this time, Pakistan was part of India. Pakistan was split apart from India in 1947 and the patterns of the use of English are similar to the variety of English used in India (Rahman, 1990). After 1947, English has rapidly been acculturated, nativized and became part of the local culture (Alamyar, 2017). However, it gained its good recognition and designation between the 1970s and 1980s (Hashimi, 1987). Currently, EL learning, use, and testing in Pakistan are based on exonormative norms (e.g., according to external norms) and British English is considered as a reference point (Kandiah, 1991).

Alongside other factors, emergence and well establishment of English in Pakistan also has much influence on the promotion of English in Afghanistan. This is deeply rooted with the emigration of Afghans to Pakistan. Afghanistan was invaded by the Soviet Union in December 1979, which put the country into cold wars. Later in 1991, resistant groups to the communist idea called Mujahideen got its power and removed Dr. Najeeb from the presidency. After that, Taliban took over Afghanistan in 1996. They held power over the country until 2001. As a result of these events, millions of Afghans migrated to Pakistan, the majority of whom studied in Pakistani schools where English is the medium of instruction. This is one reason many Afghans learned English. The social interaction of Afghan emigrants with Pakistani people is another factor that has deeply influenced Afghan spoken English. In short, studying at Pakistani schools

where English is the language of instruction and consistent communication with Pakistani people are the two factors many Afghans learned the EL.

History of English in Iran. Foroozandeh (2011), notes that ELT in Iran dates back to 1938-1939. However, according to Alamyar (2017), the emergence of the EL in Iran dates back to the regime called the Pahlavi era dynasty before 1978-79. She adds that during this era people showed an exceptional desire to learn and use the EL in various academic and social contexts and was vastly taught in Iranian Academic institutions. She further states that in educational institutions, EL was taught by numerous international EL speakers. According to her, English played a pivotal function in the education, business, mass media, and in the military from the second half of the 1950s until the end of 1978. However, after the Islamic revolution in 1979, English lost its value in the country. The Islamic regime started to eliminate Western culture and ideas from the English curriculum and try to develop an English for Academic purposes (EAP) program that values local culture and values (Eslami, Eslami-Rasekh, & Quiroz, 2007).

There are several reasons which could be assumed that the spread of English in Afghanistan is influenced by English in Iran. The first major factor is the fact that Afghanistan and Iran were one country and shared a typical linguistic history. According to Quraishi (2009), Iran and Afghanistan were one country in the past—now both of these countries share a border and share a common history. Another factor is Afghan migration. Millions of Afghans migrated to Iran in four different waves. The first wave started after the Soviet invasion in December 1979. During this time Afghans left their country for their safety. Approximately 6.3 million people migrated to find a safe shelter (Wickkramasekara, Sehgal, Mehron, Norooza, & Eisazadeh, 2006). Around 3.5 million fled to the neighboring country Pakistan, about 2 million to Iran, and others to different parts of the world.

The withdrawal of the Soviet army and the rise of anti-communist groups called Mujahideen resulted in the second wave of migration of Afghans. Mujahideen forced the people to migrate who supported the Soviet Union. The third wave of migration of Afghans began with the rise of the Taliban in 1994 and then Taking over the country in 1996. The last wave started with the collapse of the Taliban regime in 2001. Many Afghans migrated to different parts of the world, especially Pakistan and Iran. Similar to Pakistan, Afghan emigrant kids and adults studied in Iranian schools where they are taught through Persian language and as well as English. In short, besides other major factors, common cultural and linguistic history and Afghan migration to Iran could have played a role in the spread of not only Persian language but also English in Afghanistan.

History and development of EL in Afghanistan. The presence and/or emergence of English in Afghanistan might date back to the time of colonization by Britain (1893-1919). However, the language did not achieve critical status until 2001. Since the collapse of the Taliban dynasty and arrival of American forces and NATO in 2001, it is the most dominant foreign language in the country. Besides the official languages, English is also gaining key status in the country. In Kachru's three-circular model (1992a), English in Afghanistan falls under Expanding Circle where it is used as a foreign language (EFL) in various settings of the country such as governmental organizations, public and private institutions, and private and public schools. According to the curriculum developed by the MOE of Afghanistan in 2011, students start learning English as an EFL at grade four up to grade 12. At the university level, in all faculties (schools), English is taught as EFL in the first two years (four semesters). Currently, almost all public universities in the country have English departments that offer Bachelor of Arts

in EL and Literature (B.A. English) as well as Bachelor of Arts in Teaching English as Foreign Language (B.A TEFL).

The US Embassy in Kabul and the British Council are the two other greater organizations that provide EL learning and teaching resources to Afghan students. The US Embassy in Kabul offers numerous EL programs, materials, and resources across the country to promote American culture and make the learning of English easily accessible to Afghan teachers and students. The programs include, English Access Micro-scholarship Program, EL Specialist, and E-teacher Scholarship Programs, and E-teacher courses. The embassy also sponsors some EL development programs, one example is the Afghan University Students Exchange Program (AUSEP) which was coordinated by Asia Foundation. This program was designed for English major students and recent graduates in Afghanistan to participate in a month-long training. This program provided intensive EL and professional development training. The program included topics such as teaching methodology, integrating technology into classroom teaching, pedagogy, resources, and four skills of the EL. The main aim of the program was to broaden and enhance the EL skills, teaching skills, and professional skillset of senior students of English major or recent graduates from Afghan governmental schools to strengthen their eligibility for becoming EL instructors at public and private institutions. This intensive language development program took place in different EL institutions in India.

Another program that is offered by the embassy is English Access Micro-scholarship program. According to the US Embassy Kabul, the English Access Micro scholarship Program (Access) provides basic EL skills and intensive summer activities to Afghan students aged 13 to 18. The embassy goes on to add that on completion of this program students gain "an appreciation for American culture and democratic values, increase their ability to participate

successfully in the socio-economic development of their countries, and gain the ability to compete for and participate in future U.S. exchange and study programs ("English Language Programs," n.d., para. 3).

Likewise, the British Council has a major contribution in developing and promoting the EL in the country. Their EL programs are designed to "enable organizations in Afghanistan to provide EL proficiency programs to their employees" ("English Language Teaching Services," n.d., para. 1). Despite their long-term efforts in spreading and promoting English across the country, the language has not gained the institutionalized status in the country yet.

This part discussed and provided a brief literature review on the spread, general role, status, and function of English in Expanding Circle, Outer Circle, Asian contexts as well as in Afghanistan. As the focus of this study is investigating the influence of WEs-oriented approaches in the teaching of writing in Afghanistan which falls under the Expanding Circle countries in Kachru's (1992a) three-circle model. Therefore, a literature review on the role of WEs on English in the teaching of writing in EFL contexts including Afghanistan will be presented in the following section.

The context of English writing in Afghanistan. Similar to other Expanding Circle countries such as China, Japan, Korea and so on, monolingual assumptions or native speaker fallacy/myth and native speaker teaching models have always existed in Afghanistan. Based on Kachru's three-circular model (1992a), Afghanistan is a norm dependent country where user's performance, teaching models, and materials are dependent on Inner Circle NSs. The two dominant varieties (AE and BrE) of English are widely used not merely in academia but also for administrative purposes and social use. During my own experience of EL teaching in one of the public universities, I have never taught, observed, or received any demand from students to use

local and/or non-dominant varieties of English. The curriculum that is prescribed by the MoHE of Afghanistan includes the writing instruction books which are mostly based on AE.

In contrast to other EFL/Expanding Circle countries, EL learning and teaching have received little or no attention from language scholars and researchers. Alamyar (2017) stated that practical application of EL in the teaching practices in Afghanistan has not received much attention from EL scholars and research. Similarly, Miri (2016) asserted that the field of EL studies is understudied in Afghanistan. He goes on to add that in Afghan EFL context, there is little or no published study about ELT in general, and specifically the teaching of writing. As compared to other skills of EL such as listening, speaking, and reading—writing receives little attention from Afghan EFL instructors in school, undergraduate, or graduate-level studies. Considering EL writing instruction, very little or even no writing support centers are available for Afghan students where they could practice their writing (Miri, 2016). That is to say, there are no extracurricular activities and writing labs available for learners to practice or learn writing. Based on these facts, he concluded that most of the Afghan EFL learners in Afghan schools and universities are not provided with sufficient opportunities to practice their writing and get feedback from the teachers.

The prime focus of the current study was to investigate and/or explore teacher's perceptions regarding the teaching of writing through the lens of WEs. To date, no research has been conducted on the effects of pluralistic/WEs-informed approaches on the teaching of writing in Afghanistan. In other words, there is no published study available that has examined Afghan EFL university teachers' attitudes, perceptions, and experiences regarding the use of language variation in the teaching of writing. Therefore, this study is conducted for two main reasons. First, to identify Afghan EFL teachers' perceptions and attitudes at three afghan universities

regarding the use of WEs-oriented/pluralistic approaches in the of EL writing. Secondly, to identify the perceptions of Afghan EFL teachers about the use and factors for local adaptation of language variation and/or pluralistic approaches in the teaching of English writing. This study will support the achievement of above two goals by exploring literature and find out strategies, approaches, and teaching implications for successful integration of the mentioned approaches in the teaching of English writing. The findings of this study will inform curriculum developers at MoHE, university administrators, and other stakeholders about teachers' perceptions of the mentioned topic who may decide whether to incorporate these approaches in the curriculum and teaching practices, especially the teaching of writing.

The context of English writing instruction in EFL context. Despite this widespread use and increasing growth of English worldwide the native or dominant varieties of English (British or American) are still considered as the only languages to be used in teaching and learning both in the US and around the globe. According to Elbow (2002), the universal standard also referred to standard written English (SWE) is still considered as code for writing. In addition, Matsuda (2006) notes that "the myth of linguistic homogeneity" is the tacit and widespread acceptance of the dominant image of composition students as NSs of a privileged variety of English" (p. 638). In her other study, Matsuda (2003) examined the EL teaching practices (ELT) and EIL curricula in Japan in order to find what variety or varieties they are focusing on. From the findings of the study, she concluded that 'ELT' practices in Japan still mainly focus on inner-circle variety, that is, English is almost solely taught through British English, teaching materials, and textbooks only include cultural topics and characters from native English-speaking countries. In addition, Lee (2014) asserts that even with considerable growth in the number of international Ss in the US universities and colleges, the ELT curricula is

homogeneous. It is only focusing on a single variety (American) of English. According to these scholars this *linguistic homogeneity* does not only exist in general ELT but also in the teaching of writing.

Canagarajah (1994) notes that local values, rhetorical preferences, and discourse patterns have been successfully meshed in English by postcolonial creative writers. However, in his seminal article Canagarajah (2006a) states that post-Enlightenment realization has resulted in a readiness to accept and address diversities in other genres of text i.e., business and academic writing. According to Canagarajah (2006a), marks of localization has recently started to appear in the advanced academic writing of multilingual writer; however, the culturalization process by multilingual writers has been slow.

Some scholars argue that though local varieties of English should be permissible in oral communication, they should not be used in writing. Barbour (2002) notes that the writing of multilingual writers must be edited by native-speakers. However, other WEs scholars argue against this "myth of linguistic homogeneity" and/or on the use of only dominant varieties of English in ELT in general as well as the teaching of writing. For Example, Ammon (2000) maintains that different forms/structures, as well as usage of multilingual speakers, should be welcomed and accepted in English writing because this is a linguistic right of every human being. Lee (2014) states that monomodal approaches or the *myth of linguistic homogeneity* is challenging because the cultural values and the needs of all students, specifically multi-dialectical, multilingual EL users and speakers of nondominant Englishes are usually lost in the mix. Other prominent scholars (e.g. Canagarajah, 2006b; Canagarajah, 2011, Jenkins, 2014; Matsuda, 2003; Matsuda & Matsuda, 2010; Saraceni, 2015) also argue against a commonly believed native speakerism and mythical varieties of English (i.e., British and American) from

Inner Circle countries because they are not always in line with sociocultural backgrounds of its users. These teaching modals and native varieties do not value local needs, cultural characters and topics, and local languages.

As indicated earlier, that the *myth of linguistic homogeneity* is also extant in writing instruction not only in universities and colleges of the US but also worldwide (EFL, ESL, ENL, EIL contexts). Lee (2014) argues that it is not realistic, ethical, or logical to label native, dominant or standard English as the only discourse suitable for writing instruction. In a similar vein, Canagarajah (2006a) reviewed scholarly articles in the field of WEs and concluded that there is still a bias towards *standardized* or *systematized* language varieties in the texts. According to Horner, Lu, Royster, and Trimpbur (2011), the majority of English speakers around the globe and a considerable number of EL speakers in the US know multiple languages, and, they vary and multiply the Englishes through interaction. According to him, these so-called traditional monolingual approaches to writing not only worldwide, but also in the US do not take these realities into account. He adds that these approaches are linguistically homogeneous: approaches where speakers, writers, and readers are only expected to use *systematized and standard English*. They do not include other languages and variations of languages-only standard Englishes are assumed to be uniform. The author also states that these approaches postulate that heterogeneity in language hinders meaning and communication. Therefore, this approach to writing instruction aims to decrease interference, removing everything that seems as difference. Moreover, Canagarajah (2014) also argues against monolingual and/or monomodal approaches to the teaching of writing. He asserts that these approaches are based on homogeneity, standardized English, or imagined native or single variety of English- they don't value multilingualism and multiculturalism in writing.

Taking these problems of monolingual approaches into consideration, the scholars in the field of WEs accentuate on the paradigm shift towards translingual, pluralistic, and multicultural approaches to teaching English in general and writing in particular (Canagarajah, 2012; Horner, Lu, Royster, & Trimbur, 2011; Horner, NeCamp, & Donahue, 2011; Young, 2011). According to Lee (2014), the former monolingual composition curriculums are not logical and ethical-they are unidirectional that do not consider the socio-cultural backgrounds of its users, therefore, there is a need for a paradigm that appreciates and acknowledge WE. However, despite "(socio)linguistic researchers' increasing familiarity with the WEs paradigm, in which an inclusive, pluricentric perspective recognizes multiple Englishes and varieties of EL are considered equal in value" (Kachru & Nelson, 2006, p. 2). Hence, positioning against monolingual approaches, the WEs scholars have proposed various pedagogical frameworks, implications, and approaches that need to be considered in the writing instruction. These frameworks and approaches will be discussed in the following section.

As indicated earlier, monolingual approaches and/or the use of dominant (e.g., British or American) varieties of English are predominantly used in the ELT and curriculum in Afghanistan which has been challenged by many language scholars in the field of WEs. The present study highlights the integration of regional/local varieties of English and local cultures in the curriculum as well as in the teaching of writing in Afghan universities. The literature reviewed above provided sound reasoning and benefits of integrating language variation and local cultures in the teaching of writing. Therefore, it is indispensable that the curriculum developers, university administrators, Afghan university teachers, and all other stakeholders consider it and bring changes in the curriculum that values the aspects mentioned above.

Section III: Review of Literature on Pedagogical Approaches/Frameworks

This section is devoted to the review of literature on pedagogical approaches and/or frameworks for the teaching of the EL particularly writing in multilingual contexts. The section presents three WEs-oriented pluralistic approaches that served as the main theoretical frameworks for this study. In addition to these approaches, this section also provides other pedagogical approaches, principals, and recommendations of WEs scholars for the teaching of English writing in diverse multicultural and multilingual contexts. Finally, the conclusion of this chapter is provided at the end of this section.

The current study has its roots in three pluralistic approaches-*translingual approaches*, *code-mixing/meshing,* and *negation model*. The detailed literature review about these frameworks is provided below.

Translingual approach. According to Huang (2010), the Translingual approach to teaching L2 concentrates on 'unifying language use' in opposition to native speaker varieties or monolingual approaches that consider languages as discrete/isolated channels of thought. According to Kellman (1996), translingual writers refer to those writers who are able to write languages different from their first language that accentuates autonomy from monolingual and cultural limitations.

The 'Translingual Writing', 'Translingual Approach' or 'Translingualism' is a pedagogical framework to the teaching of EL writing that has been proposed by (Horner, Lu, Royster, & Trimbur, 2011; Horner, NeCamp, & Donahue, 2011) and recommended by Lee (2014) through which present-day EL learners might be assisted more efficiently in university writing and/or composition classes. The *Translingual Approach* to the writing pedagogy considers language differences as resources rather than considering them as challenges to

manage or obstacles to overcome. Moreover, this approach advocates for bringing nondominant languages, cultural values, and learners' needs into writing classes. According to Horner, Lu, Royster, & Trmbur (2011) translingual approach argues for: (1) respecting all language users how they pattern a language for their own specific contexts, (2) recognizing heterogeneity/hybridity in languages or linguistics both in the US and around the globe, (3) challenging monomodal and monolingual approaches through teaching how writer can perform with and against mythical expectations and also by conducting research.

The tenets of translingual approach. According to Lu and Horner (2016), this approach to writing, as well as teaching writing, challenges the concept of monolingualism; thus, it is guiding pedagogies, curriculum, and design for writing programs in the US also applicable in other multilingual contexts. They proposed seven tenets for the "translingual approach" to both writing in English as well as teaching English writing. The tenets, expressed as direct quotes from (Lu and Horner, 2016).

- language (including varieties of Englishes, discourses, media, or modalities) as performative: not something we have but something we do;
- users of language as actively forming and transforming the very conventions we use and social-historical contexts of use;
- communicative practices as not neutral or innocent but informed by and informing economic, geopolitical, social-historical, cultural relations of asymmetrical power;
- decisions on language use as shaping as well as shaped by the contexts of utterance and the social positionings of the writers, and thus having material consequences on the life and world we live in;

- the difference as the norm of all utterances, conceived of as acts of translation inter and intra languages, media, modality during seeming iterations of dominant conventions as well as deviations from the norm;

- deliberation over how to tinker with authorized contexts, perspectives, and conventions of meaning-making as needed and desired by all users of language, those socially designated as mainstream or minority, native or first, second, foreign speakers, published or student writers; and

- all communicative practices as mesopolitical acts, actively negotiating and constituting complex relations of power at the dynamic intersection of the social-historical (macro) and the personal (micro) levels.

The foundational concept of these tenets is the idea of putting all the varieties and/or languages in relation to standard English. In other words, it emphasizes on sharing of more equal power between different linguistic codes. This approach is considered as an effective model for the way language is used. The principal aim of this approach is to lessen the linguistic inequalities in the writing instruction. There has been significant development of the translingual approach (TA) to writing and teaching writing and some pedagogical approaches such as code-mixing/meshing, negotiation mode, and other pedagogical implications, and ways have been guided within this approach by scholars which will be discussed in the following sections.

Benefits of translingual approach. As monolingual models to the writing instruction have marginalized and alienated its users' language practices, on the other hand, the *translingual approach* to the writing pedagogy advocates for "Students' Right to Their Own Language" (Horner et al. 2011). Using diverse EL varieties in the writing class develops a sense of ownership of English and learners' own languages. According to Lee (2014) using the

translingual approach to composition pedagogy in writing classes can play an instrumental role in positive changes in learners' realization of themselves as language users both in the classroom and outside. As previously mentioned, the majority of the English teachers in Afghanistan use only dominant varieties of English (e.g., British or American), there is no focus on the use of local languages and culture. As mentioned earlier, materials from the dominant varieties are almost always intersected with Western cultural values that are not in line with local cultures in many ESL and EFL contexts (Canagarajah, 2006b; Jenkins, 2015; Lee, 2014; Saraceni, 2014). Therefore, besides dominant culture, it is also important to incorporate local cultural topics and local languages into writing instruction in Afghanistan. Blended teaching approaches and/or integrating both dominant and non-dominant (local or regional) varieties of English will not only help students be successful in study abroad and international job markets but also national and international job markets and academia because will learn to use both dominant variety and local varieties of English. This study will inform curriculum developers at the Ministry of Higher Education of Afghanistan, university administrators, and other stakeholders about Afghan EFL teachers' perceptions on translingual/pluralistic approaches to the teaching of writing which may lead to the integration of this approach in the curriculum and teaching practices.

Code-meshing/mixing and code-switching strategies. Some second language scholars use code-meshing and code-switching interchangeably (Bokamba, 1989; Muysken, Díaz, & Muysken, 2000). Other scholars give a specific definition for code-meshing and code-switching. According to Bokamba (2013), code-mixing is the mixing or placing different linguistic units (affixes, words, phrases, clauses) from the grammatical systems of the two distinct languages in speech context and the sentence; whereas, code-switching is the meshing/mixing or units (words, phrases, sentences) in a speech. The two terms differ in the position of changed elements. In

code-switching, the change of codes happens intersententially, while it occurs intrasententially in code-mixing. Other scholars define code-switching as a process in which multilingual speaker shifts from one language to another, whereas code-mixing is the mixing forms, drawing them from distinct grammars (King, 2006). There are some scholars who suggest that learners, teachers, and writers in Expanding Circles should use these strategies in their writing. Those proposed methodological implications will be discussed in this section.

The strategy of *code-mixing* for the writing instruction was first offered by Young (2004) as a framework through which African American Language (AAL) users and writers could expand linguistic resources to gain success in educational contexts and it was then suggested and promoted by (Canagarajah, 2006b, 2011, 2012; Young, 2004, 2007, 2011). In his suggested Code-meshing strategy for writing, Canagarajah (2006b) encourages novice scholars and students to use code meshing in their academic articles not only in their first draft but also in the published ones. He suggests code-meshing is an effective strategy for bringing their local varieties in academic writing or articles. He also asserts we must notify students in multilingual contexts that there are many famous and successful scholars in multilingual and multicultural contexts who are expressing their norms and voice in scholarly writing. According to him, the code-meshing strategy not only requires scholars and students to be aware of local and established norms, but it also requires the competence to bring them together for one's objectives and voice. This strategy requires teachers, learners, writers, and scholars to have structured rhetorical and linguistic expertise. On a similar vein but with a slight difference, Elbow (1999) suggests a code-switching strategy for teaching writing. Elbow's *Code-switching* strategy to the teaching of writing is a two-part strategy where he merely allows students to bring in their local

varieties in their initial draft of academic writing. However, when publishing the articles, students should only use standard written English norms.

However, despite the fact, Barbour (2002) supported bringing in the diverse Englishes in oral academic communication, he positioned against the pluralized approach in the writing. He argued multilingual writers should use only the dominant varieties of American or British English in their writing. While, unlike Barbour's position, Canagarajah (2006b) concludes that code-meshing or bringing local varieties in writing is not a direct confrontation to native or dominant codes and it is unintended to deny the codes of dominant or boost the local codes in established variety. By inserting their own conventions into the existing codes, students in a multilingual context will withstand monolingual English from the inside. Doing so will not only inspire new codes, but it will equally contribute knowledge to the dominant version.

The strategy of *Code-meshing* is a more practical and effective way to be considered in EL teaching (ELT) practices in general and writing in particular than the classical strategy of Code-switching. Code-switching permits limited use of multiple varieties in their writing and expects them to learn how to use them discriminately, whereas, code-meshing gives them free hand to use multiple varieties in their writing which will help them gain success in the academic context. Teachers and learners in Afghan EFL context both at the school and university level are not fully aware of the difference between code-switching and code-meshing approaches. Therefore, for successful integration of such approaches in the teaching of writing and/or curriculum there is a need for teachers' professional development programs such as trainings, workshops, and seminars that include mentioned topics. These professional development programs can be designed and conducted by the MoHE in Afghanistan as well as other national

and international organizations that work in this area such as Asia Foundation, The US embassy in Afghanistan, the British embassy and so on.

Ways and practices for successful application of code-meshing strategy in the teaching of writing. Lee (2014) applied the translingual approach, particularly code-meshing strategy into her composition pedagogy. In other words, she used code-meshing strategy in the teaching of her writing classroom and asserted that how it brought about positive changes in the perceptions of the learners. She offered some of the effective ways and practices for successfully applying the code-meshing strategy in the teaching of writing. It is very important to discuss those ways and recommend them for those teachers who feel a change in their composition pedagogies. These ways are discussed below.

Showing circle of WEs chart. Teachers should show *Circle of WEs Chart* proposed by McArthur (1998) to their students. Through this chart, teachers can start developing a foundation for learners' knowledge of the Translingual approach and then the application and value of code-meshing. The chart includes various varieties of the EL spoken around the world. Thus, by showing it to students, they will be informed and/or learn that there are not only British or American varieties of English but also many other varieties that are spoken around the world and even in the context where the learners are learning the EL. So, this will clarify their concept regarding WEs. Once they know about WEs, teachers can then introduce the translingual approach and code-mixing and code-meshing strategies into their classroom practices. Saraceni (2015) also suggests similar advice to the EL teachers in Expanding Circle countries.

Multimedia assignments. For practicing and performing the translingual approach represented by code-mixing, teachers should use multimedia assignments such as digital literacy narratives. These assignments offer windows for students to investigate the indistinct and

changing margins between contextual concepts of nonstandard and standard and fluidity and distinctness.

Interviews. Teachers should give opportunities to learners in selecting their subjects to interview. Every learner must decide on questions on their own to ask his/her to select a subject. The teacher should not direct what type of questions students choose. Students like the freedom of choosing their subject matters by themselves.

Writing narratives about simple topics. Teachers should ask their students to use both academic register and as well as mix words and structures from their NL in places where the standard/academic words do not transmit exact meaning learners desire to communicate.

Providing students with code-meshed texts. Teachers should provide students with code-meshed texts published by WEs scholars and professionals. This gives students a chance to investigate the weaknesses and strengths of blended communication/discourse.

 In short, these are the most effective practices for the teaching of English writing. These practices can be adapted and modified by Afghan EFL university teachers to best suit their context. As they are very useful and practical activities, they should be considered in the curriculum and in the teaching of writing by Afghan EFL teachers at the universities.

Code-meshing and code-switching strategies seem quite convincing and motivate users of the local varieties to promote and bring their local variety of English into writing. However, there is no established local variety relevant to the context of Afghanistan. Learners, scholars, and even teachers have limited awareness of the pluralistic approaches and local/regional varieties of English. In addition, learners, scholars, and teachers have limited knowledge of SWE norms. The notions 'errors or features?' and intelligibility can be issues of prime debate. Before

applying the implications or strategies proposed by Canagarajah (2006b) and Elbow (2011) in academic writing and teaching, it is important for the users of English in a multilingual and multicultural country like Afghanistan to know about these issues. Therefore, this section will first address questions related to 'errors' or 'features' such as: *What is accepted as a feature and what is considered as an error? Who has the right to set the rules for accepting new varieties 'NSs or NNSs?' What are the acceptable norms for integrating the features of a new or local variety into the textbooks?* Then issues of intelligibility and its related questions will be discussed through WEs lens.

      The issues of 'errors' or 'features' and intelligibility. There is much research in the field about 'errors or features?'. Saraceni (2015) argues the deviation of the other varieties should be acceptable, no matter whether it is pronunciation or a feature of a new variety of English. Conversely, Quirk (1990) stated that NNLs are deficits. He noted that non-native Englishes are not acceptable models for teaching because they are improperly learned languages of standard English forms. According to him speakers, teachers, and learners in Outer and Expanding Circle countries should be in continuous contact with NSs of Inner Circle countries. While Kachru (1991) strongly positioned against Quirk's concern. Kachru considers non-native varieties as creative or innovative. He argues that being in sustainable contact with NL is not applicable to the varieties that are institutionalized in the contexts. For this, he provides two reasons: first, limited resources and the vast amount of input from the local variety, and the number of EL educators are practical reasons, which makes it impossible for the teachers to be in continuous contact with the native language (NL). He concluded that what Quirk would consider as deficit might be considered as different based on creativity, linguistic, cultural contact, and essential

sociolinguistic realities of identity in a global context. According to him, English belongs to those who use it in different contexts.

Furthermore, Widdowson (1994) supported Kachru's (1991) statement of ownership and standard English. He noted that speakers of Inner Circle countries possess no right to claim the ownership of English. Unlike Quirk's (1990) position, arguments of other WEs scholars who support the pluralization of English and call for bringing diverse varieties into the teaching and writing, seem more inspiring and convincing. Their scholarship mostly focusses on giving the sense of ownership to the users of non-native varieties, a shift from being dependent on native models to local models in a sense to bring in non-native varieties, and from being exonormative to being endonormative where the users of new Englishes develop their own norms. As English is growing complex and richer, integrating non-native varieties will further help its growth. There are very established varieties such as Indian English or Singaporean standard English, who develop their own standard and whose features are being codified in the world's top dictionaries. Having read this supportive scholarship about the pluralization of English, it can be concluded that English teachers should include a variety relevant to the context in their teaching practices. NSs have no right to set the standards for them, it's them who use the English. The EFL teachers in Afghanistan may not know the issues of *error and feature*, therefore, it could be suggested that they learn about the issues of *error and feature* and then try to integrate their variety of English into their teaching practices. In order to achieve this, university administrators and the MoHE of Afghanistan could design and conduct professional development programs for teachers. These professional development programs could be conducted each year where they can identify instructional priorities for the year and the current topic could be one of them. After

getting training, the teachers might be able to apply the code-meshing strategy in their instructional practices.

Intelligibility. The other point of discussion in the pluralization of English is the issue of 'intelligibility'. Smith (1992), defined intelligibility as a relationship between language, in which speakers of distinct language varieties can easily understand each other. Therefore, it is about how a particular language is mutually intelligible to users of English. Currently, the EL is the most dominant and common language all over the world, which is used for broader communication. However, using single standardized English is still common in all three circles of Kachru's model (Matsuda, 2006). This monolithic perception of EL learning should be shifted to the multilingual and/or pluralistic approach. Intelligibility is considered one of the key issues in the movement from the monolingual to the multilingual approach. Thus, it is necessary to look at some scholarship and arguments to know about the concept of mutual intelligibility and answer the following questions.

- In EFL context such as Afghanistan, what is the place of intelligibility of the interlocutors and new variety of English in teaching?

- What are the set standards for accepting a new variety of English in Afghanistan?

- Is the specific variety needs to be understood by the speakers of all three circles in Kachru's model? Or should it only be intelligible in Afghanistan?

Larry Smith is one of the prime speakers of the issue of intelligibility. Smith (1992) and other WEs and English as International Language scholars such as Nelson (1992) focused their research on the matters related to intelligibility in communication among the speakers of EIL and WEs. Smith (1992, p. 75) states 'it is necessary for every user of English to be intelligible to every other user of English'. In the above quote, he does not make reference to any specific

speaker of any 'standard' variety of EL. However, he speaks about any non-native or native variety of English, which is intelligibly used not only by native but also by NNSs of the EL. In his article, Smith (1992) asserted that both in writing and speaking communication should be comprehensible to all those who intend to express their thoughts. Smith & Nelson (1985) argued that assessing intelligibility in communication should not be only judged by NSs. They may also not be intelligible for the speakers of other varieties, so being the native speaker doesn't mean that they should be intelligible and the only rule providers. Similarly, Bayyurt (2018) stated that in today's world it is essential to be mutually comprehensible by both non-native and native users of English. He concluded that research on intelligibility in WEs and EIL proves that being a native speaker of English has no association with being intelligible.

From the existing scholarship on the issues of intelligibility, it can be concluded that mutual understanding is one of the key points in communication in order to sustain a long and short-term relationship. Having a proper pedagogy relevant to the context where EL is learned and used is the central aspect of teaching English. However, based on the literature review on writing instruction in Afghanistan, it can be suggested that much work might need to be done in this area in Afghanistan. The literature for writing instruction showed that this area has not received much attention from the scholars and researchers. Thus, it can be concluded that teachers, administrators, learners, and users of English might lack the basic understanding of the issues like intelligibility and *errors* or *feature*. In addition, it can also be implied that the majority of the learners, writers, and English teachers may have limited awareness about WEs-informed approaches and the notions attached to it (e.g., Britain, America, white people, Christianity, neo-colonialism, 'the west' and so on). Majority of WEs scholars consider new varieties of Englishes as innovative and should be integrated into the teaching of WEs in Expanding Circle context

(Barbour, 2002; Elbow, 1999; Jenkin, 2014; Kachru, 1992a; Matsuda & Matsuda, 2010; Saraceni, 2015; Widdowson, 1994). However, when it comes to issues like intelligibility, some scholars suggest that new varieties or innovations should be intelligible by both NSs and NNSs of the EL (Bayyurt, 2018; Smith, 1992).

From the above debate on the issues of intelligibility, error, and innovation, it can be concluded that scholars strongly favor innovations in the EL and mutual intelligibility within and across settings. As mentioned earlier Afghan EFL teachers may not be aware of these issues. Thus, it can be suggested that before integrating the new variety of English, Afghan EFL teachers' and learners' awareness could be raised on three issues. First, they could be trained as what is considered as an error and what is considered as an innovation. Secondly, their knowledge of the issue of intelligibility might also be raised through workshops and seminars. Knowing about their audience to whom they will write is also important. Additionally, they can be informed about audience recognition through training and workshops. Once teachers and learners develop an understanding of these three issues, they may be able to write differently for different audiences. For example, if they are writing for the national audience, they can integrate new innovation or EL variety local to their context because it will be mutually intelligible and understandable for the audience. Since they live in the same context, they may know the local variety of English and there may not be any issues in the sense of intelligibility. On the other hand, if they are writing for an international audience who are not from their context and do not know their local variety of English spoken in their context then it is suggested that they don't use it in their writing because it may possibly not be intelligible for the international audience. They can expose their variety of English to international audience when they feel comfortable enough and master the use of it in their writing.

The negotiation model. The *Negotiation Model* for writing pedagogy has been proposed and promoted by Canagarajah (2002a, 2006b, 2007, 2012 as cited in Lee, 2014). Lee (2014) suggested this model for writing pedagogy to be considered by EL teachers in their classroom composition. The "Negotiation Model" encourages multilingualism in writing. According to Canagarajah (2006c), rather than being static, passive, and stable monolingual writers and/or situating oneself within one language, the writers should be dynamic, versatile (e.g., writing between multiple cultures and languages), agentive, and be able to creatively move/shuttle between discourse to obtain the communicative goals. Canagarajah (2006c) notes that "it is not the language or culture, but rhetorical context/objective that is the main variable in multilingual writing" (p.14), writers can modify their discourse and style based on the rhetorical context, whatever language they use.

In order to encourage this orientation *Negotiation Model*, Canagarajah (2006c) provides the following pedagogical implications: (1) textual differences should not be considered as errors, rather they have to be treated as creative, conscious, and strategic choices made by the writers to achieve their contextual/rhetorical objectives; (2) writers should be motivated to stop emphasizing on writing that is defined as the only process of text construction; writing is a rhetorical negotiation for attaining functions and social meanings; (3) students should be informed that texts are not written just for revealing particular perspectives or information and are not transparent and objectives. The texts are representational as well. In the text that we write, we cannot avoid our interests, identities, and values. This is a comprehensive and effective model that should be considered in writing pedagogy in Afghan universities.

This section presented a review of the literature on three broader frameworks chosen for this study in detail in this chapter. Scholars in the field of WEs have offered many other

principles and strategies for writing instruction that could be applied in all three circles of Kachru. Therefore, it is very important to review the literature on those principles and approaches. Some of those principles will be discussed below.

WEs informed principles to the teaching of writing. Some WEs scholars have recommended pedagogical practices as teaching materials to be considered by other teachers who want to bring changes in their composition/writing classrooms where heterogeneity-blended linguistics is the norm, values learners' sociocultural backgrounds, and meets learners' expectations and needs.

Matsuda and Matsuda (2010) stated that in EFL contexts English is used for a broader range of intranational (national) and international purposes. Thus, using the native model or focusing only on one single variety has become challenging. They also asserted that considering the issues of comprehensibility and intelligibility in teaching are not implausible anymore. They proposed five principles as teaching pedagogy for the Englishes in Expanding Circle context. They recommend these principles to be applied by Expanding Circle English teachers in their teaching practices. Similarly, Kachru (1992b) suggested six (6) points for teaching WEs. Three of the Kachru's points hold a similar view as three of the Matsuda and Matsuda's principles. The principles and their commonalities will be discussed as below:

Teach the functions and forms of the dominant language. Matsuda and Matsuda (2010) suggest that teachers of English in EFL contexts should teach the functions and forms of the dominant language. In the similar way, Kachru (1992b) in his first suggestion talks about sociolinguistic profile, in which he explains that students need to know about: English in its world context; major varieties, their uses, and users; the distinction between English in multilingual and monolingual societies as well as their implications such as code-meshing and

code-switching. Besides teaching the dominant language forms and functions, it may be

suggested that Afghan EFL teachers could also teach the concepts of pragmatics and/or looking

at the politeness conventions of EL use in its real-world or context. As the teachers may not be

aware of such concepts, it can be recommended that their awareness could be raised through

training and workshops or they can also develop their knowledge of such concepts by reading

published research papers in the field of WE.

   Teach the forms and functions of non-dominant language. Matsuda and Matsuda

(2010) also recommend that in EFL contexts teachers should teach the forms and functions of the

nondominant language. Similarly, Kachru advises that students should know about the major EL

varieties, native and non-native: their users and uses, shared and non-shared features in various

linguistic levels, and certain text relevant to the interactional context which he calls it variety

exposer. It can be suggested that the Afghan EFL teachers and scholars might first conduct

research in order to find new innovations established by English users and then teach the found

forms in their teaching. For example, teachers themselves or also ask their students to look at

signboards in their context and find out EL vocabulary local to their contexts. After finding

lexicon and/or vocabulary that emerged in the context, they can use them as glossing in the

footnotes and/or as code-meshing that Canagarajah (2006b) has suggested.

   Teach the strategies of discourse negotiation. Thirdly, Matsuda & Matsuda (2010)

suggest that instructors should inform their students about 'principles and strategies of discourse

negotiation'. Likewise, Kachru (1992b) in his 'contrastive pragmatic' calls on teachers in EFL

and ESL contexts to teach the association of stylistic and discoursal innovations and their

relation to the local codes of culture, for example, strategies that are used for politeness, rejecting

requests and offers, apologies, regrets, condolence, and persuasion. These principles talk about

the development of students' negotiation skills and pragmatic knowledge. First, it could be

suggested that Afghan EFL university-level teachers should develop their students' negotiation

skills. For example, if learners are learning a local variety of EL which may not be useful in

native English-speaking contexts or other contexts, they should be able to provide the reason as

to why they have selected to learn this variety. Like, they may say that they have learned it

because it is used in their context and they will use it for their professional success in their own

context. Second, when it comes to developing pragmatic knowledge, there is no specific subject

for teaching this concept in the university-level curriculum that is provided by the MoHE of

Afghanistan—teachers may not know about it and may not feel qualified for this. Therefore, the

MoHE of Afghanistan could design workshops and training for the university level teachers that

include the topic of pragmatics and this subject could also be included in both undergraduate and

graduate-level courses in Afghanistan.

The other principles and points of these scholars propose different implication for

teaching WEs in Outer and Expanding Circle countries either speaking or writing.

Teach the boundaries between what works and what does not. In their fourth (4)

principle, Matsuda & Matsuda recommend that language educators should educate learners about

the limitations between what works and what doesn't. For successful application of this

principle, Afghan EFL university-level teachers may need to expose their students to a local/non-

dominant variety of English, but this might not be enough. They could also teach them what is

considered as a variation (innovation) and what is considered deviation (error) in a specific

communicative setting. This is mostly related to comprehension. If the new form is easily

comprehended, then it is innovation or if it is not understood or comprehended even in local

context then that would be considered as an error that will not work as an EL variety. Therefore,

teachers and learners might need to be very careful about what is considered an accepted innovation and what is not.

   Teach the risks of using deviational features. Lastly, Matsuda and Matsuda (2010) suggest that language educators should enlighten the students about the risks associated with using deviational features. The risks may include getting lower scores and hindering meaning and making it difficult for comprehension. The learners who learn the local variety of English only and go abroad for their higher education, they may receive lower grades because of limited knowledge about the dominant variety. Another risk may be hindering the meaning, too much deviation from standard English may make the variety difficult to comprehend. Readers both from within the context and outside will not be able to comprehend the message which is written or orally communicated with too much deviation. Considering the above information, it could be recommended that teachers need to inform students not to deviate much from dominant norms.

   As the current study investigates the influence of pluralistic/WE-informed approaches in the teaching of English writing. In other words, the study strives to inform Afghan EFL university-level teachers, the MoHE of Afghanistan, and other stakeholders about the integration of local varieties of English, local languages, and local cultures. In this sense, the above principles that have been proposed by well-known scholars directly support my research topic and focus and will help the readers develop their understanding of the importance of language variation and how to apply it in the teaching practices and writing.

   Developing learners' procedural knowledge. Focusing on a paradigm shift based on the concept of WEs, Canagarajah (2014) suggest that EL teachers (ELTs) should center their attention on developing learners' procedural knowledge (e.g. a knowledge of how, or negotiation strategies) instead of propositional knowledge (e.g. knowledge of what, or conventions and

norms of a language). He also suggests the ways through which EL teachers can expand and

foster learners' procedural knowledge such as by developing: (1) *rhetorical sensitivity*

(developing their knowledge on importance of features such as voice, genre, and creativity in

communication); (2) *negotiation strategies* (which promote such genre and language

reconstruction or variation that is related on dominant norms and one's own preferences.); and

(3) *language awareness* (developing learner's knowledge on how the grammar works in all

languages). He stated that this should be developed implicitly through everyday life experience

with a language rather than explicitly teaching them. Similarly, Matsuda and Matsuda (2010)

also advocated for promoting language reconstruction and variation that is related to dominant

norms and one's own preferences (using a local variety). They stated that teachers should teach

both dominant and local varieties of English. In addition, Kachru (1992b) advised a similar

viewpoint, that is, he stated that students should know not only the major varieties of English but

also the local varieties of English. Both Matsuda and Matsuda (2010) and Kachru (1992b)

underscore the integration of local variety or one's own preference. In short, the above-

mentioned recommendations of WEs scholars are not only applicable in general ELT, but they

can also be considered by the English teachers in the teaching of writing in multilingual and

multicultural contexts. Before, integrating it into the curriculum, Afghan teachers' awareness

might need to be raised on the topic of procedural knowledge through workshops, seminars, and

training.

Summary of the Chapter

This chapter was divided into three subsections. The first section presented a description

of the context where the current study was conducted as well as its education system based on

the existing scholarship. Understanding the context of the study is very important, therefore, this

section provided a comprehensive literature review on the context where the current study has been conducted. Section two provided a detailed literature review on the spread, function, and status of EL in ENL, ESL, and EFL contexts as well as in Asian countries including the two neighboring countries and its influence on the spread of the EL in Afghanistan. In addition, the section provided existing consensus regarding the context of English writing in Expanding Circle countries including Afghanistan. This laid a foundation for the topic/focus of current research that is the integration of language variation in the teaching of writing. It indicated current research findings that demonstrate the importance of integrating language variation and/or local languages in the teaching or EL writing across context (e.g., Inner Circle, Outer Circle, and Expanding Circle). Finally, the three frameworks for this study and other WE-oriented pedagogical implications and ways for the teaching of EL writing were discussed in section three. The frameworks discussed here are effective strategies for successful integration of language variation in the teaching of writing. In short, the chapter provides previous research findings and WEs scholars' views regarding the importance of pluralistic/WEs-informed approaches and/or incorporation of local languages into the curriculum and writing instruction as well as frameworks that directly support the focus of current research.

The next chapter presents the methodology that was applied in the present study to collect and analyze the data. The chapter discusses the purpose and rationale of the present research, research questions, research setting, data collection methods (e.g., mixed-method design, using both qualitative and quantitative methods), process of data collection, data analysis, ethical issues, and ensuring trustworthiness.

Chapter III: Methodology

This chapter describes the methodology that was used to conduct this study. The chapter contains the rationale and purpose of the study, research questions, context of the study (i.e., respondents and setting), methods of data collection, data collection process, data analysis, ensuring trustworthiness, and ethical issues.

Rationale and Purpose of the Study

As discussed in the first chapter, based on Kachru's three-circular model (1992a), Afghanistan is a norm dependent country where user's performance, teaching models, and materials are dependent on Inner Circle NSs. According to the curriculum that is prescribed by the MoHE of Afghanistan, the two dominant EL varieties (AE and BrE) are widely used not only in EL instruction but also for social use and administrative purposes. The field of EL learning and teaching has not received much attention from EL scholars and researchers. Alamyar (2017) stated that for the last 35 years, not much or even no work has been done on the practical allotment of EL in Afghanistan. In addition, when talking about the teaching of writing, there is very little or even no scholarship available on writing instruction in the Afghan context (Miri, 2016). Particularly, the perceptions of the Afghan EFL university teachers on the use of the pluralistic approach in the teaching of writing has not been studied. To date, I couldn't find any published article and/or research paper that has investigated the influence of WEs on the teaching of writing in Afghanistan. In other words, there is no existing research that has explored or investigated the impact of language variation and/or WEs-informed approaches on the teaching of writing in Afghan universities.

WEs scholars such (Canagarajah, 2006b; Jenkins, 2015; Lee, 2014; Saraceni, 2014) argued that the two dominant varieties and/or practices that are employed in the writing

instruction are always accompanied by Western cultural ethics and values which are not in line with the local cultures in many ESL and EFL contexts, therefore, curriculum developers and teachers should incorporate local languages and cultural values into curriculum and teaching practices. Thus, considering WEs scholars' suggestions, there is a need to integrate/bring in local languages and cultural values in second language instruction, especially, in the teaching of writing in Afghanistan. This being the case, it is indispensable to investigate and/or explore WE-based pedagogical strategies that stimulate inclusive ways to the teaching of writing and promote a multicultural and multilingual learning environment in Afghan universities.

In this study, the concept of WEs was studied through the perceived experiences, realities, and attitudes of EFL teachers in Afghan universities. The purpose of this research was to inform the EL writing instruction in Afghan universities through the lens of WEs by surveying English teachers' perceptions at three Afghan universities about the use of WEs-oriented pluralistic approaches to EL writing instruction. More specifically, the study set the following goals: (1) to understand Afghan EFL university teachers' perceptions regarding the use of pluralistic/WEs-informed approaches to the EL writing instruction, and (2) to identify Afghan EFL university teachers' perceptions at the mentioned universities regarding constraining and facilitating factors for the local adaptation of the pedagogical practices that are based on the concept of WEs. The present study was conducted to answer the following two research questions.

Research Questions

Q1: What are Afghan university teachers' perceptions on the use of pluralistic/WEs-informed approaches in the teaching of writing?

Q2: How might Afghan university teachers' perceptions inform local adaptation efforts of WEs-oriented approaches to the teaching of writing?

Context of the Study

Setting. The study employed cluster sampling. Cluster sampling limits the researcher's selection to a specific subgroup from within the population (Nunan & Bailey, 2009). This study was conducted at three public and/or government-funded universities in three different provinces of Afghanistan. These universities were chosen as the most appropriate sites because of my ability to connect with administrators of the schools and obtain their permission/support to conduct the study in these contexts.

Afghan University 1. This university was established in 1990 and is located in the southwestern part of the country and officially recognized and/or accredited by the MoHE of Afghanistan. According to this university's official website, it has fourteen schools (e.g., Education, Sharia, Agriculture, Journalism and Public relations, Languages and Literature, Medicine, Economics, Engineering, Law and Political Science, Computer Science and Stomatology, and Public Administration). At present, it has 162 full and part-time teachers and around 5000 students. The university has two English departments, one in the Faculty of Languages and Literature and the other in the school of Education. There are 14 EL teachers (only males) at both English departments. Both English departments at this university offer instruction for the award of the degree of B.A honors. They apply Kabul University's curriculum that is designed, developed, and prescribed by the MoHE of Afghanistan. They offer courses in Literature, Research, Translation, Methodology, Linguistics, and the four skills of the EL. In addition, they teach different literary types and genres of Literature (e.g., American, British, and World Literature).

Annually, around 50 (male and female) students are enrolled at these departments. These students are sent to the university by the MoHE of Afghanistan through the Kankor exam (entry test). The duration of completing a B.A degree at this university is 4 years which contains 8 semesters. Students at this university need to pass all exams at the end of each semester; in addition, they are required to write and defend monograph (B.A thesis) under a topic chosen by the department to successfully complete the degree.

Afghan University 2. Similar to Afghan Univesity 1, this university is officially accredited by the MoHE of Afghanistan and is located in the eastern part of the country. It was established in 1962. This university has 13 schools such as Education, Agriculture, Engineering, Sharia, Economics, Languages and Literature, Computer Science, Law and political sciences, Public administration, Journalism, Veterinary sciences, and science. There are 73 departments within 13 faculties (schools). Currently, the university has 467 lecturers (22 PhDs, 236 Masters, 209 Bachelors) and 14004 (male and female) students (History of university 2, 2019).

The English Department at this university was first established in 1992. Unluckily, due to the low interest of the students in getting enrolled in the department as well as some security concerns, the department met its downfall and was closed right after a few weeks of its establishment. However, with constant efforts and endurances of the active professors of the university, it was reopened and started training the young generation as one of the official departments in Languages and Literature Faculty (school) in 2003.

The department offers the degree of Bachelor of Arts in Teaching English as a Foreign Language 'TEFL'. Currently, it uses the curriculum designed by San Diego State University, the US. It offers courses in Second Language Acquisition (SLA), Literature, Research, Monograph Writing, Translation, Methodology, Linguistics as well as the four skills of EL. The duration of

education in this department is four academic years and the duration of each semester is 16 weeks. Final exams at the end of each academic semester take 2 weeks.

Students are selected through the entrance exam by the MoHE of Afghanistan which is given by the MoHE to all high school graduates. Annually, around 100-150 students are sent to this department. In order to successfully complete the B.A TEFL program, each student must pass the final exams at the end of each term (semester), in addition, they are required to write and/or compile a monograph 'B.A. Thesis' about a topic assigned by the department. They are also required to present a monograph presentation to defend their accumulated research in front of the jury members after compiling their monograph.

Currently, the department has 22 full-time (permanent) EL teachers. Most of them have participated in different short and long-term academic programs in various countries such as the US, Turkey, India, Malaysia, the UAE, Pakistan, and Iran. Besides teaching at their respective departments, teachers at this department also hold the responsibility of teaching English in all other departments of the university.

The goal of this department and/or program is to prepare students to use English professionally, to work and interact with national, governmental, non-governmental, international organizations and communities; access global information; gain an aesthetic understanding of the language, and most importantly broaden their knowledge.

Afghan University 3. This university was founded in 2010 and is also located in one of the provinces in the eastern part of Afghanistan. It has recently been established and has four faculties (schools) (i.e., Engineering, Agriculture, Education, and Human Sciences and Literature. English department is working under the direct supervision of the Human Sciences

and Literature Faculty). It has eight permanent EL teachers and four contract-based teachers. The department offers the degree of Bachelor of Arts (B.A) in EL and Literature. The department uses the curriculum which is prescribed and provided by the MoHE. The courses that this department offers are EL literature, second language acquisition (SLA), linguistics, translation, methods of second language teaching, research skills, and four skills of EL. The duration of education, number, and duration of semesters, selection of students, requirements for successfully completing the degree, and exam system at this university are similar to all other governmental universities because it also follows the system and curriculum that is prescribed by the MoHE of Afghanistan.

Respondents of the Survey

Respondents of the survey were 18 full-time EL teachers at three Afghan universities. The majority of these participants hold master's degrees (16 master's, 1 Ph.D., and 1 bachelor's). Their first languages range from Pashto, Dari, to Pashayee. The languages they speak in addition to their first language range from two to four. They come from four different provinces of Afghanistan. In addition, their EL teaching experiences range from 4 years to 18 years. The number of respondents in this survey represents the participants who consented online and participated in the survey. These respondents were recruited through a recruitment email (Appendix A). The recruitment email that contained the purpose and link to the survey was shared with all the instructors of English departments at three potential universities by the department heads at the study contexts. Informed consent for the online survey was collected through an online survey software called *Qualtrics*. The online survey consent form was the first item respondents saw after clicking on the survey link. Those individuals who selected the "I consent" option, were directed to the survey questions. However, those who selected the "I don't

consent/end the survey" option were automatically directed out of the survey by the software. The survey consent form can be found in (Appendix C).

Participation in the survey was voluntary and the respondents were told they can withdraw from the study and stop responding to any of the questions at any time without any penalty or loss of benefits. The criteria for participating in the current research was that participants had to have knowledge of ELT and be full-time or contract-based EL instructors at the English departments of the three potential universities in Afghanistan. The following table describes the demographics of the respondents such as first language, the additional language they speak, highest degree, years of ELT experience, etc. All the names provided in the table are pseudonyms. In chapter four which presents findings of the current study, the teachers who responded to the survey questionnaire will be called respondents and/or with their pseudonyms (e.g., R1, R2, R3…. etc.).

Table 3. 1 *Survey respondents' demographic information*

Respondents (Pseudonyms)	Age	Gender	First language	Additional languages	Teaching experience	Context of teaching	Highest degree
R1	30-40	Male	Phashaye	4	9 years	Afghan Uni 1	Master's
R2	30-40	Male	Pashto	4	6 years	Afghan Uni 1	Master's
R3	30-40	Male	Pashto	3	6 years	Afghan Uni 1	Master's
R4	30-40	Male	pashto	3	8 years	Afghan Uni 1	Master's
R5	30-40	Male	Pashto	4	9 years	Afghan Uni 3	Master's
R6	26-29	Male	Pashto	3	7 years	Afghan Uni 3	Master's
R7	30-40	Male	Pashto	4	5 years	Afghan Uni 3	Master's
R8	30-40	Male	Pashto	4	7 years	Afghan Uni 1	Master's
R9	30-40	Male	Dari	3	5 years	Afghan Uni 3	Master's
R10	30-40	Male	Pashto	3	13 years	Afghan Uni 1	Master's
R11	30-40	Male	Pashto	3	10 years	Afghan Uni 1	Master's
R12	30-40	Male	Pashto	4	6 years	Afghan Uni 3	Master's
R13	30-40	Male	Pashto	4	18 years	Afghan Uni 2	Master's
R14	30-40	Male	Pashtu	4	7 years	Afghan Uni 2	Master's
R15	26-29	Male	Dari	4	5 years	Afghan Uni 1	Bachelor's
R16	30-40	Male	Pashto	4	8 years	Afghan Uni 2	PhD
R17	30-40	Male	Pashto	4	15 years	Afghan Uni 2	Master's
R18	30-40	Male	Pashto	4	5 years	Afghan Uni 2	Master's

Participants of the interview. Participants of the interview were four EL instructors from the selected potential universities for the study. All survey respondents were invited to participate in a voluntary Skype interview. From 18 respondents of the survey, only four agreed and opted to be interviewed. Please refer bellow to the data collection procedure, specifically *interview* for details about the interview and how the online Skype interview consent form was obtained from the participants. All the names in the table below are Pseudonyms. It is important to mention that the teachers who participated in the interview will be called participants or will be referred to with their pseudonyms that are shown in the table below.

Table 3. 2 *Interview participants (Pseudonyms)*

Participants (Pseudonyms)	Age	Gender	First language	Additional languages	Teaching experience	Context of teaching	Highest degree
P1	30-40	Male	Phashaye	4	9 years	Afghan Uni 1	Master's
P2	30-40	Male	Pashto	4	6 years	Afghan Uni 3	Master's
P3	30-40	Male	Pashto	4	5 years	Afghan Uni 3	Master's
P4	30-40	Male	Pashtu	4	7 years	Afghan Uni 2	Master's

Research Method

The current study employed a mixed method design with the data collected through both *qualitative and quantitative* approaches. This section will first provide a review of the literature on the use and importance of the mixed-method approach to data collection and then present the reason why it was chosen as an appropriate method for this study.

Using only one method of research, i.e., qualitative or quantitative will only get a limited understanding of a social phenomenon that is being studied (Greene, 2008). Societies have diverse realities as well as people have multiple realities in their mind, one cannot get a deeper understanding of these diverse realities using a single research method or research tool.

Mixed-method research. Mixed method research (MMS) is a process of combining/mixing, collecting, and analyzing both qualitative and quantitative data or methods in a single or series of study (es)/research(s) to deeply understand the research problem (Creswell & Plano, 2011). The main aim of this method is that the combination/mixing of both research methods (i.e., qualitative and quantitative) provides a better understanding of an issue or research problem rather than using a single research method. Therefore, as stated earlier, the present study used a mixed-method design**,** with both qualitative and quantitative data collected through an online survey questionnaire and an optional Skype interview. In this type of research design, the research methods are determined by the researcher at the beginning of the research (i.e., research methods are predetermined) (Creswell & Plano, 2011). More specifically, the study adopted an *exploratory sequential design* (Creswell & Plano, 2011). In this type of research design, the investigator might start by "a qualitative exploration followed by a quantitative follow-up or by a quantitative analysis explained through a qualitative follow up" (Creswell & Plano, 2011; p. 8). This design was applied because both qualitative (open-ended) and quantitative (close-ended)

questions were used in the survey questionnaire and in the interview only qualitative (open-ended) questions were used. Therefore, it was needed to analyze the data both qualitatively and quantitatively. In addition, the purpose of applying mixed methods for data collection was to fully/completely understand English teachers' attitudes, perceptions, and experiences regarding the use and local adaptation of pluralistic approaches based on the concept of WEs to the teaching of English writing in Afghan universities. Moreover, the mixed-method was also used to analyze the data both statistically and interpretatively.

Data Collection Instruments

The data for this study were collected through *Online Survey* using Qualtrics software and *Skype Interview*. Please refer below to the online survey and interview subheadings under the data collection process for details on how these instruments were designed, what type of questions were included, and how they were shared with research participants.

Data Collection Process

Before starting to conduct the research and collecting the data, the application to the Institutional Review Board (IRB) was developed and sent to the Minnesota State University's IRB. The research was approved by Minnesota State University's IRB in a letter (Appendix B). After getting approval, I went to the two potential sites (schools) in June 2019 and online communication was made with the third potential site to obtain a letter of support and/or permission. During these visits and online communication, I shared the details (e.g., purpose, importance/benefits) of the study with the deans of the schools of potential universities. The deans at the mentioned schools approved the research and provided me with letters of support/permission which can be found in (Appendix G). After obtaining letters of support/permission, the recruitment email (Appendix A) was sent to the English Department

Heads of the three potential universities so that they can then forward the email to potential participants (e.g., their instructors). The email shared the purpose of the study, requirements for participation, and the link to the survey.

      Survey. The survey was created via *Qualtrics* software. It had three parts/sections such as demographic information questions, content questions, and a section about participation in a follow-up interview. The content section of the survey had 17 questions (9 open-ended prompts, 5 yes/no statements, and 3 Likert scale statements). In this survey questionnaire, respondents were asked about their demographic information, their understanding of the topic of the WEs, the use of a variety of English in their ELT practices, especially, the writing instruction, their attitudes/perceptions/feelings towards the use of pluralistic approaches based on the concept of WEs or local varieties of English, seminars, trainings, or workshops they have participated that included the topic of WE. Moreover, the survey asked them to write and/or list types of professional development program (s) related to the topic of WEs that would benefit their teaching of English writing. Finally, the last question asked them about their willingness to participate in a follow-up Skype interview. Sample survey questions can be found in Appendix D.

      Interview. In qualitative research, the interview is the most frequent and appropriate tool for gathering in-depth information about the issue/phenomenon being studied. In order to gain a deeper understanding of Afghan universities' English teachers' beliefs, attitudes, perceptions, and experiences regarding the use and local adaptation of WEs-oriented or pluralistic approaches to the EL writing instruction, the study used a semi-structured interview via Skype. Sample interview questions can be found in Appendix F.

Procedure. As mentioned earlier the recruitment email which included the purpose and the link to this survey was shared with English Department Heads at three potential universities by student PI who then shared it with potential participants (e.g., their instructors). After clicking on the survey link, participants would first see the online survey consent form. If they agreed to participate in the study and clicked accordingly, the survey would proceed to the questions. If they did not agree to participate in the study and click accordingly, the survey would end, and participants would not proceed to the questions. The online survey consent form can be found in (Appendix C). Participants were required for the optional follow-up interview at the end of the online survey.

At the end of the survey, participants were asked if they wish to participate in an optional, follow-up interview. If they clicked "yes, I want to participate in the interview," they were prompted to a separate Qualtrics page where they were asked to provide their contact information (EMAIL). If they clicked "no, I don't want to participate in the interview," they were prompted to a "thank you" page. Four (4) respondents of the survey opted to be interviewed. The student PI contacted those participants who opted to be interviewed individually to first obtain a signed interview consent form (Appendix E) and then after receiving a signed consent form to arrange the interview time. The interviews were conducted during September-October 2019 and each interview did not exceed 15-20 minutes. All interviews were conducted via Skype and were recorded using Call Recorder for Skype, a digital audio-video recording software. All the recorded interviews were stored on a password-protected flash drive, to which only the student PI and faculty PI had the access. No identifying information about participants was collected during the interviews and participants were reminded not to provide identifying information

before the start of the interview. All surveys, interviews, and correspondence with participants were in English.

Data Analysis

Both qualitative and quantitative approaches were used to analyze the data. Qualitative data analysis is often defined as the process of making sense of the collected data (Guest, MacQueen, & Namey, 2012; Merriam, 2009), and the meaning-making process includes strategies such as reducing, consolidating and interpreting the collected data (Meriam, 2009). Primarily, for analysis of the qualitative data collected through both survey and interview, *qualitative content analysis* was used considering the two research questions. Content analysis is considered as a flexible approach for analyzing data which is in the text form (Cavanagh, 1997). According to Morgan, (1993) and Sandelowski, (2000), the process of qualitative content analysis (QCA) involves counting categories or words in the collected data to discover sequences and/or patterns and then studying those patterns carefully in order to understand their meanings.

Similarly, Cohen, Manion, and Morrison (2007) describe the process of content analysis as coding, categorizing, comparing, and finally drawing conclusions from the data. First, the recorded data from each interview was transcribed verbatim. After transcribing the interviews, I read the transcriptions many times for a complete review which allowed me to become familiar with the data. Second, the qualitative data was exported from Qualtrics software in the Excel format. Then, the emerging qualitative data both from the survey and interview were analyzed and read carefully for the purpose of coding and categorizing. The researcher reads, thinks, and re-reads the data to look for repeated keywords or themes (Nunan & Bailey, 2009). This process involved scanning the data and finding words or phrases that seemed to be important. These significant words and phrases were highlighted using contrasting colors. I employed the

categorizing strategy in order to determine similarities and differences with the data (Charmaz, 2000).

According to (Morgan, 1993), in qualitative content analysis (QCA), data are categorized into various categories that are derived from the data 'inductively' (Morgan, 1993). Therefore, in the present study, the explorative design was used to analyze the data. In the exploratory approach, new categories are formulated out of the data and/or material (i.e., inductive category development) (Mayring, 2014). In a similar vein, Guest et al. (2012) noted that in explorative design, the codes are obtained from the material/data and they are not predetermined. Thus, codes and categories were not predetermined for the current study, they arose from the data collected for this study. The quantitative data from the survey was analyzed statistically through qualitative analysis information provided by Qualtrics software.

Matching Research Questions with Data Sources

The study aims to form the link between the research questions and the sources of data. data were gathered to answer the research questions via online survey and Skype interviews.

Q1: What are Afghan university teachers' perceptions on the use of pluralistic/WE-informed approaches in the teaching of writing?

The first research question was studied through the data from the online survey as well as interviews to find out teacher's attitudes towards using pluralistic approaches and/or language variation in the teaching of English writing. This research question helped determine perceptions of the English teachers in three Afghan universities on the use of pluralistic approaches based on the concept of WEs as well as monolingual approaches in the teaching of writing? To gain a wide range of experiences, participants of the study were from different universities and with different EL teaching experiences.

Q2: How might Afghan university teachers' perceptions inform local adaptation efforts

of WEs-oriented approaches to the teaching of writing?

The second research question was addressed using data from the interviews. This

research question found out the ways for improving the local adaptation of WE-oriented

approaches to the teaching of writing. This research question mainly focused on informing the

local adaption efforts of pluralistic approaches based on the concept of WEs and asked the

teachers about their recommendations related to the topic.

Ensuring Trustworthiness

In qualitative, quantitative, or naturalistic research credibility (trustworthiness and/or

believability) and dependability/reliability are the two most important aspects researchers need to

ensure. In these research methods generalizability, validity, and reliability are maximized with

the use of triangulation. Patton (2002) states that "triangulation strengthens a study by combining

methods. This can mean using several kinds of methods or data, including using both

quantitative and qualitative approaches" (p. 247). According to Johnson (1997) using data,

method, and investigator triangulation is best for constructing multiple realities that people have

in their minds. Therefore, triangulation can have different forms such as method triangulation

(i.e., using various types of data collection methods), data triangulation (i.e., using diverse

sources), and investigator triangulation (e.g., involving more than one investigator). The present

study confirmed its credibility and/or trustworthiness by applying both quantitative and

qualitative research methods as well as member checking. The study also utilized a verification

process to establish trustworthiness. Member-checking of interview transcripts was part of the

verification process. The study used the reflection of the researcher and input from the academic

and professional network and thesis advisor. Thus, crosschecking the data among different

sources and verification of interview transcripts also confirmed trustworthiness.

Ethical Issues

Maintaining the confidentiality of the data and participants was essential in this research.

All collected data and materials related to the study, including interview AUDIO-VIDEO

recordings were kept on a password-protected flash drive and stored in a secure place. The

printed copies of the document related to the study were kept in a cabinet in the faculty PI's

office. Pseudonyms were used for all the names in all dissemination of the research to protect

research participants' identities. Letters of permission and/or support were obtained from the

respective faculties in three universities to complete the research. Participation in the study was

voluntary. Consent form for the online survey was collected online within the Qualtrics software

(Appendix C) and interview participants signed the consent form (Appendix E). Both consent

forms outlined all the information regarding the study, including the purpose of the study, the

benefits and potential risks for participation, and information about managing privacy and

confidentiality. After transcribing the interviews, the Audio-Video recording files were deleted

in the presence of the faculty PI. All interview consent forms (i.e., signed consent forms) and

collected data were retained by the faculty PI for a minimum of three years before being

destroyed based on federal regulation.

Summary of the Chapter

The present study investigated EL teachers' perceptions at three Afghan universities on

the use and local adaptation of pluralistic approaches based on the concept of WEs in the

teaching of writing. This chapter presented the methodology that was used to collect and analyze

the data in this study. Mixed method design (i.e., qualitative and quantitative) was used to collect

the data. The current study applied the mixed method design for two reasons. First, I did not find any published research regarding the use of the pluralistic approach to the teaching of English writing in the Afghan context. In addition, to date, no research has been conducted to investigate Afghan EFL university teachers' perspectives related to the topic of current research. Therefore, I wanted to deeply understand the research problem and gain deep insights into the topic (Creswell & Plano, 2011). Second, this method is also appropriate for triangulation purposes that strengthen and/or maximizes the generalizability, validity, and reliability of the research findings. Patton (2002) asserted that using mixed method is the triangulation, for example, the use of different means (e.g., data sources, methods, and researchers) to investigate the same topic. I did this because I wanted to identify different characteristics/aspects of my topic more precisely and accurately by approaching it through applying different research methods. Finally, mixed method was also very suitable for my research question. Considering these points in mind, I decided to carry out a research using mixed method design. In addition, the chapter also discussed rationale and purpose of the study, research questions, context of the study, research participants/respondents, data collection process. A detailed description was provided on how the data were analyzed and organized in order to devise reasonable findings. The upcoming chapter presents the findings gained from the collected data.

Chapter IV: Findings

This chapter presents results of the present study. The findings are organized into two sections based on the two research questions: (a) what are Afghan university teachers' perceptions on the use of pluralistic/WEs-informed approaches in the teaching of writing? and (b) How might Afghan university teachers' perceptions inform local adaptation efforts of WE-oriented approaches to the teaching of writing? The first section discusses four topics related to research question one including (a) Afghan university teachers' awareness of WEs; (b) opinions of Afghan university teachers towards the use of only dominant varieties of English in the teaching of writing; (c) perceptions of Afghan university teachers towards the use of pluralistic/WEs-informed approaches in the teaching of writing; and (d) motivating students to use local varieties of English in their writing. The second section discusses the additional four topics pertaining to research question two including (a) professional development programs; (b) challenges of integrating different varieties of English in the teaching of writing; (c) benefits of using pluralistic approaches in the teaching of writing; (d) suggestions/recommendations for successful integration of pluralistic approaches in the teaching of writing.

Findings in Relation to Research Questions 1

This section presents the findings of the data concerning the first research question. Based on research objectives, it was important to understand Afghan university teachers' perceptions on the use of pluralistic approaches to the teaching of writing. The first research question is: what are Afghan university teachers' perceptions on the use of pluralistic/WEs-informed approaches in the teaching of writing?

For analysis of the first research questions, understanding teachers' awareness of the WEs concept, their opinions about the use of both monolingual and pluralistic approaches, and

understanding the approaches they use in the teaching of writing was important. Therefore, the following major topics were highlighted from analysis of the data collected through survey and interviews.

      Afghan university teachers' awareness of the concept of WEs. The first question in the survey was about teachers' awareness of the concept of WEs. Respondents of the survey answered a yes/no Likert item (e.g., I understand the concept of World Englishes). Figure 4.1 below demonstrates that eight (44.44%) respondents out of eighteen definitely know the concept of WEs and Eight (44.44%) teachers out of eighteen probably know it, while a minority (only one teacher) probably does not know the concept. In general, from the stacked bar below, it is clear that most of the Afghan university teachers understand the concept of WEs.

Figure 4. 1 Afghan EFL university teachers' awareness of the concept of WEs
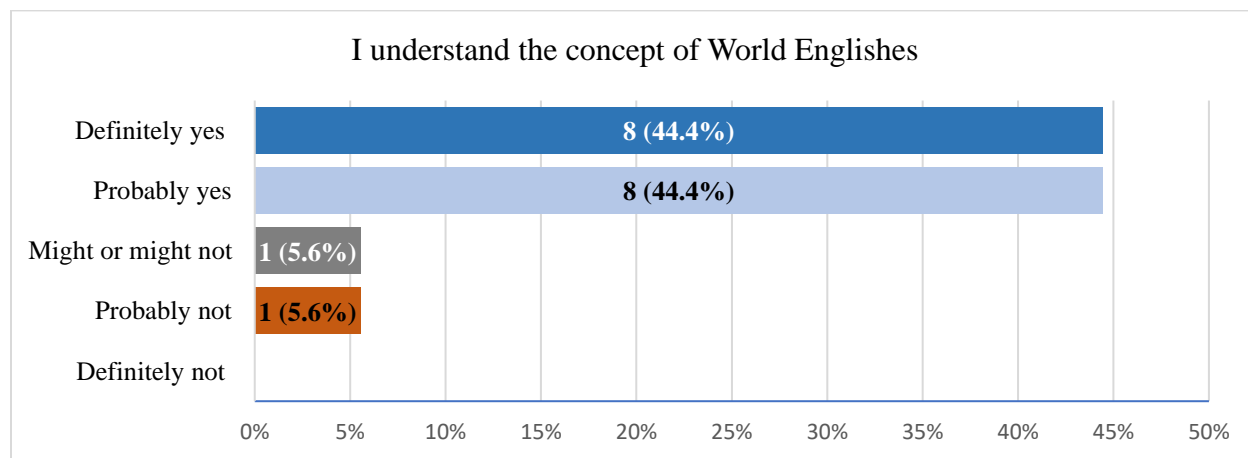
Figure 4. 1 Afghan EFL university teachers' awareness of the concept of WEs

     In order to gain a deeper understanding of teachers' awareness of WEs, participants were asked open-ended questions both in the survey and interview to elaborate their responses to the previous question. The responses expressed by the respondents of the survey and interview participants are categorized below.

Variation. Analysis of the qualitative data both from the online survey and Skype interview demonstrated that different varieties of EL was the most common response across data. Most of the respondents and interview participants expressed that WEs refer to different regional, localized, and indigenous varieties, dialects, and accents of the EL. One of the respondents (R3) stated that it refers to the various varieties of EL spoken around the world, for example, Indian and Singaporean Englishes. Another respondent (R7) indicated that the term WEs refer to different varieties of EL that emerged in various regions of the world. Similarly, one of the interview participants noted:

> My understanding of world Englishes is it means that like let's say the maximum number of people and the maximum population of the entire global village so knows one of these varieties. Either they are speaking upon uh American English, uh British English, Australian English, Canadian English, uh and so on and so forth (P4, interview, 9-7-19).

Power/influence. The power/influence of UK and the US was the second most common topic in the qualitative data collected from the survey and interviews. Four respondents of the survey expressed that WEs refers to the varieties of English that have emerged and/or developed by the influence of native English-speaking countries such as the British Empire (UK) or the US. One of the respondents (R16) wrote that WEs refers to the varieties of EL written and spoken in contexts where EL is not a native language (NL) but developed by the influence of native EL speaking countries such as Indian English which has emerged through the influence of the British empire. Another respondent stated that the term WEs is used for emerging indigenous or localized varieties of EL, particularly those "varieties that have developed in territories influenced by the United Kingdom or the United States" (R17, survey).

English as a medium of international communication. Another common topic that was identified in analysis of the data from survey and interview was that English is a medium of global communication. Two of the survey respondents mentioned that WEs refer to the EL that is used as a medium of international communication. R15 expressed, for example, that the phrase shows that in today's world EL is used as an international medium for communication and interaction.

Major varieties. Analysis of the qualitative data both from the interviews and survey showed that *major varieties* of English was the least common occurring topic. Several respondents referred to WEs as the major or dominant varieties of English. One of the respondents noted that "World Englishes refers to the major varieties of English language such as American English, British English, Australian English etc" (R14, survey).

Overall, these findings suggest that the majority of Afghan university teachers have in-depth knowledge of WEs.

Opinions of Afghan EFL teachers towards the use of only dominant varieties of English in the teaching of writing. In the survey, the teachers responded to the Likert item 'I use only dominant variety of English (BrE or AE) in my teaching of writing' which was followed by an open-ended question (e.g., explain your response to the previous question). Figure 4. 2 below shows teachers' responses regarding the use of only dominant varieties of English in writing instruction. According to this figure, sixteen (89%) teachers out of eighteen use only BrE or AE in the teaching of writing. Whereas, only two (11%) teachers answered that they do not rely on using only dominant varieties of English. Overall, it is evident that most of the Afghan university teachers favor the use of only dominant varieties of English (e.g., AE or BrE) in the teaching of writing. These findings indicate that non-dominant (e.g., local and

regional) varieties of English are not employed in teaching practices, especially in the teaching of writing by Afghan university teachers.

Figure 4. 2 The use of only dominant varieties of English by Afghan university teachers

I use only dominant varieties of English (e.g., British or American) in my teaching of English writing.

2 (11%)

16 (89%)

■ Yes ■ No
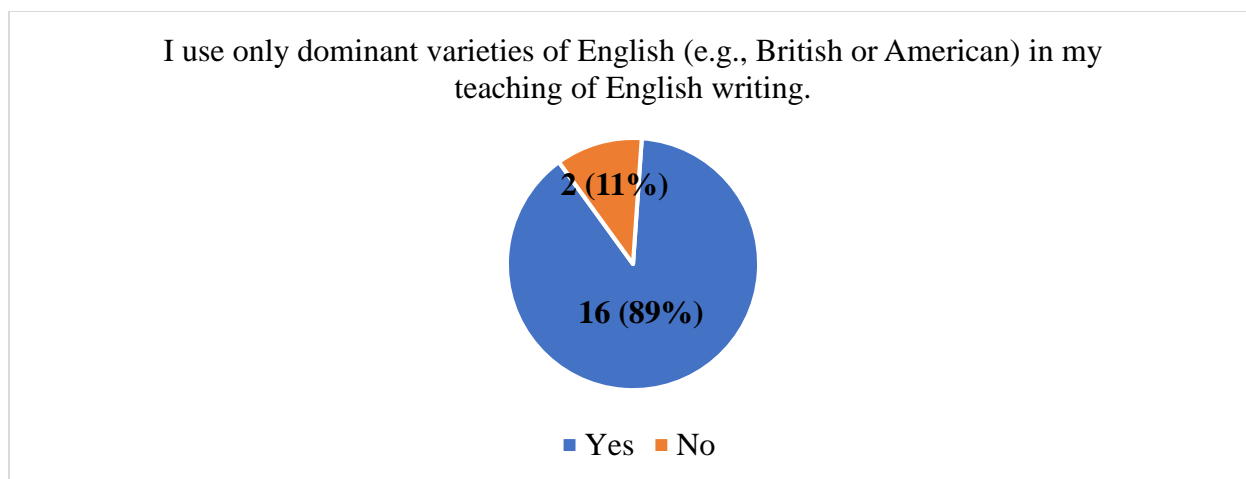
Figure 4. 2 The use of only dominant varieties of English by Afghan university teacher.

Close analysis of the qualitative data from the survey revealed that AE is the most dominantly used variety of EL in the teaching of writing in Afghan universities. Most of the teachers stated that they use AE in the teaching of writing, while only four teachers expressed that they use a mix of AE and BrE. They have provided different reasons for using AE in their teaching practices, particularly writing instruction. I will discuss the two most occurring reasons. First, curriculum and materials are based on AE. Writing instruction is conducted through AE because the curriculum that is designed, developed, and prescribed by the MoHE of Afghanistan is based on and endorses AE. One of the respondents wrote that "as our curriculum and program endorse AE which is considered to be a standard form of English; therefore, I use AE while teaching" (R8, survey). In addition, they use AE in the teaching because the materials they receive are based on it. Second, AE is dominant/common in the Afghanistan context. In this study, survey respondents also indicated that they use AE in their writing because it is dominant

in their context. R14, for example, expressed that he uses AE because it is one of the most

common language in the Afghanistan context.

In addition to classroom practice, the respondents of the survey also answered a question

about whether using only BrE or AE helps learners develop their academic writing skills. From

Figure 4. 3 below, it is evident that most Afghan university teachers believe that AE and BrE are

effective in developing learners' academic writing skills. As it can be seen in the bar chart, eleven

(61.11 %) teachers out of eighteen agree that these varieties of English improve students'

academic writing skills, four (22.22%) teachers strongly agree, and three (16.67%) teachers

somewhat agree with the statement.

Figure 4. 3 Teachers' beliefs about the effectiveness of using only AE or BrE in improving
learners' academic writing skills.
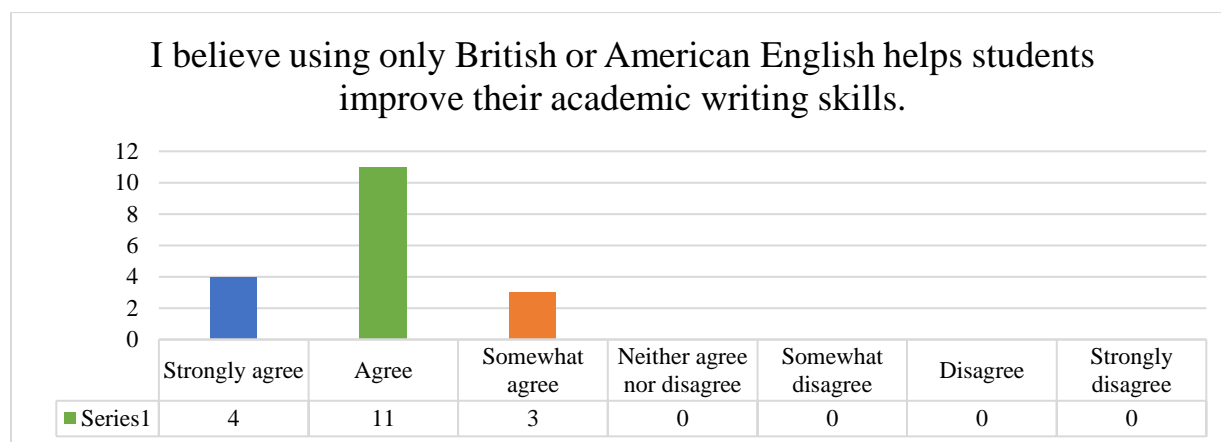
Figure 4. 3 Teacher's beliefs about the effectiveness of using only AE or BrE in improving
learners' academic writing skills.

When teachers were asked to elaborate their responses, they provided different reasons

for why they believe AE or BrE is helpful in enhancing students' academic writing skills. The

most frequent reasons given on the survey are discussed below.

AE and BrE are standard varieties. Two of the respondents noted that these two varieties are effective in developing learners writing skills because they are standard varieties in the world and accepted by all. For example, one of the respondents stated:

> I guess it is always important to learn a language which is in its standard form rather than opting to learn a substandard language. As standard English is understood and accepted by all so I do believe that British or American English helps students improve their academic writing skills. (R8, survey)

Materials (books) are based on AE and BrE. Another common reason that was found in teachers' responses is that most of the materials (books) are based on these two varieties that is why they are profitable in developing students' academic writing skills. Two of the survey respondents commented that AE and BrE help students improve their writing skills because they are the dominant varieties of English in the world and most of the books are written in these varieties.

Linguistic superiority of NSs over NNSs. A further reason that teachers provided to support their response was that NSs are better writers than NNSs. For example, one of the respondents indicated that "I would prefer American English for improving academic writing skills. Upon my study and research, the native speakers of a particular language can write well than any other else" (R12, survey). This finding indicates that the myth of native speakerism (linguistic superiority of NSs over speakers of non-dominant varieties) exists among Afghan English teachers which shows their low professional confidence in the EL.

Perceptions of Afghan university teachers towards the use of pluralistic/WEs-informed approaches in the teaching of writing. This section presents findings in relation to the Afghan university teachers' perceptions/attitudes towards the use of pluralistic approaches

and/or language variation in the teaching of writing. It includes classroom practice, teachers'

level of comfort with the use of the pluralistic approaches and motivating students to use local

varieties of English in writing.

  The use of pluralistic approaches in the teaching of writing. In response to the

statement 'I use multilingual approaches and/or language variation in my teaching of English

writing', most of the respondents answered positively. Figure 4. 4 bellow illustrates that ten

(55.56%) teachers out of 18 definitely use pluralistic approaches in the teaching of EL writing

and six (33.33%) teachers probably use pluralistic approaches in writing instruction. Whereas,

one (5.56 %) definitely not uses language variation and one (5.56%) probably not uses language

variation. From these findings, it is clear that majority of the Afghan university teachers use

pluralistic approach and/or language variation in the teaching of English writing in the

classroom.

Figure 4. 4 The use of pluralistic approaches in the teaching of English writing by Afghan
university teachers

I use multilingual approaches and/or language variation in my teaching of English writing.
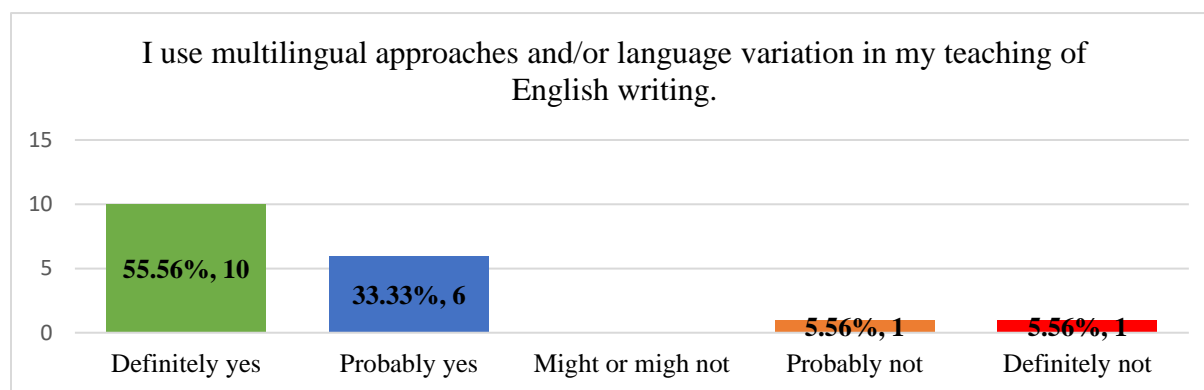
Figure 4. 4 Afghan university teachers' use of pluralistic approaches in the teaching of English
writing.

  Similar to the previous questions, this question was also followed by a qualitative (open-

ended) question in which the respondents were asked how they use pluralistic approaches in the

teaching of writing. In addition, interview participants were also queried about their attitudes towards the use of the pluralistic approaches in the teaching of writing.

The analysis of qualitative data from the survey and interview indicated interesting findings. Teachers were asked to discuss the ways in which they practice pluralistic approaches. The majority of them pointed out different situations in which they use language variation, and one teacher discussed the way in which he practices multilingualism in the teaching of writing. These are discussed below.

Explaining complex/difficult issues. One of the situations in which most of the Afghan EFL teachers use language variation and/or pluralistic approaches in the teaching of writing is: when learners do not understand complex issues. One of the respondents mentioned that "sometimes I had to explain issues in native Pashto language that are difficult for students to understand" (R7, survey). This finding suggests that most of the teachers use code-switching strategy (switching codes between TL and NLs) when they are explaining complicated issues that arise during the lesson.

Explaining cultural issues. Explaining the cultural issues is another situation when they use local languages and/or language variation in the writing classes. For instance, one of the respondents (R7) noted that he uses language variation when he talks about cultural issues and he uses native (local) languages for a better understanding of the students. Similar to the previous findings, this one also indicates that Afghan EFL university teachers use AE or BrE when discussing Western society and culture.

Recognizing the audience. Afghan EFL university teachers believe that understanding the audience is very important when writing a piece of paper. For example, if one is writing for NSs,

he/she should use the standard variety of English and when writing for the audience of his/her local/own context, he/she should use the local variety of English or local languages. One of the interview participants (P3) stated that if the writing is in standard English, the audience would be NSs and when the writing is in WEs, the audience should be the speakers of WEs who are the great number of people in the world.

Students' level of proficiency. Another situation that was pointed out by all interview participants and one survey respondent is learners' level of language proficiency. They stated that when teaching advance level students, they do not use the pluralistic approach and/or language variation. However, when they are teaching beginner or low-level students, they use local languages for a better understanding of the students. As one of the interview participants indicated:

> I will definitely prefer that approach that you have described, but for seniors and others like advance classes, I would not prefer to use that language variation (P1, interview, 9-10-19).

Showing different essays. Showing different essays written by both NSs and NNSs is a sound pedagogy when teaching EL writing class through the lens of WEs. As one of the survey respondents stated that when he is practicing the pluralistic approach in the teaching of writing, he shows different essays from different contexts to his students. For example, an essay in standard English, an essay in Indian English, and an essay in Afghani English.

Overall, these findings suggest that teachers use language variation (code-switching) in different situations to facilitate learning in the classroom, that is to say it is used for better learning and understanding of students and clarification of the complex issues.

Afghan university teachers' level of comfort with using local/regional varieties of English in the teaching of writing. Figure 4. 5 below illustrates the comfort level of Afghan university teachers' with using local/regional varieties of English. In response to the question whether or not they are comfortable using regional and/or local varieties of English, most of the teachers responded positively with varying degrees. As we can see in the graph below, 17.65% teachers are extremely comfortable with using local/regional varieties of English, 17.65% are moderately comfortable, and 11.76% of the teachers are slightly comfortable. Five (29.41%) teachers, on the other hand, reported that they are extremely uncomfortable with using non-dominant (local/regional) varieties of English. Overall, from these findings it is clearly evident that most of the teachers favor the use of local/regional varieties of English in the teaching of English writing in Afghan universities.

Figure 4. 5 Afghan university teachers' level of comfort with using local/regional varieties of English in the teaching of writing.
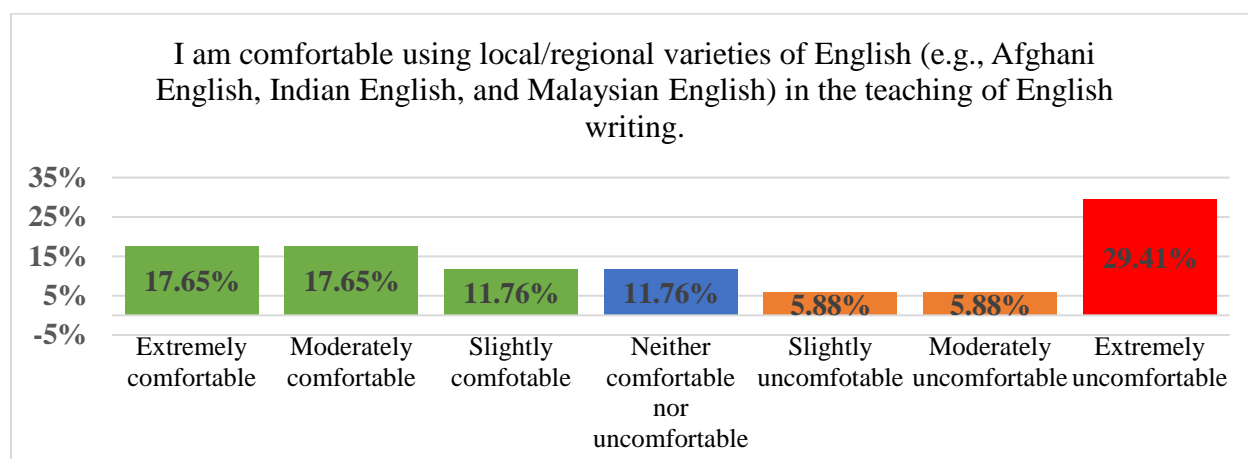
Figure 4. 5 Afghan university teachers' level of comfort with using with using local/regonal varieties of english in the teaching of writing.

They were further inquired to explain their responses to gain in depth insights about their opinions. The qualitative data collected from the suvery demonstrated interesting findings. Eventhough, quantitative data showed that teachers had positive attitudes about their comfort

level with using local/regional varieties of English in the teaching of writing, but in qualitiatve data most of the teachers pointed out some of the challenges which make them uncomfortable using local/regional Englishes in the teaching of writing. The challenges they pointed out are discussed below.

Lack of awareness. Teachers' insuficient knowledge of local/regional varieties of English is the first main factor which makes them uncomfortable using the mentioned varieties of EL in their teaching practice, particularly writing instruction. One of the respondents (R5) wrote that he does not feel comfortable to use local/regional Englishes because he has no full command over these varieties.

Complexity. Another reason that teachers feel uncomfortable using local/regional Englishes is the complixity of these varieties. One of the respondents indicated that "when I am using other dialects or style of language, it is difficult for me because first I will try to gain their sound of language then I produce it" (R10, survey).

These findings suggest that local/regional varieties of English are not practiced in the teaching of English writing in Afghan universities.

Motivating students to use local varieties of English in their writing. In answering Likert scale item 'I believe encouraging learners to use the local varieties of English in their writing is appropriate/pedagogically sound', the majority of the respondents answered in varying degrees of agreement and disagreement. Fig. 4. 6 below demonstrates Afghan university teachers' beliefs about motivating students to use local varieties of English in their writing. As we can see in the chart, approximately 30% of the teachers in current study agree that it is appropriate to encourage students use local varieties of English in their writing and about 12%

percent teachers strongly agree, while around 24% percent teachers disagree with the statement.

In general, the finding shows that most of the teachers motivate and allow their students to use

local Englishes in their writing.

Figure 4. 6 Afghan university teachers' beliefs about motivating learners to bring local
Englishes in their writing.
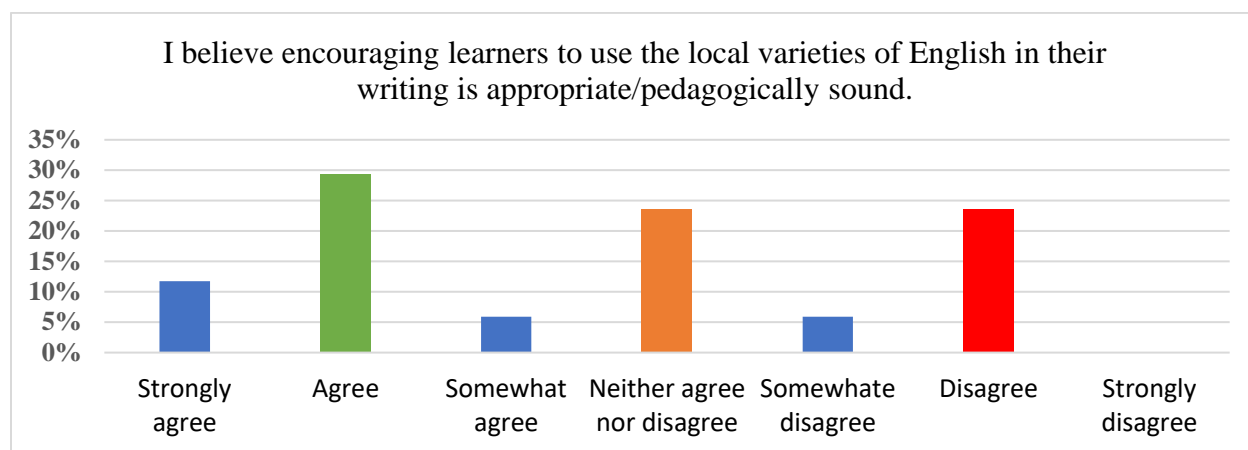
Figure 4. 6 Afghan university teachers' beliefs about motivating learners to bring local Englishes
in their writing.

In a follow up open-ended question, respondents provide detailed information and/or

explanation to their answers to the previous questions. Analysis of this qualitative data revealed

interesting results. As stated earlier, quantitative data showed that most of the teachers believe

it's right to encourage learners to bring local varieties of English in their writing. However, in

qualitative data majority of the teachers pointed out several challenging factors because of which

they hesitate to allow students use the mentioned varieties in their writing. These factors/reasons

are discussed below.

Local/regional varieties of English are "incorrect". Two of the respondents expressed

that they do not encourage the use of local Englishes in students writing pieces because they

consider such varieties as "incorrect". One of the respondents (R3) noted that he does not allow

and/or encourage students to use local Englishes because if they use these varieties here, they will also use them in international context. He added that it will be difficult to correct them later.

Standard/nonstandard dichotomy. Two of the teachers mentioned that they encourage their students to use only a standard variety of English. They added that they allow their students to use local varieties of English in writing only when they are aware of the difference between standard and nonstandard varieties of English. Otherwise, according to the participant, they should not use them in writing. One of the respondents stated that "can used if students can differentiate regarding standard and nonstandard varieties of English. There are people or even most of the teacher fail to set and use suitable and appropriate ones" (R6, Survey).

Intelligibility. Another reason survey respondents provided was comprehensibility/intelligibility of local Englishes. Three respondents of the survey stated that they do not allow or encourage their students to use local Englishes in their writing because they are not comprehensible and/or intelligible in other contexts. For example, R10 (survey) said that he does not encourage his students to use local varieties of English in writing because they are not comprehensible for everyone in the globe. Another respondent wrote that "local variety can be understood by that specific local area which will make it for students difficult to function as a language expert in another local English-speaking context" (R7, survey).

In general, the above findings indicate that Afghan university teachers are affected by ideologies of incorrect Englishes, standardization, and native speakerism.

Findings Pertaining Research Question 2

This section presents results related to research question two. Understanding the facilitating and constraining factors for the local adaptation of pluralistic approaches to the

teaching of writing was important. In order to achieve this goal, it was important to investigate Afghan university teachers' perceptions/opinions about such factors. Therefore, the second research question relates to the above objective: How might Afghan university teachers' perceptions inform local adaptation efforts of WEs-oriented approaches to the teaching of writing? Four main topics were highlighted from the survey and interview data. These topics include professional development programs, benefits of using pluralistic approaches to the teaching of writing, challenges in adapting pluralistic/WEs-informed approaches in the teaching of writing, and suggestions/recommendations for successful integration of pluralistic approaches in the teaching of writing. This section will discuss the answers of participants related to the above topics.

Professional development programs. This section provides findings about the major courses and professional development programs (e.g., workshops and trainings) in which Afghan university teachers have learned about WEs as well as pluralistic/WEs-informed approaches. In addition, it presents the professional development programs the teachers need in order to successfully adapt language variation in the teaching of writing.

In response to the question 13 of the survey 'I was introduced to the topic of World Englishes in my Bachelor's, Master's, and/or PhD program', most of the teachers answered that they were introduced to the concept of WEs. Figure 4. 7 below shows that ten (55.56%) out of 18 teachers have been introduced to the concept of WEs in their Bachelor's, Master's, or PhD program, whereas eight (44.44%) out of 18 teachers have not been introduced to the above-mentioned concept. Overall, this finding suggests that majority of the teachers who participated in the current study are aware of the concept of WEs.

Figure 4. 7 Introduction of Afghan university teachers to the concept of WEs
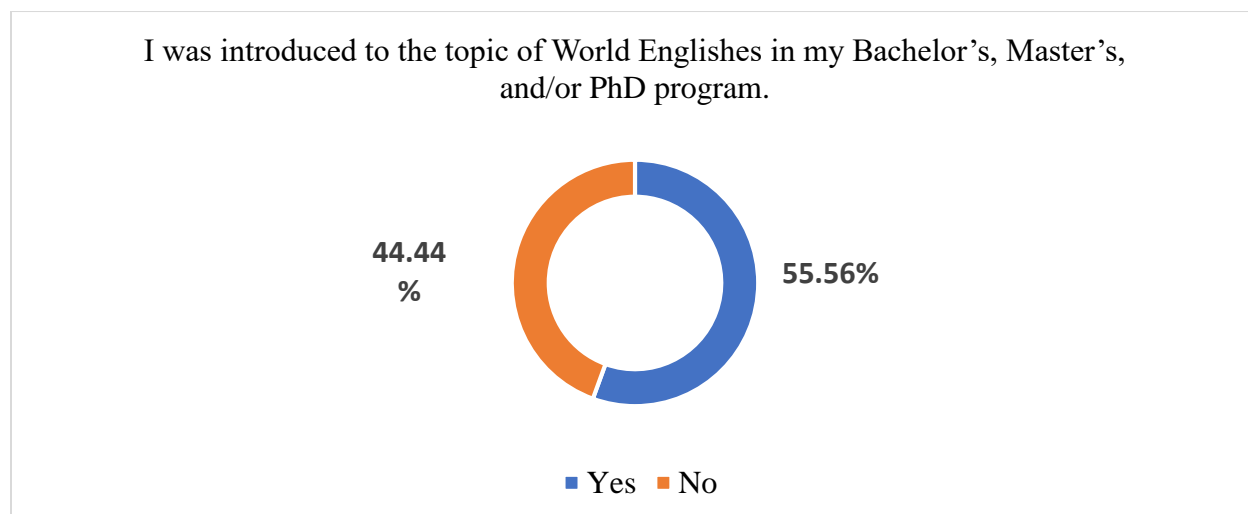
Figure 4. 7 Introduction of Afghan university teachers to the concept of WEs

The survey respondents also answered a subsequent open-ended question (e.g., how and in which course(s) were you introduced to this topic?). In addition, in order to gain more in-depth insights about their understanding of WEs interview participants were also inquired whether or not they received trainings that included the topic of WEs. If yes, what is their understanding of it? The qualitative data analysis revealed that most of the teachers learned about the concept of WEs during their master's courses. As one of the participants stated "I have studied about the World Englishes Indian English. So, I have which is in during my master career, we had the subject Indian writing in English" (P3, interview, 9-7-2019). Similarly, one of the respondents noted that "I was introduced to the different varieties of English in my Masters' degree studies program" (R7, Survey).

In addition, question 15 of the survey was about whether or not the teachers have received any professional development program(s) that included that topic of WEs related to EL teaching. In response to the mentioned question, approximately 65 % teachers answered that

they haven't received any training, while around 35 % of the teachers responded that they have participated in trainings where they learned about mentioned concept. According to the Figure. 4.8 below, majority of the teachers haven't received any professional development on the topic of WEs, especially WEs-informed pluralistic approaches.

Figure 4. 8 Professional development programs related to WEs

I have participated in professional development program(s) that include the topic of World Englishes related to English language teaching.

35.30%

64.70%

■ **Yes** ■ **No**
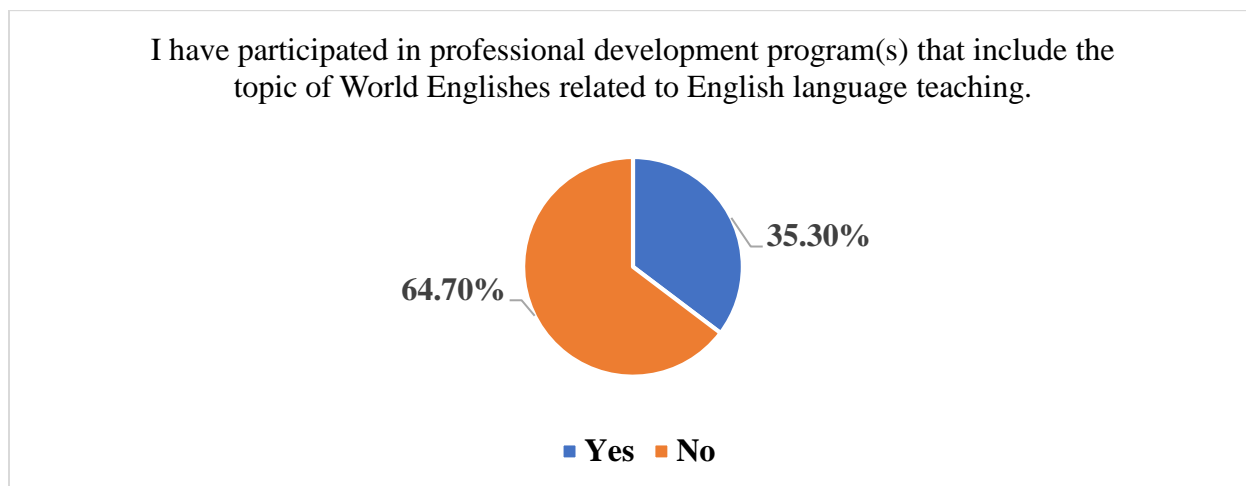
Figure 4. 8 Professional development programs related to WEs

Once again, the above close-ended question was followed by an open-ended question in the survey. In addition, interview participants were also investigated whether they have received any professional development program on WEs. Analysis of the qualitative data both from survey and interview also showed that most of the teachers have not participated in any professional development programs regarding the topic of WEs and/or WE-informed approaches, while only three of them received such trainings. One of the respondents expressed that "the program of American vs British English conference held in our university. This conference focus on World Englishes as well" (R15, survey). Most of the teachers stated that they have learned about it either in their master courses or through self-study on internet. As one of the interview participants noted:

What I understand about this concept (World Englishes), so due to my experience. So, I searched myself, I googlized, and found out that there is like Englishes—different English around the world. (P1, interview, 9-10-2019)

Moreover, interview participants were investigated about availability of support from university administration and the MoHE of Afghanistan on WEs or WEs-informed approaches. Analysis of this data demonstrated that there is no support available for the teachers regarding WEs and/or pluralistic approaches. All interview participants mentioned that there is no support available for them in understanding how to integrate language variation and/or pluralistic approaches in their teaching practices. As one of the participants stated:

Up to now, there isn't any specific support from our government or from our department, or our university to support different language variation, or to use pluralistic approach uh in teaching (P2, interview, 16-9-19).

From the findings above, it is evident that most of the teachers understand the concept of WEs, however they lack the awareness of the WEs-informed approaches to the teaching of writing.

Benefits of using pluralistic approach in the teaching of writing. This section will present the benefits/advantages of using pluralistic/multilingual approach in the teaching of writing. In the interview, participants provided their opinions to the question regarding advantages of mentioned approaches. They pointed out two main benefits which are discussed below.

Facilitation of learning. Most of the teachers indicated that using pluralistic approach and/language variation in the teaching facilitates learning. They use their NL to clarify the vague/complex points that students do not understand. They also said that students understand

the concept quickly and easily when the teachers use NLs either teaching in general or the teaching of writing in particular. One of the interview participants stated that:

> In Afghanistan context, it will be better like to make students easy to understand soon. So, we can use multilingual approach. And the advantages would be their understanding. Uh, they can get the concept soon that is why we use multilingual approach in the writing (P1, Interview, 9-10-19).

Exposition to different varieties of English. Two of the interview participants indicated that integration of multiple varieties provides opportunities to students to learn about different varieties of English because they will be exposed to these varieties. As one of the participants noted:

> One advantages will be for the learners and they will be acquainted, and they will be exposed to different uh varieties of English uh particularly in writing (P4, interview, 9-7-19).

Challenges of incorporating different varieties of English in the teaching of writing. The participants of the presents research in addition to the benefits of incorporating different varieties of English in the teaching of writing have pointed out some of the challenges for integration different varieties of English in the teaching of writing. In the upcoming paragraphs, I discuss the two main challenges they reported: complexity and time constraints.

Complexity. Two of the interview participants stated that using different varieties of English in the teaching, particularly in the teaching of writing is difficult for two reasons: it is difficult to integrate multiple varieties in a single lesson plan. Since developing a proper lesson plan for only one TL is hard job for many teachers in Afghanistan, bringing more than one

variety of English will make the task more arduous for them. This is the reason the teachers refrain practicing local/regional varieties of English in their teaching. One of the participants noted that "you know when using different varieties of English or the pluralistic approach in one lesson plan, it will be some troublesome" (P2, interview, 16-9-19). Another reason that using multiple varieties of English is difficult is it confuses the learners. Since language learning is a complicated job, challenging students to learn more than one variety of a language at time will be confusing and daunting task. As one of the participants (P2) mentioned that he doesn't use local/regional varieties of English because it will confuse the students. He added that it is better to use single variety of EL in the teaching of writing.

Time limitation. According to two of the interview participants using different varieties of English takes much more teaching and learning time but the time they get is not enough. This time constraint is one of the major reasons which prevent them from incorporating WEs in the teaching of writing. As one of the participants expressed "if we place them [World English] and then again it would take much time and that is the difficult thing" (P3, interview). Another participant wrote:

> Sometimes it is very difficult for the teacher himself to conduct a class uh considering all these varieties because the lesson plan will have limited period of time, limited time for the tasks. So, I don't think the teacher will be able to find out uh enough time to pick up varieties of Englishes in teaching a particular task in writing. That could be a challenge that a teacher will not be able to effectively deliver his lesson plan keeping in mind the time management. (P4, interview, 9-7-19)

In general, these results provide evidence that non-dominant (e.g., local/regional) varieties of EL are not used by most of the Afghan university teachers in teaching practices, particularly in the teaching of writing.

Suggestions/recommendations for successful integration of pluralistic approaches in the teaching of writing. This section presents teachers suggestions to the MoHE of Afghanistan, university administration, and other stakeholders. Based on the second objective of the study it was important to understand the facilitating factors for the better implementation and local adaptation of pluralistic approaches or language variation. Therefore, the participants of the interview answered a question regarding their suggestions, recommendation, and comments to the MoHE and all other stakeholders. They provided the following main suggestions.

Changing/updating curriculum. As mentioned earlier in this chapter, the curriculum that is designed, developed, and prescribed by the MoHE in Afghanistan endorses only the dominant varieties of English (e.g., AE or BrE). Non-dominant (local/regional) varieties of English have never been considered and included in the curriculum. Thus, all of the interview participants stated that curriculum developers in the MoHE of should update the curriculum and varieties of English other than American and British should also be considered in it. As one of the participants noted:

> My suggestion is that those who are designing the future curriculum, or the current curriculums should accept the phenomena of World English and place them in their curriculum (P3, interview, 9-7-19).

Decentralizing education system. Decentralizing the education system was another suggestion that two interview participants pointed out during the interview. They stated that

currently Afghan education system is centralized that is to say all the materials and curriculum are designed and prescribed by the MoHE of Afghanistan. According to them, this system does not work because students' needs, market demands, and local languages and cultures are not considered in it. Therefore, this system should be decentralized where teachers should be given autonomy to do amendments and bring changes in the curriculum. One of the participants suggested:

> As a teacher at the department of English where I teach English as a foreign language for number of years, so I experienced centralized education system. It is not answering the expectation of the community which is highly important. So, the Ministry of Higher Education should give liberty and autonomy to the university and to the departments where the professors of the particular departments should sit together and come together and do a type of needs analysis and look at the market and come up with the market-oriented curriculum. (P4, interview, 9-7-19)

Conducting teacher training programs. During the interview, all the participants suggested that the MoHE of Afghanistan should design and conduct teacher training programs (workshops and seminars) on the concept of WEs as well as pluralistic approaches. Doing so will enhance Afghan university teachers' understanding of the mentioned concept and approaches which will lead to the successful adaptation of language variation and/or WEs-informed approaches in the teaching of writing. One of the participants (P3) noted that most of the Afghan EFL university instructors should be aware of WEs and pluralistic approaches through special training by the MoHE in Afghanistan. Similarly, another interview participant suggested:

> Since these pluralistic approaches and variations of languages in the context of ELT is a very important topic for discussion and debate in 21st century language teaching, so it is

highly important that uh professional development trainings should be conducted for the university lecturers who are teaching English as a foreign language because their concept should be clear. (P4, interview, 9-7-19).

These findings indicate that the concept of WEs, pluralistic approaches, non-dominant (local/regional) varieties of English are not practiced in the teaching of writing in Afghan universities because they not included in the national curriculum. In addition, from the above findings it is also evident that the MoHE, university administrations, and other stakeholders do not provide any professional development programs regarding WEs-informed teaching approaches to Afghan EFL university teachers. Therefore, according the teacher participants, WEs related teacher trainings, seminars, and workshops are needed to raise their awareness regarding the concept under discussion which will lead to its successful implementation in the teaching of writing in Afghanistan.

Summary of the Chapter

This chapter presented the results of the current study. Findings were divided into two broad parts based on the research questions. In the first section, I presented findings related to the first research question which included topics: (1) Afghan University Teachers' Awareness of the Concept of WEs; (2) Opinions of Afghan EFL Teachers Towards the Use of Only Dominant Varieties of English in the Teaching of Writing; (3) Perceptions of Afghan University Teachers Towards the Use of Pluralistic/WEs-Informed Approaches in the Teaching of Writing; (4) Motivating Students to Use local Varieties of English in their Writing. Next, in the second section, I presented findings in regard to research question two which included the following topics: (1) Professional Development Programs; (2) Benefits of Using Pluralistic Approach in the Teaching of Writing; (3) Challenges of Incorporating Different Varieties of English in the

Teaching of Writing; (4) Suggestion/Recommendations for Successful Integration of Pluralistic Approaches in the Teaching of Writing.

Overall the current study found that most of the Afghan university teacher participants are aware of the concept of WEs. The study also revealed that the majority of the Afghan university teachers hold a positive view towards code-switching between TL and NLs. In addition, it was also found that most of the teachers had a positive attitude towards the use of local/regional varieties of English in the teaching of writing but they pointed out several challenges such as time constraints, complexity of non-dominant varieties of English, and their lack of awareness about local/regional varieties of English that prevent them from using them in their lessons. Moreover, the study indicated that Afghan university teachers are affected by mythical ideologies of native speakerism, incorrect Englishes, and standardization (standard written English).

The next chapter will present the discussion of major themes which are organized into three thematic categories such as Ideology, Teaching, and Comprehensibility. In addition, the chapter will discuss conclusions and implication of the current study. Moreover, the chapter will present the limitations and recommendations for future research.

Chapter V: Discussion and Conclusion

This chapter presents discussion of the key themes highlighted from results of the study. In addition, the chapter discusses the conclusions, implications, limitation, and suggestions/recommendations for future research.

Discussion of Themes

In this part of the chapter, I present crucial themes that are very important to be discussed about writing instruction through the lens of WEs in Afghanistan. These major themes have been selected based on findings of the current research, considering research questions, my enthusiasm for establishing links between the results of the study and what they mean to available published studies in the field of WEs. For these reasons, I established the following themes related to three main thematic areas such as ideology, teaching, and comprehensibility by considering the research questions and analysis of the results. The themes include:

1. Ideology
   - Standard Written English Ideology
   - Incorrect English Ideology
   - The Myth of Native Speakerism

2. Teaching
   - Pluralistic Approaches Facilitate Learning
   - Locally Influenced Materials and Curricula
   - Decentralization of Education System is Crucial for Incorporating WEs in the Teaching of Writing

3. Comprehensibility
   - The Issue of Intelligibility

Ideology. This section will discuss teacher participants ideologies regarding both dominant and non-dominant varieties of English. In addition, the section will present participants' views about the use of local/regional varieties of English in the teaching of writing in Afghan universities. Three major themes in relation to ideology were identified from the findings of the study (e.g., standard written English ideology, the incorrect English ideology, and the myths of native speakerism). These themes are discussed below.

Standard written English ideology. Even though quantitative data showed that participants/respondents hold positive view for using local/regional varieties of English in writing, but analysis of qualitative data from interview and survey questionnaire revealed that there is a strong tendency among Afghan university teachers towards the use of only standard varieties of English in the teaching of writing. Most of the survey respondents and interview participants in the current study stated that teachers and students should only use the standard varieties of English (e.g., AE or BrE) in writing or the teaching of writing because they are the only acceptable varieties in the world. As one of the respondents (R11) noted, it is pedagogically sound to use local varieties of English in oral communication, but when it comes to writing or teaching of writing, one should only use the standard English norms rather than local/regional Englishes. Similarly, another respondent (R8) believed that only standard English helps students develop their academic writing skills because "standard English is understood and accepted by all" (R8, survey). One of the interview participants also holds a similar perspective, as noted below:

> In my point of view, that we should not use different variations of languages, I mean English language in writing because writing is something that is stable and cannot be changeable. Therefore, we should follow one standard of writing. We should not use

different language or different language variations. For example, from the different

variation, I can see that we should not use. For example, Indian English, cultural words or

expressions, or idioms, or way of writing from Indian into English. it will be better to

write it in native English not include from any other language. (P2, interview, 9-16-19)

Scholars in the field of WEs have also confirmed that the ideology of native English

and/or standard written norm is still dominant and considered as code for writing not only in the

US but also around the world (e.g., Ammon, 2000; Canagarajah, 2006b, Casanave, 2017; Elbow,

2002; Jenkins, 2014; Lee, 2014; Matsuda, 2006; Matsuda & Matsuda, 2010; Saraceni, 2015).

However, these scholars have problematized this monolingual approach to teaching English,

particularly the teaching of writing and suggest that different varieties of English, local

languages, and local cultures should be permitted in ELT, particularly writing instruction.

Ammon (2000) argues that different forms/structures and usage of multilingual speakers

should be allowed and welcomed in English writing because it is a linguistic right of every

human being. Lee (2014) claims that monolingual approaches are challenging because the

cultural values and needs of students, particularly multilingual EL users and speakers of

nondominant Englishes are usually lost in the mix. Other WEs scholars (e.g., Canagarajah, 2011,

Horner, Lu, Royster, Trimbur, 2011; Matsuda, 2003) also challenged this commonly believed

native speakerism and/or mythical varieties of English (e.g., British and American) from native

speaking countries since they do not always align with sociocultural backgrounds of its users.

These teaching modals and native varieties do not value local needs, cultural characters and

topics, and local languages. Lee (2014) asserts that it is not ethical, realistic, or logical to label

native or standard English as the only discourse suitable for writing instruction. She also argues

that non-dominant (e.g., local/regional) varieties of English should be recognized and brought in writing.

Taking available scholarship into consideration, Afghan EFL university teachers should be informed that varieties relevant to native speaking countries or Inner Circle are not the only varieties which have developed standards and are accepted internationally. Other post-colonial varieties of English such as Indian, Nigerian, Singaporean, and Pakistani have also developed standards like Welsh, Irish, and Scottish standard English (Baumgartner, 2006). According to the field WEs, the majority of English users in the mentioned countries use their standards/norms developed within those contexts. In addition, their awareness should also be raised that there are many L2 writers of English who successfully mesh (use) non-dominant varieties of English in their published academic papers (Canagarajah, 2006b). Canagarajah adds that there are many writers who used non-dominant varieties of English which have been well received by English users. So, training students in both dominant and non-dominant varieties of English will help them be successful in local, regional, and international level. For example, a great number of students receive educational scholarships from different countries of the world. If they know Indian English, they will be highly successful in their higher education in India. The same is true for all other English-speaking countries. As it is extremely complicated to teach all the varieties of English in the writing class, writing teachers need to heighten their awareness of students' needs, literary practices, places where the students will use their English, and instructional constraints of their context. After conducting need analysis and collecting necessary information, they can choose the varieties of English students need to learn and use them in their writing.

The incorrect English ideology. Another theme that emerged from qualitative data from both survey questionnaire and interviews was that Afghan EFL university teachers believe that

local/regional varieties of English are incorrect because they are the deviated forms of standard English. This theme also pertains to my first research question. They stated that they hesitate to use local/regional varieties of English in their teaching as well as do not allow their students to use them in their writing because they are incorrect forms of English. As one of the respondents (R3) said that he will not permit his students to use local/regional Englishes in their writing because "student will use them in international context as well. Correcting them later make much difficulties". Quirk (1990) also claimed that non-dominant varieties of English are deficits. He argued that these varieties of English are not permissible models for teaching since they are improperly learned languages of native (standard) English forms. He further adds that teachers, learners, and speakers in Outer Circle countries have to be in constant touch with speakers of native-speaking countries.

The above finding seems interesting because when respondents/participants of the present study were asked about their understanding of the concept of WEs, they provided detailed information about it which indicated that they are aware of the concept. However, considering non-dominant varieties of English as incorrect despite their knowledge shows that they are not informed of the debates about error and feature in the field of WEs. Scholars in the field of WEs have argued that non-dominant varieties of English are not deficits rather innovations and/or variation (e.g., Kachru, 1983, Kachru,1991; Low, 2010; McLellan, 2010; Saraceni, 2015; Widdowson, 1994). Saraceni (2015) states that deviation of the other varieties of EL needs to be admissible and accepted, no matter whether it is a feature of a new variety of EL or pronunciation. Similarly, Kachru (1991) argued against Quirk's concern. Kachru viewed non-native varieties of EL as creative/innovative. He added that being in constant touch with NSs is not applicable to the varieties that are institutionalized in the contexts. He provided two reasons

for this: first, limited resources and the vast amount of input from the local variety, and a large number of EL teachers. These reasons make it impossible for the teachers to be in continuous contact with the NL. He further asserted that what Quirk would consider as deficit might be considered as difference based on creativity, linguistic, cultural contact, and essential sociolinguistic realities of identity in a global context. According to him, English belongs to those who use it in different contexts.

This finding suggests that non-dominant varieties are not used in the teaching of writing in Afghan universities. Therefore, taking the above scholarship into consideration, it can be suggested that Afghan EFL university teachers should acknowledge and accept that non-dominant varieties of English such as Indian, Singaporean, and Pakistani English are not incorrect or deficits, but innovative forms of EL. They should not only impose dominant varieties of English in the teaching of writing. Besides teaching the dominant conventions and codes, they should also raise learners' awareness regarding other varieties and tell them that deviation from dominant codes is a natural process by language users and that some deviations make crucial social meaning (Matsuda & Matsuda, 2010). It is important to mention that the above literature and recommendations should not be misinterpreted that all the deviations are accepted as innovations or variations. Afghan EFL teachers should distinguish the "boundaries between what works and what doesn't" (Matsuda & Matsuda, 2010, p. 372). In other words, they should know how much of a deviation from standard code is considered as an innovation and how much is considered as an error. Deviating too much from dominant norms may hinder the meaning and may make it unacceptable. They also should make the students aware of these boundaries between what works (innovation, variation, or creativity) and what does not work (deficits or error). Accordingly, teacher training programs and/or professional development

programs are needed to enhance the understanding of Afghan EFL teachers regarding what works and what does not.

The myth of native speakerism. A least common theme that was found in the data collected from the survey questionnaire was 'the linguistic superiority of NSs over NNSs'. This theme relates to my first research question. According to one of the survey respondents (R12), NSs are better writers than NNSs, as he stated "I would prefer AE for improving academic writing skills. Upon my study and research, the NSs of a particular language can write well than any other else". This finding agrees with Saraceni's (2015) claim that the supposed linguistic superiority prevails in ESL and EFL contexts. In other words, users of English in these contexts believe that NSs from Inner Circle countries are linguistically superior to those who acquired English as an ESL or EFL. Saraceni added that this ideology does not only dominate in general teaching and job markets but also in academic discourse. For example, editors of academic journals suggest that their manuscripts should be edited and revised by NSs. The notion of linguistic superiority is associated with the perceived ideology of native speakerism. Holiday (2005) termed linguistic superiority as 'native speakerism'—he explained that 'native speakerism' is a belief that has discriminatory consequences for NNSs. In addition, Kramsch (1997) maintains that native speakerism has nothing to do with education and birth, however, it is accepted by the group that caused the discrepancy between NSs and NNSs.

Professional development programs, workshops, trainings, and seminars are needed to inform Afghan EFL teachers about NS ideology which may be helpful for them to see NNSs as equal to NSs and shift their profession from a prevailing ideology of native-speakerism towards an inclusive prospect that endorses and encourages diversity (Braine, 1999; Canagarajah, 1999; Casanave, 2017; Davies, 2003; Holliday, 2005; Jenkins, 2014; Matsuda & Matsuda, 2010;

Phillipson, 1992; Saraceni, 2015). It is important to mention that writing fluently and accurately, particularly in academic discourse, has no connection with nativeness or non-nativeness. Accurate writing is developed through study, metalinguistic awareness, and practice, "none of which is even remotely related to whichever language(s) someone happens to have been exposed to in childhood. Expert writers and NSs are completely unrelated" (Saraceni, 2015, p. 177). There are numerous ESL and EFL writers whose writing is highly celebrated, well-received, and taught in the world's top-ranking universities (Canagarajah, 2006c). Therefore, until and unless Afghan EFL teachers, scholars, writers, and learners do not end this ideological belief, they will always be surrounded and influenced by the dominant culture, power, and politics. The local cultures, values, variations, beliefs, and social perspectives will not be reflected in the writing. In short, it is indispensable that teachers break down this hegemony, start writing in English, and bring in their own contextual cultural values, varieties, and dialects that meet the needs of students. They should also prepare their students towards more inclusive ways of writing which accept more diversity. This will help students be successful not only in the national sphere but also in the regional and international sphere.

Teaching. Key themes related to the area of teaching will be discussed in this section. Two crucial themes related to the area of teaching were highlighted from results of the study. As the main goal of this study is to inform the teaching of writing in Afghan universities, therefore, discussing these themes in connection with literature is very important. These are discussed below.

Pluralistic approaches facilitate learning. The most common theme across data of the present study is the facilitation of learning and students' better understanding through integrating

pluralistic approaches (e.g., code-switching between the TL and NL) in the teaching of writing.

The theme under discussion here mostly pertains to my first research question.

The respondents/participants of the present study wrote that they use pluralistic

approaches and/or code-switching between TL and NL to promote students learning. They

pointed out different situations in which they use multilingual approaches (code-switching) for

the facilitation of learning and better understanding of learners. During writing instruction, they

exercise language variation and/or switch codes between TL and NLs to explain complex issues

and meanings of vocabulary. One of the respondents stated that "in case of complexity of

meaning and context, I use variation in my medium of teaching since it is a recommended tip in

post method era" (R13, survey). Similarly, another respondent (R7) said that "sometimes I had to

explain issues in native Pashto language that are difficult for students to understand". This

finding seems to be in line with the findings of previous studies. For example, Shartiely (2016)

stated that code-switching is a fundamental component in the teaching practices in Tanzania and

it is employed in the teaching to facilitate learning. Similarly, Malik (2014) investigated the

effectiveness of code-switching in teaching English at the intermediate level in Pakistan.

According to Malik, 72.4% of the learners in his research agreed that using the code-switching

strategy helps them learn vocabulary and 64.8% noted that it facilitates the learning of grammar.

Additionally, participants of the current study wrote that they apply the pluralistic approach

and/or NL in writing instruction to explain cultural issues. Macaro (2005) also stated that

speakers (teachers) find it easy to explain and/discuss cultural and linguistic topics by using

code-switching. Furthermore, participants of the current study noted that they apply pluralistic

approaches and/or switch codes between TL and NLs to facilitate better teaching and learning

conditions for low proficiency level students. This goes hand in hand with Bista's (2010)

argument that learners' low level of language proficiency in the TL is one of the reasons for using language variation and/or code-switching in ELT.

The above finding suggests that most of the Afghan EFL university teachers hold a positive view about using the pluralistic approach in the sense of code-switching between TL and NLs in the teaching of writing. There is a rich body of scholarship in the field of WEs in support of code-switching between TL and NL (e.g., Barbour, 2002; Elbow, 1999; Littlewood & Yu, 2011). Littlewood & Yu (2011) argued that bi/multilingual contexts where the principle goal of learning is bi/multilingual competence, elimination of their L1 may negatively impact their sense of identity and sense of wellbeing. It means that these researchers favor the use of language variation in the teaching practice which can also be implied for writing instruction. In addition, Elbow (1999) recommended a code-switching strategy for writing instruction. He argued that students should bring in their local languages in their initial draft of their writing. However, they should use only standard English when publishing their papers. Barbour (2002) also supported the use of code-switching in oral communication but positioned against its use in writing.

Considering my respondents'/participants' beliefs and existing scholarship, code-switching between TL and NLs and/or integrating pluralistic approaches in the teaching of writing provides better learning and teaching conditions in the classroom. Simply put, code-switching is an effective pedagogical approach to writing instruction that ease the learning burden of the students.

The theme discussed above also suggests that most of the teachers who are participants of this study are not aware of code-mixing/meshing strategy that was first offered by Young (2004) and then suggested and promoted by Canagarajah, (2006b, 2011, 2012) Young, (2004, 2007, 2011). Bokamba (1988) defined code-mixing as mixing or placing different linguistic units

(affixes, words, phrases, clauses) from grammatical systems of the two different languages in speech context or sentence. In the code-meshing strategy for writing, Canagarajah (2006b) motivates novice scholars, writers, and students to bring in local languages in their academic articles not only in their first draft but also in the published ones. In addition to using code-switching, Afghan university teachers should also practice code-meshing in their writing instruction. It is significant to highlight that teachers should first be informed of this strategy either by self-awareness through reading published articles on this approach or through professional development programs which include the topic of code-meshing—this can be done by the MoHE in Afghanistan or other organizations that conduct teachers' professional development programs.

Locally influenced materials and curricula. In most ESL and in almost all EFL countries, teaching models and materials depend on dominant varieties of English from Inner Circle countries (e.g., AE and BrE) (Kirkpatrick, 2012; Saraceni, 2015). In the current study, all interview participants and most of the survey respondents indicated that they use only dominant varieties of English (AE and BrE), mostly AE in the teaching of writing because the curriculum that is designed and provided by the MoHE of Afghanistan encourages and endorses these varieties. One of the survey respondents noted that "as our curriculum and program endorses AE which is considered to be a standard form of English; therefore, I use AE while teaching" (R8, survey). Another reason they prefer to use only dominant varieties of English in the teaching of writing is that the materials (books) they receive are based on either American or British English. According to one of the interview participants (P1), WEs are rarely found in the texts books they use in their teaching. This finding indicates that Afghan EFL university teachers are deeply affected by monolingual ideology using materials and curriculum that are solely based on

dominant Englishes. This seems to be one of the main reasons for the marginalization of local/regional varieties of English and teachers' lack of interest to incorporate them into their lesson plans.

In order to successfully integrate the non-dominant varieties of English, two participants of the interview in the current study suggested that WEs should be included in the curriculum. One of the interview participants expressed:

That would be the responsibility of the all the departments, instructors in the department, English instructors so that they should consider world English as an uh accepted phenomena and make, place them in the new curriculum because we have to consider our international market as well as our national market. (P3, interview, 9-7-19)

Overall this finding demonstrates that there is a need to develop local materials and teaching models to increase Afghan EFL university teachers' interest in integrating local/regional Englishes because they are influenced by the monolingual or standard English ideologies which is preached by materials written in dominant varieties. The idea of shift from the teaching models and materials that are dependent on English, culture, power, and politics of Inner Circle countries towards more inclusive and local material that values local culture and languages has also been suggested by many WEs scholars (e.g., Casanave, 2017; Canagarajah, 2006b; Kirckpatrick, 2012; Lee, 2014; Saraceni, 2015). Thus, considering teachers' suggestions and literature provided above, the MoHE of Afghanistan needs to encourage writers, scholars, researchers, and teachers to develop materials that incorporate both dominant and local codes, conventions, culture, political topics, and socio-cultural aspects. By doing so learners, teachers, and scholars will see themselves included; they will not feel alienated, but they will get a sense of ownership over their language and identity.

Decentralization of education system is crucial for incorporating WEs in the teaching of writing. According to McGinn and Welsh (1999), the decentralization of education system is an essential phenomenon that has greatly affected educational planning in developing countries over the last two decades. Three of the interview participants in the current study reported that even though education policy gives right to the teachers to bring 30 percent changes in the curriculum, but the current education system is still centralized. Teaching models, materials, and curriculums are designed, developed, and provided by the MoHE of Afghanistan. Teachers' decisions, voices, and recommendations are not reflected in materials as well as in the curriculum that is used in Afghan universities. Most importantly, the curriculum does not meet and answer the demands and expectations of the community. As one of the interview participants stated:

> As teacher at the department where I teach English as a foreign language for number of years, so I personally experienced centralized education system. It is not answering the expectation of the community which is highly important. So, the Ministry of Higher Education should give liberty and autonomy to the universities and to the departments where the professors of the particular departments should sit together and come together and do a type of needs analysis and look at the market and come up with the market-oriented curriculum. (P4, interview, 9-7-19)

They suggested that the education system should be decentralized to develop effective materials and curriculum that meets students' needs and that values local languages. Teachers should be given autonomy and opportunities in decision making and policy development. Decentralization of the education system is also supported by (McGinn & Welsh., 1999; Sawada & Ragatz 2005). According to McGinn and Welsh (1999), decentralization is essential for

various reasons. One reason is increase in the effectiveness and quality of education. When policymakers and curriculum developers prove unable to address the issues related to education, particularly material development, decentralization seems to be a way for tackling these problems: it can be very effective for the rapid detection of issues and research for more suitable answers. When the teachers at the departmental level are involved in research, policymaking, and decision-making processes, issues, and local needs can be identified faster and will be addressed appropriately. As we can see that the autonomy in decision making processes stems from action research that a teacher does to identify problems. Therefore, the Ministry of Higher Education of Afghanistan should design and conduct professional development programs on action research in order to raise teachers' awareness about this topic. Another reason relates to the accountability of teachers. When the teachers are involved in decision making, they feel more accountable and might put more effort into tackling the issues properly. The most important reason is searching for new sources. Only one organization (the MoHE) might not be able to search for new resources for every field of study. Therefore, involving teachers from different fields of study is crucial for searching and finding new resources that may lead to quality education and appropriate material development.

As it is an accepted fact that teachers play a vital role in education. When quality education is considered, an encouraged, accomplished teacher can have a positive impact on his/her students. In contrast, a demotivated teacher who does not strive to establish encouraging, positive, or favorable learning conditions can have adverse impacts on learners' achievements. Establishing a condition and providing inducements that support teacher behavior can be a vital element of enhancing education. In other words, improvement in education is associated with teachers' behavior. Sawada and Ragatz (2005) found that the decentralization of the education

system can have a positive impact on teachers' behavior. Thus, based on the teachers'
perceptions and scholarship, related organizations (university administration and the MoHE)
need to change their education policy and involve teachers in decision-making processes which
might have great effect on education and eventually lead to the integration of local/regional
varieties of English in the syllabi and curriculum.

Comprehensibility. This section discusses an important theme regarding the issue of
comprehensibility of the local/regional varieties of English. More specifically, the section will
provide information on how participants of the current study view the intelligibility of the non-
dominant (local/regional) varieties of English and how it is viewed in previous studies and/or by
scholars.

The issues of intelligibility. Intelligibility is fundamentally situated and associated to the
subfield of WEs in the field of sociolinguistics. However, it is treated differently in the field of
sociolinguistics and WEs. Some scholars in the field of sociolinguistics and/or WEs advocate
and support the rights of each 'non-native' and/or 'non-dominant' varieties of English (e.g.,
Smith, 1992; Nelson & Smith 1985; Smith & Rafiqzad, 1979). Whereas others, for instance,
Chevillet (1993) and Quirk (1990), argue that English must be maintained as standardized and
monolith language based on the Inner Circle and/or native standards in international
communication, both spoken and written. In the current study, three of the survey respondents
mentioned that they do not encourage their students to use local varieties of English in their
writing because they are not comprehensible in other contexts outside the local context. This
theme also relates to my first research question. One of the survey respondents indicated:

Local variety can be understood by that specific local area which will make it for students difficult to function as a language expert in another local English speaking. Following the standard form is always encouraged by me (R7, survey).

Another survey respondent (R10) mentioned that he does not encourage his students to use local varieties of English in their writing because they are not comprehensible for everyone around the world.

Yet again, this finding demonstrates that teachers are affected by standard English ideology of native speakerism which preaches that one English suits all and non-dominant varieties are not comprehensible. As mentioned earlier, the issue of intelligibility has been widely debated in the fields of WEs and sociolinguistics. In addition, many studies have been conducted to measure the levels of intelligibility from the angle of both native and non-native Englishes and also NSs and NNSs of the EL. Some scholars such as Nash (1969) and Munro (1998), argue that NSs are more intelligible as compare to NNSs to an audience of NNs. Conversely, other scholars such as Smith and Rafiqzad (1979) believe that NNSs of EL are more intelligible than NSs to an audience of NNSs. The study conducted by Smith and Rafiqzad indicated that speakers of the EL who share the same linguistic experience (e.g., the same speaker), can be more intelligible to each other. Furthermore, Smith & Nelson (1985) argued that assessing intelligibility in communication should not be only judged by NSs. They may also not be intelligible for the speakers of other varieties, so being NSs doesn't mean that they should be intelligible and the only rule providers.

The later stance of the scholarship not only advocates the rights of non-dominant (e.g., local/regional) Englishes and NNSs but also suggests a shift from a monolithic ideology towards more inclusive and pluralistic approach. That is, it proposes that non-native Englishes should be

incorporated in general ELT as well as writing instruction. Taking this scholarship into consideration, Afghan EFL teachers need to end being influenced and dominated by native Englishes. They need to stop thinking that the variety of English local to their context is not comprehensible in other contexts. Familiarity with and exposition to the variety are the two most important aspects in terms of intelligibility. The majority of the English speakers in Afghanistan may be familiar with the local variety of English since they are exposed to it. It is most likely that the local variety will be intelligible and interpretable to these speakers. Therefore, considering the above points, Afghan EFL teachers should start using local English in the teaching of writing and writing when they are publishing for national purposes. They should also encourage their students to bring them into their writing. Doing so will motivate their sense of identity and represent their voices. When they feel they are comfortable and mastered the use of English local to their context, they can expose it to an international audience like Indian, Pakistanis, Singaporeans, and Malaysian did.

Conclusion and Implications

The present study was carried out to investigate Afghan EFL university teachers' opinions/attitudes towards the use of multilingual/WEs-informed approaches in writing instruction. The study applied mixed method design (e.g., both qualitative and quantitative). The data were collected through an online survey questionnaire and a skype interview. I used both statistical and content analysis to analyze the data from the survey and interview considering research questions in mind.

Results of this study indicated that Afghan EFL university teachers are influenced by myths of monolingualism and/or standard written English. It means, they believe only standard English (AE or BrE) should be used in writing discourse because these are the only acceptable

varieties in the world. This monolingual hegemony can also seriously impact learners' attitudes towards English writing. While the MoHE of Afghan has minimal control over the world-wide monolithic hegemony, the effects of such ideology on Afghan EFL teachers' and learners' beliefs towards EL writing and the teaching of writing can be alleviated through informing them that monolingualism is political, ideological, and product of power and economy—it is not normal and/or natural. An early statement regarding the impacts of such ideology in the curriculum, course syllabus, and in the class would allow EFL teachers in Afghan universities to build rapport with learners' while still concentrating on the prevailing ideology in the teaching of writing.

Pennycook (2010) asserted that "we need to teach English with a far greater sense of flexibility, seeing English as local, emergent, divergent and hybrid" (p. 13). While standards and NS models are given the highest importance, the variety of EL local to the context of Afghanistan at present cannot substitute the NS model, but it can be integrated as part of it if it is a well-developed and well-codified variety. Accordingly, the teaching of EL writing in Afghanistan will comprise features of English local to the context of Afghanistan and other regional varieties of EL as periphery and models from standardized Englishes as the fundamental base. By doing so, teachers will practice hybridity and heterogeneity in language teaching. This approach to the teaching of EL writing will assist Afghan EFL learners to have effective communication with both NNSs and NSs of EL as in the way that Seidlhofer (2006) states "some awareness of the global roles of English should be achieved by all English users in the Inner, Outer and Expanding Circles alike" for communication in the world (p. 48).

Likewise, this study revealed that Afghan EFL university teachers are affected by the dominant mythical ideology of native speakerism (Holliday, 2005; Jenkins, 2014), believing that

NSs from the Inner Circle countries are the only ideal writers and linguistically superior to NNSs. This belief eventually results in low professional self-confidence. I recommend that Afghan EFL university teachers need to establish their professional and personal confidence to recognize themselves as rightful and legitimate writers and teachers of the EL in their context. Brut-Griffler and Samimy (1999) stated that irrespective of their ethnicity, linguistic capacity, and accent, non-native EL speakers and teachers can enable themselves to become global EL professionals through self-critique and reflection. For these reasons, long term professional development programs are required to develop their self-esteem and reconstruct their identities as EL writing instructors in both social and educational contexts. In my opinion, the present study will inform Afghan EFL university teachers to understand that trained and competent teachers can promote the ELT profession, particularly writing instruction through their experience, talent, and training as EFL teachers. This can also contribute to their attitudes and opinions by assisting them recognize that native EL teachers/writers from Inner Circle countries or non-native EL writers/teachers all have strengths and weaknesses in terms of teaching and writing qualities. They have a reciprocal relationship and can learn from each other. Afghan EFL teachers need to challenge global beliefs about their negative status. They need to be aware of their own advantages as EFL teachers in comparison with NESs and writers to assist them have more beneficial self-perceptions and challenge the racial bias that prevails in the EL writing instruction among Afghan university teachers.

There was also adequate evidence in the data showing that local/regional varieties of EL are not being practiced or used in the teaching of writing in Afghan universities. This finding implies that teachers lack awareness regarding leading debates on the inclusion of non-dominant varieties of English in ELT as well as writing instruction by (Canagarajah, 2006b; Horner, Lu,

Royster, & Trimbur, 2011; Huang, 2010; Jenkins, 2014; Lee, 2014; Matsuda & Matsuda; 2010).

I suggest that their awareness should be raised about such debates through professional

development programs which can contribute to the teachers' changing perceptions towards non-

dominant and/or local/regional varieties of EL. This may eventually lead to the incorporation of

local cultures and varieties of English in teaching practices, especially in the teaching of writing

which is the focus of this study.

In addition, participants/respondents of the present study had a positive attitude towards

codeswitching between TL and NL. They use the codeswitching strategy to convey essential

information for the learners for better understanding and clarity under certain conditions such as

when explaining complex issues, when explaining cultural topics, and when teaching students

with low-level language proficiency. Studies carried out on the application of code-switching

have revealed both strengths and weaknesses. Some scholars have presented several strengths of

using code-switching in the classroom which include: it enhances class participation by

promoting comfortable classroom environment, it lowers the affective filter which eventually

creates informal environment in the classroom and builds rapport between Ss and Ts helping in

more critical and autonomous learning atmosphere for the learners, it assists learners to

participate in classroom discussions and bridges cultural and social gaps (Abad, 2005; Lee, 2006;

Metila, 2009). However, other scholars provided some of the weaknesses of codeswitching

between TL and NL in the classroom. For example, a study conducted by Metila (2009)

demonstrated that the use of code-switching by teachers confused learners and eventually

impacted their comprehension of the lessons. In a language classroom, code-switching can be

deemed as an effective strategy for classroom communication if the goal of using it is making the

meaning clear and passing vital information to learners effectively. Afghan EFL university

teachers should take the long-term consequences of code-switching into consideration which may impact learners' experiences when they communicate with the NSs of the TL. Thus, teachers who use code-switching can have a key role in preventing this long-term effect on students' experiences in the TL learning process. In short, Afghan university teachers should be urged to use code-switching adequately in the teaching process to enable learners to actively engage in classroom activities.

Additionally, the results of this study showed that English departments at Afghan universities are only applying dominant varieties of English (e.g., AE or BrE) in ELT and in writing instruction. Scholars in the field of WEs argue that materials that are written in dominant varieties of English usually promote Western culture which does not align with the local culture. Such materials do not value and consider local languages, culture, and students' needs. Considering this, decision-makers at the MoHE of Afghanistan need to revise their language policy to achieve the intended aim of learning, in which local cultures, varieties of English, and students' needs could be incorporated in the planning of curriculum and syllabi. They should also capacitate EL teachers through professional development programs on how to conduct research and encourage them to develop materials that meet local needs.

Moreover, participants of the current study demonstrated that Afghanistan has a centralized education system. Selecting a language for instructional and curricular purposes is a crucial decision for students and academic institutions. In the centralized education system, the language is selected and/or imposed by governmental entities (e.g., the MoHE, educational board) or any other governing body. According to participants of this study, such decisions made by the mentioned organizations affect students' performances, achievements, and language learning process because their needs and market demands are not reflected in the curriculum. In

addition, this selection has alike effects on teachers' performances because their voices, opinions, beliefs, and recommendations are not considered and often excluded from important educational policies and decisions. Therefore, the study in hand can inform the identity transformation of Afghan EFL university teachers who are trained in Afghan teacher professional development programs. Considering and bringing the voices of Afghan EFL teachers to the center of teacher training programs and decision-making processes can support the curriculum and professional development in Afghanistan.

Furthermore, all the teachers who participated in the current study suggest that there is a strong need for professional development programs. They stated that the MoHE, university administration, and other stakeholders should design and conduct workshops, training, and seminars that include the topic of WEs and approaches for successful incorporation of WEs in the teaching of writing.

In conclusion, in Afghanistan context, the selection of dominant varieties of English such as American or British as a teaching model is usually taken for granted. It means that they are chosen "simply because that is the way it has been, and their appropriateness for a particular course of action in some contexts is rarely questioned" (Matsuda & Friedrich, 2011, p. 338). In fact, WEs scholars have long emphasized on the incorporation of the students' real needs, rather than firm compliance with NS teaching models (Deterding & Sharbawi, 2013; Walker, 2010). The results of the current study suggest that is possible to integrate local/regional Englishes and/or WEs into the university curriculum in Afghanistan.

Recommended Plan of Action

In this section, I will present recommended plans of action that are needed to be considered by three different groups of people in different organizational levels such as ministry, and teacher education programs (school/universities).

The Ministry of Higher Education of Afghanistan. Based on the perceptions and recommendations of the teachers who participated in this study and available literature in the field of WEs, the MoHE of Afghanistan should consider and take steps about following actions.

a. Incorporate the concept of WEs, pluralistic approaches, Local cultures, and local/regional varieties of English language in the curriculum.

b. Design and conduct teacher professional development programs (e.g., workshops, seminars, trainings) on the concept of WEs and related pluralistic approaches.

c. Coordinate with the organizers of WEs related conferences, workshop, and other teachers' professional development programs in the foreign countries. Send Afghan EFL university teachers to these programs to broaden their knowledge regarding WEs and related concepts.

Teachers education programs (university). The finding of the current study demonstrated that Afghan universities are not providing any professional development opportunities related to the concept of WEs to the Afghan EFL teachers. Therefore, considering the suggestions of the Afghan EFL university teachers as well supportive scholarship, Afghan universities should consider following actions.

- Design and conduct teacher trainings on action research. Since majority of the teacher participants of the current study expressed that the MoHE of Afghanistan should give autonomy to the teachers because they are the people who can contribute a lot to

identifying students' needs, problems, and solutions for those problems which can be done through action research. Therefore, it is very important for every teacher to know how to conduct an action research in the class.

- Design, develop, and conduct teacher training programs, conferences and workshops on WEs and related approaches of teaching English writing for practicing teachers.

Teachers. In order to incorporate WEs and pluralistic approaches to the curriculum and successfully implement it in the teaching practice, it is not the sole responsibility of The MoHE of Afghanistan and universities. I believe teachers also have key responsibility in this area. They should also consider the following plans of action which will help them understand the concept and shift their field from monolithic approach towards more inclusive approach which accepts and appreciate hybridity in the language. Thus, they should consider the following actions.

- Read the following books which are very important and well-known books by highly prestigious scholars in the field of WEs.
  - World Englishes

    Saraceni, M. (2015). *World Englishes: A critical analysis*. Bloomsbury
        Publishing.
  - Global Englishes

    Jenkins, J. (2014). *Global Englishes: A resource book for students*. Routledge.
- In addition to reading the above books, they should also read books, research studies and literature reviews by famous writers of English language such as Suresh Canagarajah, Kirkpatrick, Paul Matsuda and Aya Matsuda, and Braj Bihari Kachru. These scholars have contributed a lot and written in the field of WEs which will be very helpful for the Afghan EFL teachers.

Limitations of the Study and Future Research Directions

The present study has addressed the principal aims of its research questions. Nevertheless, there are some limitations to this study. First, because of the limited access and being away from the research context, the study was carried out in only three Afghan universities. Mixed-method (both qualitative and quantitative) design was used to collect data. As mixed-method design requires a larger sample size, thus, this limitation of current research can inform future studies. If more instructors in a large number of universities could be involved in such studies, more representative data can be obtained regarding the topic under discussion. Second, the study examined perceptions and experiences of English teachers only; learners' perceptions and attitudes regarding the use of WEs-oriented approaches have not been regarded. Therefore, a range of data can be obtained considering distinct age groups of EL students belonging to the English departments of different Afghan universities as well as educational backgrounds, and gender to strengthen the result of the studies. In addition, the findings of the current study are based on perceptions of male Afghan EFL teachers. Whether female Afghan EFL teachers would provide different perceptions on the use and local adaptation of pluralistic approaches in the teaching of writing awaits further research.

Another limitation is the method of data collection. The data was collected through an online survey and volunteer Skype interviews. As the study had exploratory nature to gain an in-depth understanding of the topic, interviews and survey were appropriate tools for this nature. In online interviews and surveys, respondents/participants may not feel comfortable to describe their experiences and perceptions. Therefore, the answers from them might be biased based on what is expected from them and what is socially acceptable. Thus, it would be better for future research to include multiple methods of data collection such as classroom observations and

collecting writing samples from both teachers and students. In addition, it is important to go to the context itself and observe the classroom practice closely to provide more insights into the application of the WEs-oriented approaches and finding its facilitating and constraining factors for the local adaptation of these approaches.

This study investigated Afghan EFL university teachers' perceptions regarding the use of pluralistic/WEs-informed approaches in the teaching of writing, future studies can explore teachers' perceptions regarding the use of WEs-approaches in the teaching of speaking. Future studies can also investigate teachers' attitudes towards the use of pluralistic/multilingual approaches in writing outside of the class. In other words, they can investigate the influence of technology like social media on the teaching English writing through the lens of WEs in Afghanistan.

In sum, nevertheless there were some limitations to this research, but the results of the study were strengthen through triangulation, that is to say, the study used mixed-method (e.g., both qualitative and quantitative) design to strengthen and/or make the findings generalizable and transferable to other contexts. Therefore, the results of the current study might well be transferable nationally and to the contexts in the same regions such as Central and South Asia.

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    of English.

Appendix A: Recruitment Email

Dear English Instructor,

You are invited to participate in a research study titled *World Englishes Approaches to the Teaching of Writing: A Survey of Afghan University English Teachers* (IRBnet ID: 1439246) conducted by Abdul Khaliq Sahibzada for his master's thesis and supervised by Dr. Sarah Henderson Lee at Minnesota State University, Mankato, USA. The purpose of this research is to inform the teaching of English writing in Afghan universities through the lens of World Englishes by surveying English teachers at three Afghan universities about the use of pluralistic approaches to second language writing instruction.

If you choose to participate in this study
- You will complete an online survey through Qualtrics which will take no more than 15-20 minutes.
- The study also includes an optional interview which will be conducted through Skype. If you decide to participate in the interview, it will not require more than 15-20 minutes of your time.

If you are interested in participating in this research, please click on the following survey link: https://mnsu.co1.qualtrics.com/jfe/form/SV_9Fhn9bCoWEqL2FD. You will first be presented with a consent form. If you agree to participate in the study and click accordingly, you will proceed to the survey questions. If you do not agree to participate in the study, you will not have access to the survey questions.

If you have any questions about the study, please feel free to email Dr. Henderson Lee at sarah.henderson-lee@mnsu.edu.

Best,

English Department Head

Appendix B: IRB Approval Letter

June 3, 2019

Dear Sarah Henderson Lee:

Re: IRB Proposal   entitled "[1439246-4] World Englishes Approaches to the Teaching of Writing: A Survey of Afghan University English Teachers"
Review Level: Level *[II]*

Your IRB Proposal has been approved as of June 3, 2019. On behalf of the Minnesota State University, Mankato IRB, we wish you success with your study. Remember that you must seek approval for any changes in your study, its design, funding source, consent process, or any part of the study that may affect participants in the study (see https://grad.mnsu.edu/irb/revision.html). Should any of the participants in your study suffer a research-related injury or other harmful outcome, you are required to report them to the Associate Vice-President of Research and Dean of Graduate Studies immediately.

When you complete your data collection or should you discontinue your study, you must submit a Closure request (see https://grad.mnsu.edu/irb/closure.html). All documents related to this research must be stored for a minimum of three years following the date on your Closure request. Please include your IRBNet ID number with any correspondence with the IRB.

The Principal Investigator (PI) is responsible for maintaining signed consent forms in a secure location at MSU for 3 years following the submission of a Closure request. If the PI leaves MSU before the end of the 3-year timeline, he/she is responsible for following "Consent Form Maintenance" procedures posted online (see http://grad.mnsu.edu/irb/storingconsentforms.pdf).

Cordially,

Bonnie Berg, Ph.D.
Co-Chair

Jeffrey Buchanan, Ph.D.
IRB Co-Chair

Mary Hadley, Ph.D.
IRB Coordinator

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within Minnesota State University, Mankato IRB's records.

Generated on IRBNet

Appendix C: Online Survey Consent

You are requested to participate in research conducted by graduate student Abdul Khaliq Sahibzada and supervised by faculty Dr. Henderson Lee on the influence of World Englishes in the teaching of English writing in Afghan universities. This survey should take about 15 to 20 minutes to complete. The goal of this research is to inform the teaching of English writing in Afghan universities through the lens of World Englishes and you will be asked to answer questions about that topic. If you have any questions about the research, please contact Dr. Henderson Lee at sarah.henderson-lee@mnsu.edu or (507) 389-1359.

Participation is voluntary. You have the option not to respond to any of the questions. You may stop taking the survey at any time by closing your web browser. The decision whether or not to participate will not affect your relationship with Minnesota State University, Mankato, and refusal to participate will involve no penalty or loss of benefits. If you have any questions about participants' rights and for research-related injuries, please contact the Administrator of the Institutional Review Board, at (507) 389-1242.

Responses will be anonymous. However, whenever one works with online technology there is always the risk of compromising privacy, confidentiality, and/or anonymity. If you would like more information about the specific privacy and anonymity risks posed by online surveys, please contact the Minnesota State University, Mankato Information and Technology Services Help Desk (507-389-6654) and ask to speak to the Information Security Manager.

The risks of participating are no more than are experienced in daily life.

There are no direct benefits to participating in this study. Society might benefit from the increased understanding of the attitudes and perceptions about the usage of pluralistic approaches to language teaching.

Submitting the completed survey will indicate your informed consent to participate and indicate your assurance that you are at least 18 years of age.

Please print a copy of this page for your future reference.

MSU IRBNet ID# 1439246

Date of MSU IRB approval: 06/ 03/ 2019

Do you agree to participate?

Yes _____   No_____{*If the answer is yes, move to survey. If the answer is no, move to a thank you page.*}

Appendix D: Online Survey

World Englishes Approaches to the Teaching of Writing: A Survey of Afghan University English Teacher

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Start of Block: Online Survey Consent

Q1 You are requested to participate in research conducted by graduate student Abdul Khaliq Sahibzada and supervised by faculty Dr. Henderson Lee on the influence of World Englishes in the teaching of English writing in Afghan universities. This survey should take about 15 to 20 minutes to complete. The goal of this research is to inform the teaching of English writing in Afghan universities through the lens of World Englishes and you will be asked to answer questions about that topic. If you have any questions about the research, please contact Dr. Henderson Lee at sarah.henderson-lee@mnsu.edu or (507) 389-1359.

Participation is voluntary. You have the option not to respond to any of the questions. You may stop taking the survey at any time by closing your web browser. The decision whether or not to participate will not affect your relationship with Minnesota State University, Mankato, and refusal to participate will involve no penalty or loss of benefits. If you have any questions about participants' rights and for research-related injuries, please contact the Administrator of the Institutional Review Board, at (507) 389-1242.

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There are no direct benefits to participating in this study. Society might benefit from the increased understanding of the attitudes and perceptions about the usage of pluralistic approaches to language teaching.

 Submitting the completed survey will indicate your informed consent to participate and indicate your assurance that you are at least 18 years of age.

 Please print a copy of this page for your future reference.

Do you agree to participate?

◯ Yes (1)

◯ No (2)

End of Block: Online Survey Consent

Start of Block: Background Information

Directions: Please read each question carefully and provide the requested information by either writing your response in the provided space or checking/ticking an appropriate box.

Q1 How old are you?

◯ 18-21 (1)

◯ 22-25   (2)

◯ 26-29   (3)

◯ 30-40   (4)

◯ 40+ (5)

Q2 Which province of Afghanistan are you from?

_____

Q3 What is your first language?

_____

Q4 How many languages do you speak in addition to your first language?

○ 1 (1)

○ 2 (2)

○ 3 (3)

○ 4 (4)

○ 5+ (5)

Q5 Where do you currently teach English?

_____

Q6 How long have you been teaching English?

_____

Q7 What is your highest degree?

○ Bachelor's   (1)

○ Master's   (2)

○ PhD (3)

End of Block: Background Information

Start of Block: Content Questions

Directions Please read each question carefully and provide the requested information by either writing your response in the provided space or checking/ticking an appropriate box.

Q1 I understand the concept of World Englishes.

  ○ Definitely yes (1)

  ○ Probably yes (2)

  ○ Might or might not (3)

  ○ Probably not (4)

  ○ Definitely not (5)

Q2 Based on your previous response, what is your understanding of World Englishes?

_____

_____

_____

_____

_____

Q3 I use only dominant varieties of English (e.g., British or American) in my teaching of English writing.

  ○ Yes (1)

  ○ No (2)

Q4 Explain your response to the previous question.

_____

_____

_____

_____

_____

Q5 I believe using only British or American English helps students improve their academic writing skills.

○ Strongly agree (1)

○ Agree (2)

○ Somewhat agree (3)

○ Neither agree nor disagree (4)

○ Somewhat disagree (5)

○ Disagree (6)

○ Strongly disagree (7)

Q6 Explain your response to the previous question.

_____

_____

_____

_____

_____

Q7 I use multilingual approaches and/or language variation in my teaching of English writing.

○ Definitely yes (1)

○ Probably yes (2)

○ Might or might not (3)

○ Probably not (4)

○ Definitely not (5)

Q8 Based on your previous response, how do you use multilingual approaches and/or language variation in your teaching of English writing?

_____

_____

_____

_____

_____

Q9 I am comfortable using local/regional varieties of English (e.g., Afghani English, Indian English, and Malaysian English) in the teaching of English writing.

◯ Extremely comfortable (1)

◯ Moderately comfortable (2)

◯ Slightly comfortable (3)

◯ Neither comfortable nor uncomfortable (4)

◯ Slightly uncomfortable (5)

◯ Moderately uncomfortable (6)

◯ Extremely uncomfortable (7)

Q10 Explain your response to the previous question.

_____

_____

_____

_____

_____

Q11 I believe encouraging learners to use the local varieties of English in their writing is appropriate/pedagogically sound.

○ Strongly agree (1)

○ Agree (2)

○ Somewhat agree (3)

○ Neither agree nor disagree (4)

○ Somewhat disagree (5)

○ Disagree (6)

○ Strongly disagree (7)

Q12 Explain your response to the previous question.

_____

_____

_____

_____

_____

Q13 I was introduced to the topic of World Englishes in my Bachelor's, Master's, and/or Ph.D. program.

○ Yes (1)

○ No (2)

Q14 If you answered "Yes" to the previous question, how and in which course(s) were you introduced to this topic?

_____

_____

_____

_____

_____

15 I have participated in professional development program(s) that include the topic of World Englishes related to English language teaching.

○ Yes (1)

○ No (2)

Q16 If you answered "Yes" to the previous question, describe such professional development programs.

_____

_____

_____

_____

_____

Q17 What type of professional development program(s) related to the topic of World Englishes would benefit your teaching of English writing the most? Why?

_____

_____

_____

_____

_____

End of Block: Content Questions

Start of Block: Optional Interview

Q1 Would you be willing to participate in a short Skype interview about your survey responses?

○ Yes, I want to participate in the interview. (1)

○ No, I don't want to participate in the interview. (2)

End of Block: Optional Interview

Start of Block: Contact Information

Q1 Thank you for your willingness to participate in the Skype interview. Please provide your email address below.

_____

End of Block: Contact Information

Appendix E: Interview Consent Form

My name is Abdul Khaliq Sahibzada. I am a graduate student enrolled in the Teaching English to the Speakers of Other Languages (TESOL) program in the English Department of Minnesota State University, Mankato, MN, United States. Under the supervision of my graduate advisor, Dr. Sarah Henderson Lee, I am conducting a research study on the influence of World Englishes in the teaching of English writing in Afghan universities, titled *World Englishes Approaches to the Teaching of Writing: A Survey of Afghan University English Teachers.* The purpose of this research is to inform the teaching of English writing in Afghan universities through the lens of World Englishes by surveying English teachers at three Afghan universities about the use of pluralistic approaches to second language writing instruction. You are receiving this consent form because you indicated your willingness to participate in a follow-up interview at the end of the online survey.

If you agree to be interviewed, the student PI will email you to arrange a day/time and to exchange Skype contact information. The Skype interview will not exceed 15-20 minutes and will be digitally recorded using Call Recorder for Skype, a digital audio-video recording software. Recorded interviews will be stored on a password-protected flash drive, to which only the student PI and faculty PI will have access. After the student PI transcribes each interview, the corresponding audio-video recording file will be deleted. No identifying information will be collected during the interviews and participants will be reminded not to provide identifying information before the start of the interviews. The information collected from participants as part of this research will not be used for future research studies.

Your participation in this research is completely voluntary, and you are free to withdraw from the study at any time without explanation or penalty by contacting the faculty PI at sarah.henderson-lee@mnsu.edu or (507) 389-1359. Your decision whether or not to participate will not affect your relationship with Minnesota State University, Mankato, and refusal to participate will involve no penalty or loss of benefits.

Risks of participating in this research do not exceed those of daily life. You may experience some anxiety associated with participating in a recorded audio-video interview. This interview, however, is voluntary. Data collection will also only be done at the informed consent of participants, who may withdraw from the study at any time without explanation or penalty. There are no direct benefits to participating in this study. You may, however, gain insights and a heightened awareness of how World Englishes can impact your language teaching.

Confidentiality of the data will be maintained using pseudonyms for all names in any dissemination of the research. The student PI will keep all the data and materials related to the study on a password-protected flash drive. All signed consent forms and collected data will be stored in a locked box in the faculty PI's office (Armstrong Hall 229C) for a minimum of three years before being destroyed per federal regulation.

Should you have any questions about the study, please contact the faculty PI, Dr. Sarah Henderson Lee, without any hesitation at sarah.henderson-lee@mnsu.edu or (507) 389-1359. If

you have any questions about participation rights and research-related injuries, please contact the Administrator of the Institutional Review Board at (507) 389-1242.

Please save the electronic file of this letter as a copy for your records. If you agree to participate in the interview, please initial the first page and sign and date the second page before printing, scanning, and emailing the form to the student PI. Your signature indicates that you are at least 18 years old, you have read the information above and willingly agree to participate. Thank you for your consideration.

Your name (printed): _____

Your signature: _____

Date: _____

MNSU IRBNet LOG #: 1439246

Date of MNSU IRB approval: 06/ 03/ 2019

Appendix F: Sample Interview Questions

1. How would you describe your attitude toward pluralistic approach regarding its role in

   education as an instructional pedagogy to teaching English writing?

2. Do you have any concerns using pluralistic approach and/or language variation to the

   teaching of writing? Why?

3. Given your position on the pluralistic approach how might your lesson plans or

   assignments that you use in class be informed?

4. Have you received or participated in any training that included the topic of World

   Englishes? If yes, could you briefly tell me what you learned and how helpful that/those

   trainings were?

   Follow up questions if needed.

   a) Can you help understand what does the concept of World Englishes mean?

   b) Can you help understand what does the pluralistic approach or language variation

      mean?

5. What do you think the advantages and disadvantages are for using monolingual

   approaches to teaching English writing in your context?

6. What do you think the advantages and disadvantages are for using multilingual and/or

   pluralistic approaches to teaching English writing in your context?

7. What supports are available for you in understanding how to integrate language variation

   and/or pluralistic approach in your teaching practice?

   Follow up questions, if needed

   a) What role does your school's administration has? What do the administrators do?

b) What type of opportunities for learning about World Englishes have you been presented with?

c) What type of opportunities for learning pluralistic approaches have you been presented with?

d) How often are these opportunities?

e) How could the opportunities be made better?

f) Would you say that your school strongly supports the use of PA? why or why not?

8. What types of professional development do you need to better incorporate multilingual approaches to the teaching of English writing in your context?

9. In final, do you have any suggestion, thoughts, or comments regarding how to improve the use of language variation and/or pluralistic approaches that university administrators, Ministry of Higher Education, and other stakeholders should know about from a classroom teacher's perspective?

Follow up questions, if needed.

a) Do you feel using pluralistic approach to the teaching of writing is valuable?

Thank you very much for participating in the interview. wish you all the best with your studies/career.

Appendix G: Letters of Permission from Schools

Permission Letter

Date: June 26, 2019

To whom it may concern:

The purpose of this letter is to inform you that I gave Abdul Khaliq Sahibzada permission to conduct the research titled "World Englishes Approaches to the Teaching of Writing: A Survey of Afghan University English Teachers" at the English Department, Faculty of Languages and Literature, Kandahar University. We have agreed to the following conditions:

- The researcher will keep all the data from online survey and interview confidential.
- The survey will be totally anonymous.
- The survey will be completed on volunteer basis by English Language Instructors at times when they are not expected to be in the class.
- The optional interview with instructors will be conducted at the convenience of the instructors' schedule. All the answers to the interview questions will be totally anonymous.

If you have any questions and/or concerns about this letter, please contact me in:

Email address: adabpal@gmail.com

Phone: 0093700494322

Zabihullah Adabpal Dean of Language and Literature Faculty, Kandahar University

Kandahar-Afghanistan

Date: 6/23/2019

To whom it may concern:

I have corresponded with Abdul Khaliq Sahibzada about a research he is conducting on "Influence of World Englishes in the Teaching of English Writing in Afghan Universities". As a Dean of Faculty of Languages and Literature, I gave Abdul Khaliq Sahibzada permission to conduct the research in Nangarhar University, particularly, Department of English, Faculty of Languages and Literature and (a) to conduct online survey and (b) to interview instructors.

This permission is granted with the following stipulations:

(1) The survey will be totally anonymous.
(2) The online survey should be taken/completed by instructors at times when they are not expected to be in an ESL class; i.e., before/after class or at home.
(3) The optional interview with instructors will be conducted at the convenience of the instructors' schedule. All the answers to the interview questions will be totally anonymous.

Should you have any questions or concerns regarding this letter please contact [Prof: Masuod Nekbakht at [+93(0) 780626384 or gmasuod@yahoo.com

Sincerely,

Prof: Masuod (Nekbakht)

Dean of the Faculty of Languages and Literature

Nangarhar University

Nangarhar, Afghanistan

دولت جمهوري اسلامي افغانستان
وزارت تحصیلات عالی
پوهنتون لغمان

ISLAMIC REPUBLIC OF AFGHANISTAN

MINISTRY OF HIGHER EDUCATION

LAGHMAN UNIVERSITY

دافغانستان اسلامي جمهوري دولت
دلوروزده کــــــــــرووزارت
لغمان پوهنتون

Literature Faculty

Date: 29 / 6 / 2019

To whom it may concern:

I have reviewed Abdul Khaliq Sahibzada's request regarding his study and am pleased to support his research entitled "World Englishes Approaches to the Teaching of Writing: A Survey of Afghan University English Teachers". Abdul Khaliq Sahibzada's request to use Laghman University as a research or recruitment site is granted. The research will include (a) an online survey and (b) optional interview with instructors at the English Department, Faculty of Literature and Human Sciences, Laghman University.

Please address all questions concerning this letter to Syed Ziaurrahman Banouri at ziaurrahmanbanouri@gmail.com

Sincerely,

Syed Ziaurrahman Banouri

Dean of the Faculty of Literature and Human Sciences

Laghman University

Laghman-Afghanistan