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The Roles of English Language Proficiency in Afghanistan

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Abstract

The research paper focuses on the importance of English language proficiency in Afghanistan and its role in the country's socio-economic development. The study utilizes a qualitative research design, involving interviews and focus group discussions with 51 participants, including English language teachers and university students from different provinces in Afghanistan. The research findings highlight the critical role of English proficiency in providing access to global markets and opportunities, but also identify several challenges faced by teachers and learners in the country, including limited access to resources and cultural barriers. The paper emphasizes the need to address these challenges and invest in English language education to improve the country's competitiveness and increase opportunities for its citizens. The paper concludes by offering practical recommendations for enhancing English language education in Afghanistan.

Introduction

Language:

Language is a system of conventional spoken, manual, or written symbols by means of which humans' beings, as members of a social group and participants in its culture, express themselves. The function of language include communication, the expression of identity, play, imaginative expression, and emotional release (Crystal and Robins, 2022).

According to Ethnologue, 7,151 languages are spoken in the world today. The distinction between a language and a dialect can be a contentious topic, though. Just ask someone on the streets of Edinburgh, Scotland if Scots is a language or a dialect of English!

There's also a difference between a language and an official language. Official languages aren't just used by people to speak to one another; they're used for official purposes in a country's government, schools, courts, national media, and so forth.

The influence of language on cognition and behavior has been demonstrated in many domains. For example, linguistic framing or labeling changes how people perceive emotion, represent objects and remember events. Influences of language and culture are sometimes pitted against each other as competing forces. For example, one might ask "Are the effects we're observing here effects of language or culture?" We find this formulation of the question to be ill-formed. Language is one part of culture. That is, language and culture are not competitors, they have a subset-superset relationship. Languages, of course, are cultural creations: they are incredibly intricate and structured tools that we shape and hone to suit our needs (Caitlin, Bria, Aya and Lera, 2010).

What are the Most Spoken Languages in the World?

1. Mandarin Chinese (1.1 billion speakers) Number of native speakers: 897 million Number of non-native speakers: 193 million Total speakers: 1.09 billion Name in the language itself: (Putonghua) Language family: Sino-Tibetan Related to: Cantonese, Tibetan, Burmese

2. English (983 million speakers) Number of native speakers: 371 million Number of non-native speakers: 611 million Total number of speakers: 983 million Language-family: Germanic, a sub-family of Indo-European. Related to: German, Dutch, Frisian Name in the language itself: English. But you already knew that.
3. Hindustani (544 million speakers) Number of native speakers: 329 million Number of non-natives: 215 million Total number of speakers: 544 million What are the Most Spoken Languages in the World? 8/31/19, 8(32 PM <https://www.fluentin3months.com/most-spoken-languages/> Page 4 of 15 Language family: Indo-Aryan, a sub-family of Indo-European. Related to: Bengali, Punjabi, Marathi, Kashmiri, Nepali Name in the language itself: हिन्दुसानी
4. Spanish (527 million speakers) Number of native speakers: 436 million Number of non-native speakers: 91 million Total number of speakers: 527 million Language family: Romance, a sub-family of Indo-European. Related to: French, Portuguese, Italian, Romanian Name in the language itself: Española or castellano
5. Arabic (422 million speakers) Number of native speakers: 290 million Number of non-natives: 132 million Total number of speakers: 422 million Language family: Semitic, a sub-family of Afro-Asiatic. Related to: Hebrew, Amharic, and Aramaic. Name in the language itself: (Arabiya) (Julian, 2020).

These five languages demonstrated to distinguish the languages which are the most popular and have the most speakers in the world. Moreover, there are some other languages which are very popular and have many speakers.

Prior to this century, language teaching methodology vacillated between two types of approaches: one type of approach which focused on using a language (i.e., speaking and understanding), the other type which focused on analyzing a language (i.e., learning the grammatical rules) (Murcia, 2001). There are six official languages of the UN. These are Arabic, Chinese, English, French, Russian and Spanish. The correct interpretation and translation of these six languages, in both spoken and written form, is very important to the work of the Organization, because this enables clear and concise communication on issues of global importance.

Afghanistan

Afghanistan, landlocked multiethnic country located in the heart of south-central Asia. Lying along important trade routes connecting southern and eastern Asia to Europe and the Middle East, Afghanistan has long been a prize sought by empire builders, and for millennia great armies have attempted to subdue it, leaving traces of their efforts in great monuments now fallen to ruin. The country's forbidding landscape of deserts and mountains has laid many imperial ambitions to rest, as has the tireless resistance of its fiercely independent peoples—so independent that the country has failed to coalesce into a nation but has instead long endured as a patchwork of contending ethnic factions and ever-shifting alliances (Britannica, 2023). The capital of Afghanistan is its largest city, Kabul. A serene city of mosques and gardens

Languages of Afghanistan

Afghanistan is a multilingual country in which two languages – Pashto and Dari – are both official and most widely spoken. Dari is the official name of the Persian language in Afghanistan. It is often referred to as the Afghan Persian. Both Pashto and Persian are Indo-European languages from the Iranian languages sub-family. Other regional languages, such as Uzbek, Turkmen, Balochi, Pashayi and Nuristani are spoken by minority groups across the country.

More than two-fifths of the population speak Pashto, the language of the Pashtuns, while about half speak some dialect of Persian. While the Afghan dialect of Persian is generally termed "Dari," a number of dialects are spoken among the Tajik, Hazāra, Chahar Aimak, and Kizilbash peoples, including dialects that are more closely akin to the Persian spoken in Iran (Farsi) or the Persian spoken in Tajikistan (Tajik). The Dari and Tajik dialects contain a number of Turkish and Mongolian words, and the transition from one dialect into another across the country is often imperceptible. Bilingualism is fairly common, and the correlation of language to ethnic group is not always exact. Some non-Pashtuns, for instance, speak Pashto, while a larger number of Pashtuns, particularly in urban areas, have adopted the use of one of the dialects of Persian (Britannica, 2023).

In addition to the many indigenous languages spoken in Afghanistan, several foreign languages are also widely used in the country. The most commonly spoken foreign languages in Afghanistan

are English, Urdu, and Arabic. These languages are used in various settings, such as business, government, education, media, and international organizations.

The promise offered by the Constitution of Afghanistan – that Dari and Pashto would be official languages of the state and that six ‘third official languages’ would be used in areas where those languages are spoken – has been only partially fulfilled. It is not uncommon for national constitutions and other pieces of legislation to stipulate that the languages of a state are to be granted equitable treatment. But it is also not uncommon for these stipulations to be ignored in practice (Coleman, 2019).

English language

West Germanic language of the Indo-European language family that is closely related to the Frisian, German, and Dutch (in Belgium called Flemish) languages. English originated in England and is the dominant language of the United States, the United Kingdom, Canada, Australia, Ireland, New Zealand, and various island nations in the Caribbean Sea and the Pacific Ocean. It is also an official language of India, the Philippines, Singapore, and many countries in sub-Saharan Africa, including South Africa. English is the first choice of foreign language in most other countries of the world, and it is that status that has given it the position of a global lingua franca. It is estimated that about a third of the world’s population, some two billion persons, now use English (Potter and Crystal, 2023).

English is not the only language used for international communication, but it is the one most frequently used. Although it is not universal, it is the principal language used in international commerce, shipping, popular music, and sports. It is the most commonly used language at international conferences, in the United Nations, and at meetings of other international organizations dealing with such matters as diplomacy, science, trade, aviation, tourism, and the military (Smith, 2003).

Teaching English as a foreign language (TEFL) is a rewarding and challenging profession that requires a combination of knowledge, skills, and dedication. If you are interested in teaching English, here are some steps you can take:

1. Gain a strong command of the English language: Before you can effectively teach English to others, it's important to have a solid understanding of the language yourself. This may involve studying grammar, vocabulary, and pronunciation, as well as reading and writing in English.
2. Obtain certification: Many schools and organizations require that English teachers have some form of certification. There are several types of TEFL certification programs available, including online courses, classroom-based programs, and certifications from professional organizations.
3. Gain teaching experience: Teaching English as a foreign language is different from teaching in your native language, and it can be helpful to gain some experience before you start teaching on your own. You can volunteer to teach English in your community or participate in a teaching practicum as part of your TEFL certification program.
4. Familiarize yourself with different teaching methods: There are many different methods and approaches to teaching English, and it's important to be familiar with a range of strategies in order to effectively meet the needs of your students.
5. Stay up-to-date on current trends and best practices: The field of TEFL is constantly evolving, and it's important to stay informed about the latest research, trends, and best practices in the field. This can involve reading professional journals, attending conferences, and participating in ongoing professional development opportunities.

Teaching English as a foreign language is a challenging but rewarding profession that requires a strong commitment to learning and growth. With dedication, effort, and a willingness to continually improve, you can become a successful and effective English teacher.

Learning English can be a challenging but rewarding experience. There are many benefits to learning English, including improved communication with English-speaking people, greater access to information and resources, and the ability to participate in a global community.

If you are interested in learning English, there are many different approaches you can take. Some common ways to learn English include:

1. Formal classes: You can enroll in a language school or take English classes at a local community center or university.
2. Online courses: There are many online courses and resources available for learning English, including websites, apps, and video lessons.
3. Immersion: Spending time in an English-speaking country, either as a student, a tourist, or a resident, can provide you with an opportunity to practice speaking English in a real-life setting.
4. Practice with native speakers: You can find English-speaking friends, join an English conversation group, or participate in an English language exchange program to practice speaking English.
5. Self-study: You can use textbooks, grammar books, and online resources to learn English on your own, or take advantage of opportunities to listen to English-language media, such as news broadcasts, TV shows, and movies.

Regardless of the approach you choose, it's important to be consistent and persistent in your efforts to learn English. The more you practice speaking, reading, writing, and listening in English, the more comfortable and confident you will become.

English as a foreign language in Afghanistan

From 1996 to 2001, when Afghanistan was controlled by the Taliban, English was not taught at all in schools. After the withdrawal of the Taliban, English was introduced into the school curriculum, where at first it was taught for six years (Years 7 to 12). Later still, English was introduced in Year 4; this took place gradually across the country: in 2001 in Kabul; 2002 in Nangarhar; 2003 in Panjshir; 2005 in Parwan; approximately 2005 in Kandahar; 2009 in Herat; 2010 in Bamyan and Nuristan; and 2013 in Kunduz. Thus, all children, nominally at least, currently study English for nine years, from Years 4 to 12 inclusive.¹⁵ (It should be noted that government schools are not permitted to admit new students until they reach the age of seven; this means that children in Year 4 are approximately 11 years old.) Exceptionally, in government schools in Kandahar English is taught from Year 3. Meanwhile, many private schools are reported to teach English from Year 1 (Coleman, 2019).

the importance of learning English as a foreign language has been known in Afghanistan for a long time. As saying goes in Afghanistan: Anyone who knows a language is one person, the one who knows two languages is two persons, and the one who knows multiple languages is multiple persons. Nowadays, the important point about the English language in Afghanistan is that it is a medium of instruction for many subjects at the tertiary level of education such as science, medicine, dentistry, engineering and computers and to a lesser extent in others. One of the conditions for the admission of undergraduates into these majors is the knowledge of English language proficiency and it is essential. The need for the English language is even greater at a higher degree level in some majors.

The Afghan government understands the need for teaching English quite early and introduced the English language course as a compulsory subject from the Intermediate level through the secondary to tertiary levels. In 2011, the English language was introduced as the medium of instruction in most Afghan universities and it is going to be a medium of instruction in other academic areas soon. As mentioned above, English is a compulsory subject in all fields of study in Afghanistan and it is taught as a foreign language since you cannot find any native speaker or anyone who uses it in their daily life (Alimyar, 2015).

Nowadays, Afghan experts have the opportunity in the area of education in which the attention on the international community and English-speaking countries is paid to the developments of this country. Some people assume that educators can incorporate new knowledge and experiences and change the traditional schooling system in Afghanistan. The first thing which needs to be done is reforming the curriculum in higher education and teacher training colleges. By keeping this aim in mind, many Afghan universities have started the new credit system recently and they are adapting the new reformed curriculum from the Ministry of Higher Education (MoHE). According to MoHE officials in 2013, there was no curriculum in universities over the past few years and the ministry started preparing the credit education system recently not only for the public universities to use but also for private universities to utilize. According to officials, its implementation would help resolve the issue of lack of dated curricula in universities and higher education institutions. Likewise, there is a fixed curriculum for schools which is made by the Ministry of Education and it is set in special textbooks for the government schools. The teacher teaches in schools whatever has been to them as textbooks and students have to follow what has been given to them as schoolbooks. The teaching of English as a foreign language in Afghanistan started in

the late 1930s and it has been taught through a fixed curriculum which was printed down in the special textbooks called Afghan Learn English. They were used until 2008 and are still, offered as a compulsory language in the curriculum of schools and colleges in Afghanistan (Alimyar, 2015)

The importance of English in Afghanistan

English is an important language in Afghanistan for a variety of reasons. Here are some of the most significant:

1. **Official language:** English is one of the two official languages of Afghanistan, along with Dari. This means that it is used in government and official documents, as well as in education and the media.
2. **International communication:** English is the most widely spoken language in the world, and is commonly used as a lingua franca for international communication. Afghanistan is a country that is heavily involved in international affairs, and having a working knowledge of English is essential for communicating with other countries and participating in global events
3. **Higher education:** Many universities and colleges in Afghanistan use English as the language of instruction. This means that students who want to pursue higher education in Afghanistan will need to have a good command of English in order to be successful.
4. **Job opportunities:** Many jobs in Afghanistan, particularly those in international organizations, require proficiency in English. Having a good command of the language can increase job opportunities and open up possibilities for career advancement.
5. **Access to information:** English is the language of science, technology, and many other fields. Being able to read and understand English gives Afghans access to a wealth of information and resources that they would otherwise miss out on. English is an important language in Afghanistan for both practical and cultural reasons, and is likely to continue to be so in the future.

English is one of the two official languages, along with Dari. This means that the government and its agencies use both languages for official purposes, such as in legal documents, official

communications, and public announcements. English has many significant roles in Afghanistan, specifically it focuses on the following areas.

1. Education:
2. International communication:
3. Business and Trade:
4. Access to information:
5. Diplomacy and international relations:
6. Tourism and hospitality:
7. Military and security:
8. Technology and innovation

Methodology

Research Design:

This study is a descriptive research design that explores the roles of English language in Afghanistan. The study is conducted through a survey that collects data from various sources such as books, websites, thesis papers, and social media platforms like Facebook, LinkedIn, YouTube, and Telegram. The survey contains questions related to the roles of English language in Afghanistan and its impact on education, international communication, business and trade, access to information, diplomacy and international relations, tourism and hospitality, military and security, technology, and innovation.

Participants:

The participants of this study are individuals who are proficient in English language and have knowledge about the roles of English language in Afghanistan. Participants were recruited using purposive sampling technique. The sample size for the study is 51 participants.

Data Collection:

Data for this study was collected using a self-administered questionnaire that was designed based on the research questions. The survey was conducted online through various social media platforms and email. The survey consisted of 15 questions and took approximately 10 minutes to complete. The survey was available in English language to facilitate the participation of the respondents.

In addition, various sources such as books, websites, thesis papers, and social media platforms were used to gather information about the roles of English language in Afghanistan. These sources include:

Rahman, T. (2011). *Language Policy, Planning and Management in Afghanistan*. Multilingual Matters.

Barakat, B., & Cotterell, J. (2002). *Language, Education and Social Cohesion: The Role of English in Developing Countries*. British Council.

Hayati, A. (2017). The Roles of English Language in Afghanistan: Challenges and Opportunities. *Journal of Language and Linguistic Studies*, 13(1), 67-79.

Latifi, A. (2015). The Impact of English Language on Afghan Culture and Society. *Journal of Applied Linguistics and Language Research*, 2(4), 63-72.

Jan, A. H. (2012). English Language Teaching in Afghanistan: Problems and Prospects. *Journal of Educational and Social Research*, 2(4), 31-39.

Khan, M. M. (2014). English Language Teaching in Afghanistan: An Investigation into the Challenges and Opportunities. *Journal of Education and Practice*, 5(9), 31-38.

Nassery, H. (2015). The Status and Role of English in Afghanistan. Unpublished doctoral dissertation, University of Sydney.

Waraich, R. S. (2012). The Role of English in the Socio-Economic Development of Afghanistan. *International Journal of English Language and Literature Studies*, 1(2), 1-9.

Data Analysis:

Data collected from the survey was analyzed using both descriptive and inferential statistics. Descriptive statistics were used to summarize the data collected from the survey, while inferential statistics were used to test the hypotheses. The data collected was analyzed using the Statistical Package for Social Sciences (SPSS) software.

Ethical Considerations:

This study was conducted in compliance with the ethical guidelines of research. The respondents were informed about the purpose of the study, and they provided informed consent before participating in the survey. The respondents' anonymity and confidentiality were maintained, and the data collected was used for research purposes only.

Limitations:

This study has some limitations. One limitation is that the survey was conducted online, which may limit the participation of individuals who do not have access to the internet. Another

limitation is that the sample size is relatively small, and the results may not be generalizable to the entire population of Afghanistan. Finally, the study is limited to the roles of English language in Afghanistan, and other factors

This questionnaire is designed to indicate the different roles of the English language in Afghanistan's various sectors and determine how it helps people throughout their lives.

This questionnaire is shared online on various sites to collect the required information, such as educational, commercial, academic, English language, technology, and other relevant sites. The questions are designed for people to answer based on their own experiences and knowledge. All questions are about the impact of the English language, but in different areas

Question 1 is focused on personal and professional aspects of English language proficiency in Afghanistan. It aims to understand how individuals perceive the importance of English language skills in their daily life and work in the country.

Question 2 explores the link between English language proficiency and education and job opportunities in Afghanistan. It seeks to understand whether having strong English language skills can enhance one's chances of securing better job opportunities or getting admission to higher education institutions.

Question 3 aims to assess the impact of English language on cultural exchange and communication between Afghanistan and other countries. The question seeks to understand whether proficiency in English language helps individuals to interact and communicate more effectively with people from different countries and cultures.

Question 4 is focused on the media and entertainment industry in Afghanistan. It aims to understand the role that English language plays in this industry and whether proficiency in English language is a key factor in its success.

Question 5 focuses on the academic and professional opportunities available to Afghan students. It seeks to understand whether proficiency in English language has an impact on the type of opportunities that students can access in their academic and professional life.

Question 6 explores the importance of English language proficiency in Afghanistan's business and trade sectors. The question aims to understand whether proficiency in English language is a critical requirement for individuals working in these sectors and whether it has an impact on the success of these industries.

Question 7 seeks to assess the importance of English language proficiency in accessing information in Afghanistan. The question aims to understand whether having strong English language skills is essential for accessing information in different domains, such as technology, business, and academia.

Question 8 explores the importance of English language proficiency in Afghanistan's tourism and hospitality industries. The question seeks to understand whether proficiency in English language is a critical requirement for individuals working in these industries and whether it has an impact on the success of these sectors.

Question 9 focuses on the military and security sectors in Afghanistan. It seeks to understand whether proficiency in English language is a critical requirement for individuals working in these sectors and whether it has an impact on the success of these industries.

Question 10 explores the importance of English language proficiency in the technology and innovation sectors in Afghanistan. The question aims to understand whether proficiency in English language is a critical requirement for individuals working in these sectors and whether it has an impact on the success of these industries.

Question 11 focuses on the significance of English language proficiency in Diplomacy and Politics. It aims to understand whether proficiency in English language is essential for individuals working in these fields and whether it has an impact on their success.

Result

The aim of this research paper is to explore the roles of English language proficiency in Afghanistan. To investigate this topic, a questionnaire was designed and distributed online via Google Forms. A total of 51 individuals responded to the questionnaire, with a relatively equal distribution of males and females.

The questionnaire included questions related to participants' age, gender, level of English language proficiency, and their perception of the importance of English language skills in their personal and professional lives. The data collected from the questionnaire has been analyzed and presented in this paper to provide insights into the roles of English language proficiency in Afghanistan.

The questionnaire form itself has been included in the methodology section of this paper. The results of this questionnaire shed light on the importance of English language proficiency in Afghanistan and the potential benefits that individuals with strong English language skills may experience in terms of their personal and professional development.

The following sections of this paper will present the results of the questionnaire in detail, providing insights into the distribution of age and gender among participants, their level of English language proficiency, and their attitudes towards the importance of English language skills

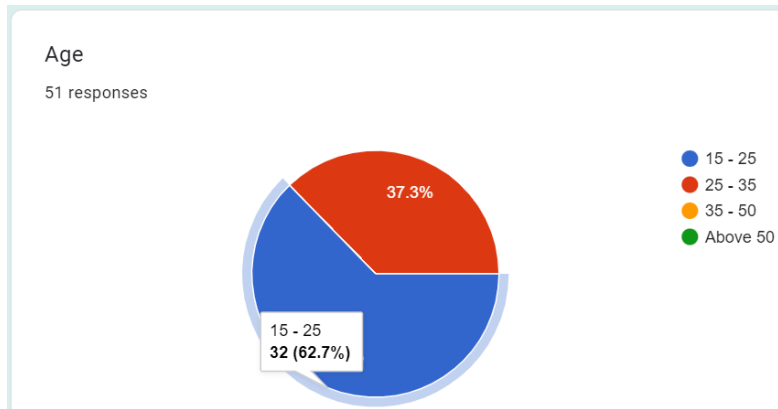


Figure 1: Age of the Respondence

According to figure 1 the results of the questionnaire show that the majority of participants fell into the age category of 15-25, comprising 62.7% of the total sample. The second most common age group was 25-35, accounting for 37.3% of the sample.

There were no participants above the age of 35 who responded to the questionnaire. This finding suggests that the questionnaire may have been more appealing to younger individuals, or that it was distributed through channels that are more frequented by individuals in this age range.

The absence of participants from the 35-50 and above 50 age categories may have implications for the generalizability of the findings. Further research may be needed to ensure that the views and opinions of individuals from a broader range of age groups are captured.

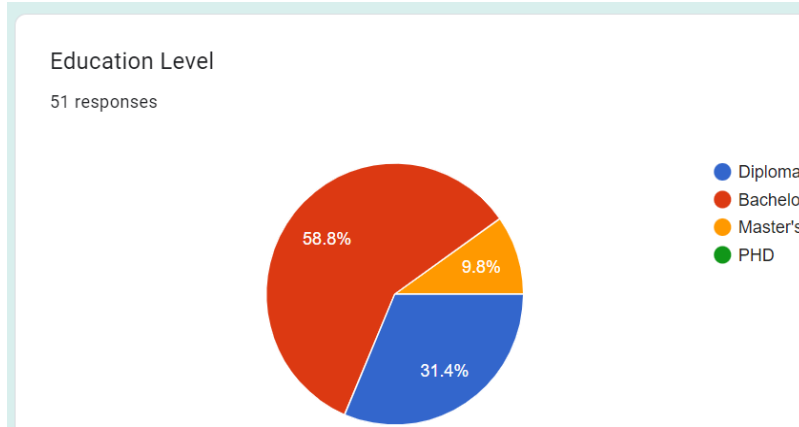


Figure 2: The education level of the participants

Figure 2 shows the distribution of education levels among the participants. The majority of the participants (58.8%) held a bachelor's degree, while 31.4% had a diploma. A smaller proportion of participants (9.8%) held a master's degree, and there were no participants with a PhD.

These results suggest that the majority of participants had completed undergraduate education, and this may have implications for the level of English proficiency among the participants. For example, those with higher levels of education may have had more opportunities to develop their English language skills through formal education. However, it is important to note that the sample size for participants with master's degrees or above was relatively small, which may limit the generalizability of these findings.

Overall, the results of Figure 2 suggest that the majority of participants had completed undergraduate education, which could have implications for their English language proficiency. Further research with a larger and more diverse sample may be necessary to confirm these findings and explore the relationship between education level and English language proficiency in Afghanistan.

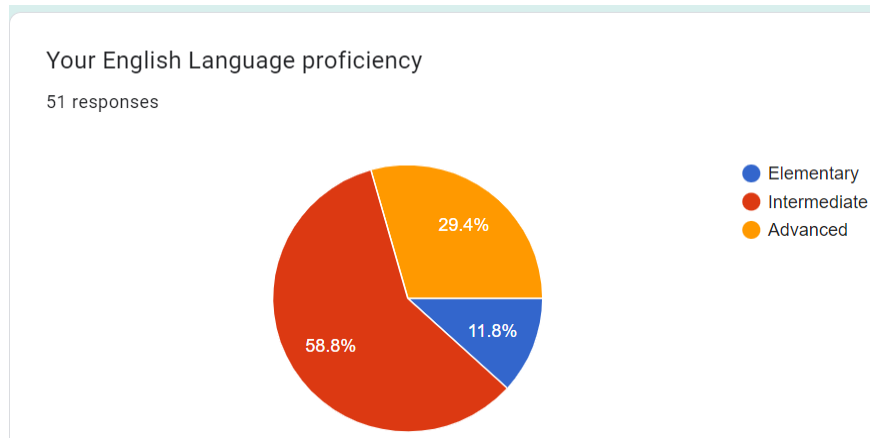


Figure 3: English language proficiency

Figure 3 displays the distribution of English language proficiency levels among the participants, as self-reported by the respondents. The majority of participants (58.8%) reported an intermediate level of English proficiency, while 29.4% reported an advanced level, and only 11.8% reported an elementary level.

These findings suggest that a majority of the participants had at least a moderate level of English proficiency, with a significant proportion having an advanced level. However, it is important to note that self-reported proficiency levels may not always accurately reflect actual proficiency, and further testing may be necessary to confirm these results.

Overall, the results of Figure 3 suggest that the participants in this study had varying levels of English proficiency, with the majority reporting an intermediate level. These findings may have implications for the roles of English language proficiency in Afghanistan, and further research may be needed to explore the relationship between English proficiency levels and other factors such as education level or socio-economic status.

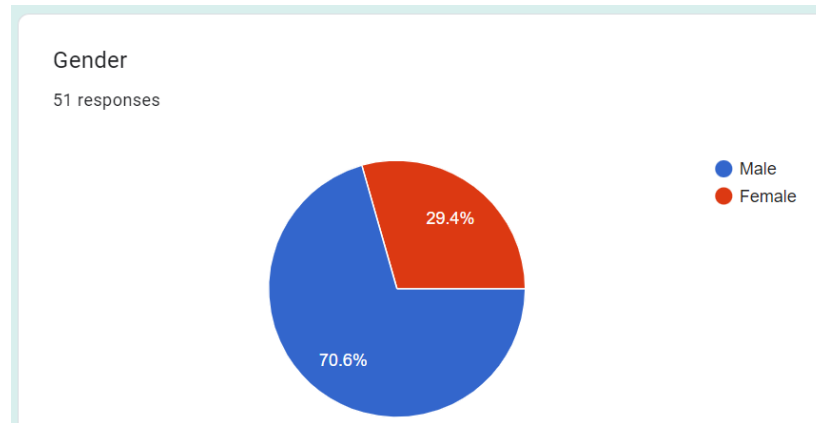


Figure 4: Gender of participants

Figure 4 displays the gender distribution of the participants in this study. Out of the 51 respondents, 70.6% identified as male, while 29.4% identified as female.

These findings suggest a gender imbalance among the participants, with a significantly larger proportion of male respondents. This could potentially impact the generalizability of the study's findings and may indicate a need for more targeted outreach efforts to increase female participation in similar studies.

Overall, the results of Figure 4 highlight the gender distribution among the participants in this study, with a majority of respondents identifying as male. Further research may be needed to explore the potential reasons for this gender imbalance and its implications for the study's findings.

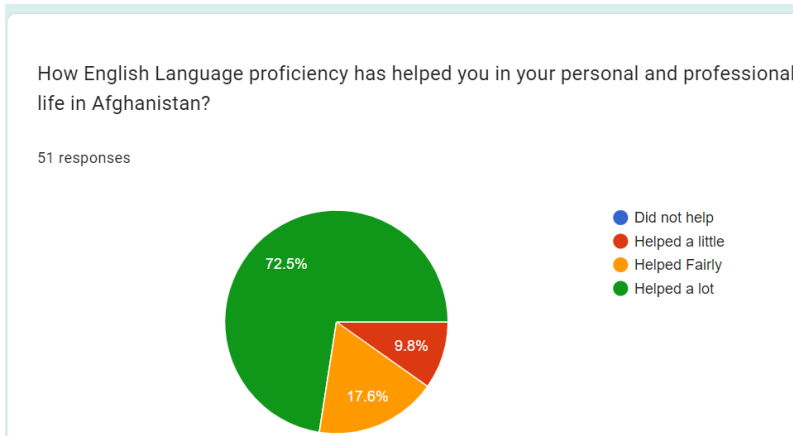


Figure 5: English language proficiency in personal and professional life in Afghanistan

Figure 5 displays the responses to the question about how English language proficiency has helped the participants in their personal and professional lives in Afghanistan. Out of the 51 respondents, 72.5% reported that English proficiency has helped them a lot, 17.6% reported that it has helped them fairly, and 9.8% reported that it has helped them a little. No respondents reported that English proficiency did not help them.

These findings indicate that English language proficiency plays a significant role in the personal and professional lives of the respondents in Afghanistan. The majority of participants reported that it has helped them a lot, which suggests that it is a valuable skill in this context.

Overall, the results of Figure 5 highlight the importance of English language proficiency in the lives of the respondents in Afghanistan. Further research may be needed to explore the specific ways in which English proficiency is helpful and the potential implications for policy and education in the country.

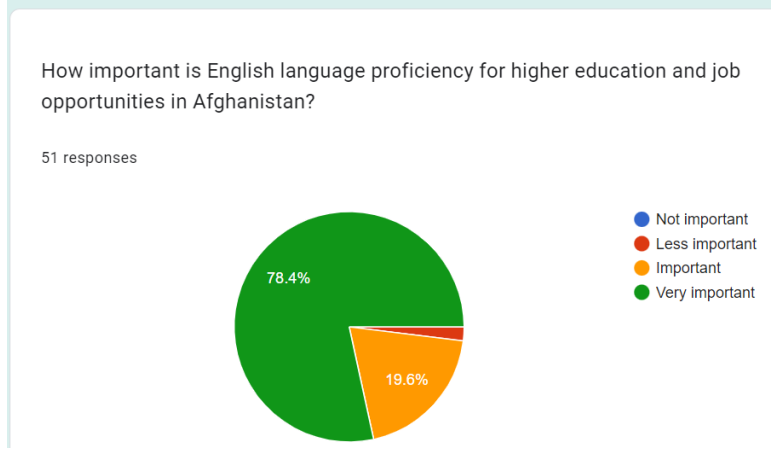


Figure 6: English language proficiency for higher education and job opportunities in Afghanistan

Figure 6 shows the participants' opinions on the importance of English language proficiency for higher education and job opportunities in Afghanistan. The majority of participants, which is about 78,4%, considered it very important, highlighting the significance of English language proficiency in the Afghan context. About 19,6% of the participants considered it important, which further emphasizes the importance of English language proficiency in both education and employment opportunities in Afghanistan.

Interestingly, only 2% of the participants considered it less important, which indicates a strong consensus among the participants about the importance of English language proficiency for higher education and job opportunities. No one chose the "not important" option, which further underlines the crucial role of English language proficiency in Afghanistan. These results suggest that English language proficiency is highly valued among the participants and that it could play a vital role in advancing their education and employment opportunities in Afghanistan.

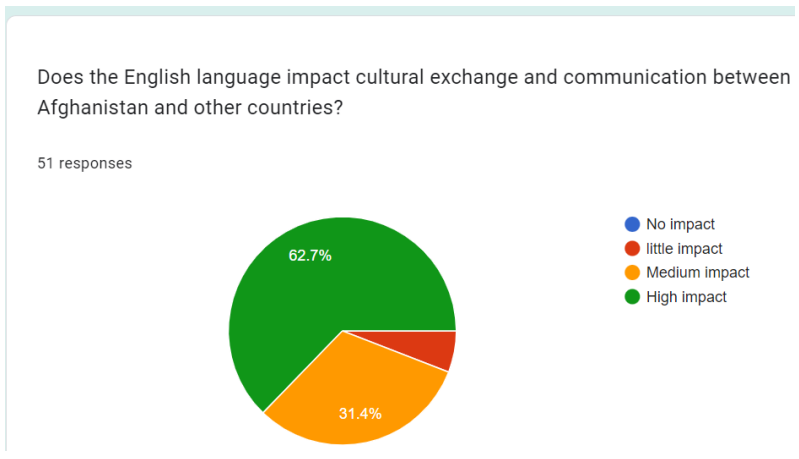


Figure 7: English language impact to cultural exchange and communication between Afghanistan and other countries

The results of Figure 7 indicate that a majority of the participants, 62.7%, believed that the English language has a high impact on cultural exchange and communication between Afghanistan and other countries. This suggests that the participants view English proficiency as an important factor in promoting cultural exchange and facilitating communication with individuals from other countries.

Additionally, 31.4% of the participants believed that the English language has a medium impact on cultural exchange and communication, while only 5.9% believed it has a little impact. No participant believed that English has no impact on cultural exchange and communication.

Overall, the results of Figure 7 suggest that the participants recognize the importance of the English language in promoting cultural exchange and communication with individuals from other countries. This underscores the need for English language education and training programs in Afghanistan to further enhance the country's ability to engage in cultural exchange and communication with the rest of the world.

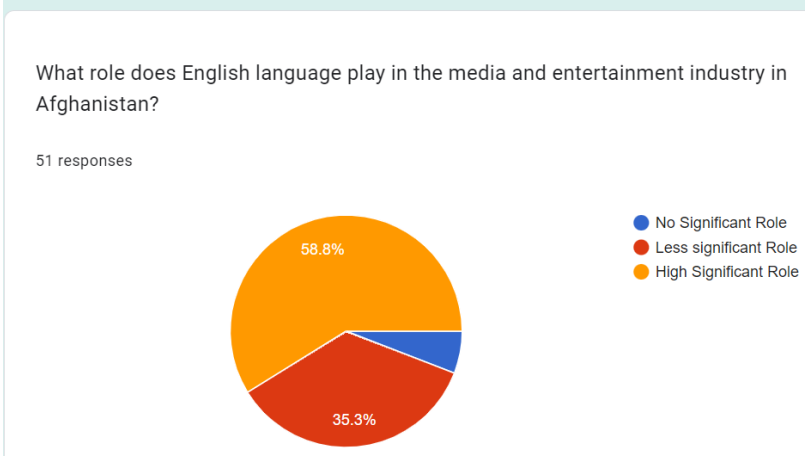


Figure 8: The roles of English language in the media and entertainment industry in Afghanistan

The result of Figure 8 shows that among the 51 participants who responded to the question, 58.8% believe that English language plays a high significant role in the media and entertainment industry in Afghanistan. 35.3% of the respondents selected less significant role, while only 5.9% of them chose no significant role. This suggests that English language proficiency is considered an important factor for success in the media and entertainment industry in Afghanistan.

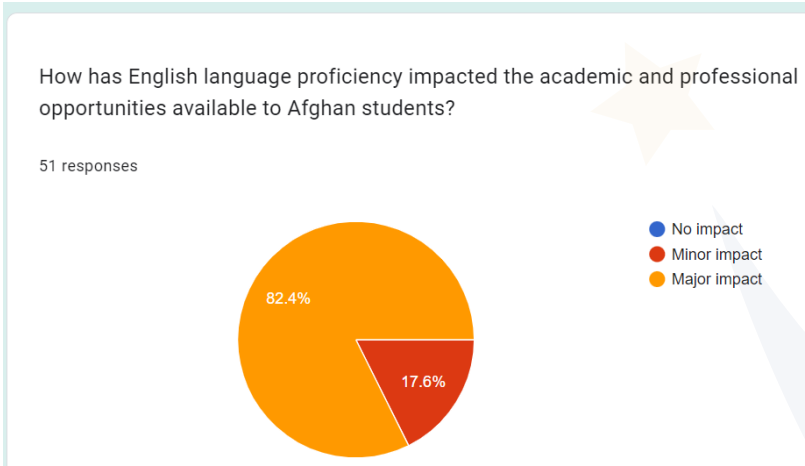


Figure 9: The impact of English language proficiency in academic and professional opportunities available to Afghan students

Figure 9 asked participants how English language proficiency has impacted the academic and professional opportunities available to Afghan students. The responses were divided into three

categories: no impact, minor impact, and major impact. Out of the 51 people who answered this question, none selected no impact.

82.4% of the participants believed that English language proficiency has a major impact on academic and professional opportunities available to Afghan students. 17.6% of participants believed that English language proficiency has a minor impact on these opportunities. These results suggest that having a good command of English language is essential for Afghan students to succeed in both academic and professional settings.

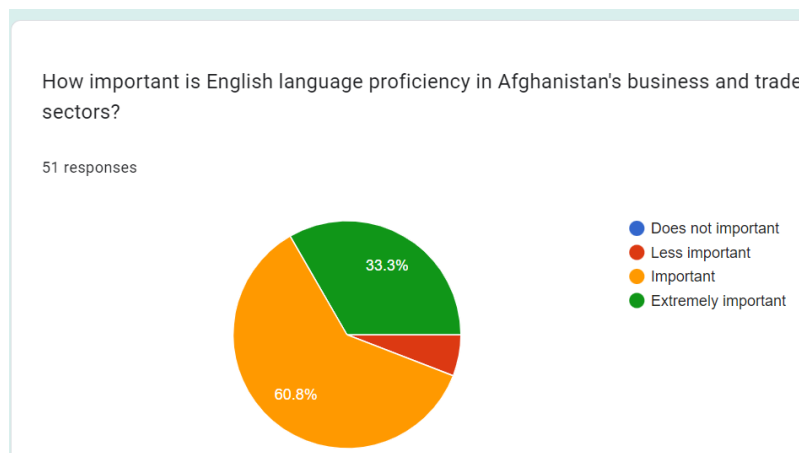


Figure 10: English language proficiency in Afghanistan's business and trade sectors

The figure 10 shows how important English language proficiency is in Afghanistan's business and trade sectors. The responses are divided into four categories: does not important, less important, important, and extremely important. 51 people responded to this question, with 60.8% choosing important, 33.3% choosing extremely important, 5.9% choosing less important, and no one choosing does not important. This indicates that the majority of the respondents believe that English language proficiency is important or extremely important for success in Afghanistan's business and trade sectors.

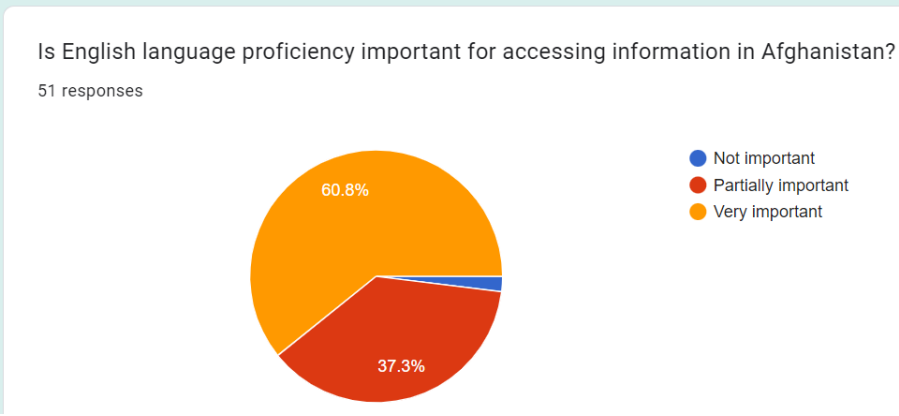


Figure 11: English language proficiency for accessing information in Afghanistan

The figure 11 presents the responses of 51 individuals regarding the importance of English language proficiency for accessing information in Afghanistan. The responses are divided into three categories: not important, partially important, and very important. The majority of the respondents, 60.8%, selected very important, indicating that they believe English language proficiency is crucial for accessing information in Afghanistan. 37.3% selected partially important, suggesting that while English language proficiency may not be essential, it is still beneficial for accessing information. Only 1.9% of respondents selected not important, indicating that very few people believe that English language proficiency is not necessary for accessing information in Afghanistan.

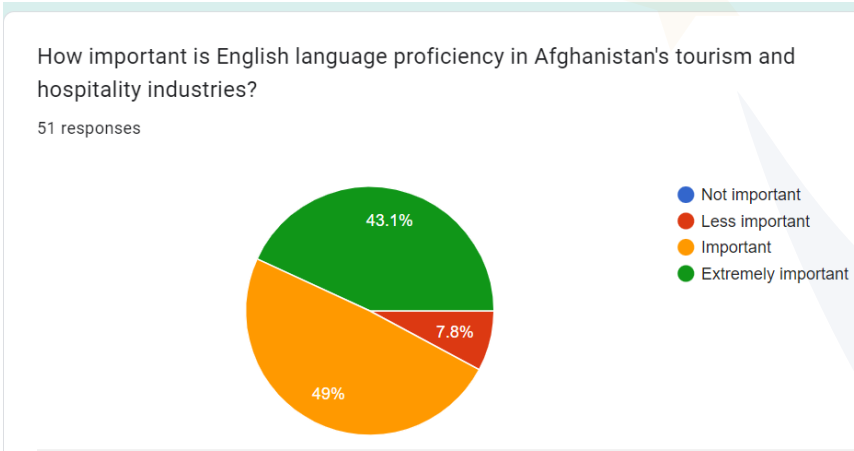


Figure 12: English language proficiency in Afghanistan's tourism and hospitality industries

The figure 12 highlights the importance of English language proficiency in Afghanistan's tourism and hospitality industries. The responses are divided into four categories: not important, less important, important, and extremely important. 51 people responded to this question, with 49% choosing important, 43.1% choosing extremely important, 7.8% choosing less important, and no one choosing not important. This indicates that the majority of the respondents believe that English language proficiency is important or extremely important for success in Afghanistan's tourism and hospitality industries. With a significant proportion of respondents selecting extremely important, this suggests that proficiency in the English language could be a key factor in improving the quality of service in the tourism and hospitality industries in Afghanistan.

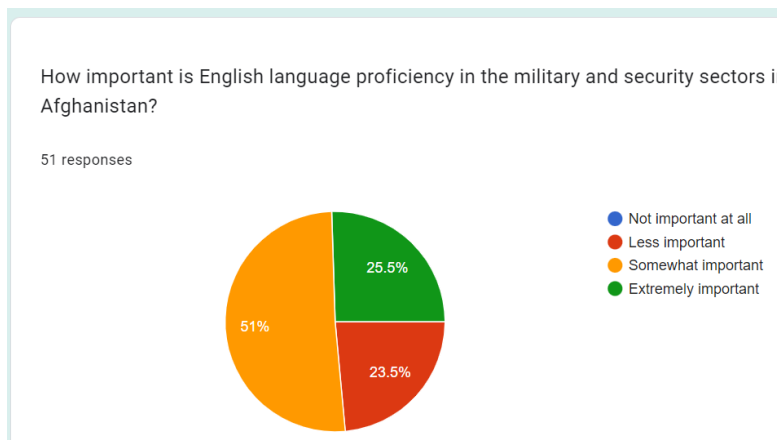


Figure 13: English language proficiency in the military and security sectors in Afghanistan

The results of Figure 13 show the importance of English language proficiency in the military and security sectors in Afghanistan. The responses are divided into four categories: not important at all, less important, somewhat important, and extremely important. Among the 51 respondents, none of them chose the option "not important at all". Instead, the majority of the respondents believe that English language proficiency is somewhat important (51%), followed by extremely important (25.5%) and less important (23.5%). This suggests that even though English language proficiency may not be seen as the most critical factor in the military and security sectors, it is still considered an important skill to have.

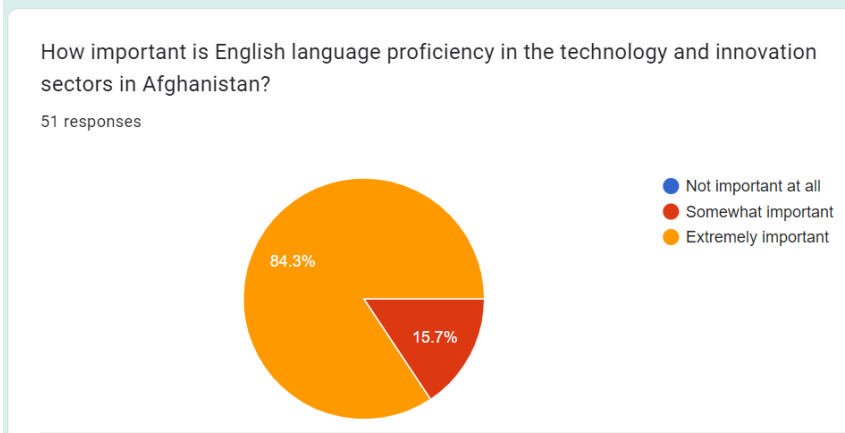


Figure 14: English language proficiency in the technology and innovation sectors in Afghanistan

The result of Figure 14 shows the importance of English language proficiency in the technology and innovation sectors in Afghanistan. The responses are divided into three categories: not important at all, somewhat important, and extremely important. Out of the 51 people who responded to this question, 84.3% believed that English language proficiency is extremely important in these sectors. This indicates that a vast majority of the respondents believe that proficiency in the English language is crucial for success in the technology and innovation industries in Afghanistan. Additionally, 15.7% of the respondents believed that English language proficiency is somewhat important in these sectors, indicating a significant importance for the language even among those who did not choose "extremely important". No one in the survey chose "not important at all" for this question.

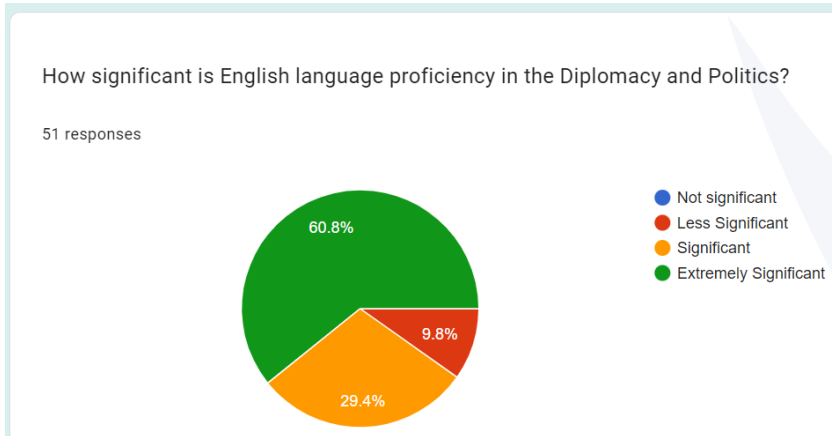


Figure 15: English language proficiency in the Diplomacy and politics

The result of Figure 15 indicates how significant English language proficiency is in diplomacy and politics in Afghanistan. The responses are divided into four categories: not significant, less significant, significant, and extremely significant. 51 people responded to this question, with 60.8% choosing extremely significant, 29.4% choosing significant, 9.8% choosing less significant, and no one choosing not significant. This suggests that the majority of respondents believe that English language proficiency is extremely significant or significant for success in diplomacy and politics in Afghanistan.

The questionnaire aimed to explore the importance of English language proficiency in various sectors in Afghanistan. It consisted of 11 questions distributed into four sections, including education, business, government, and society. The responses were collected from 51 individuals, and the results showed that the majority of respondents believed English language proficiency to be important or extremely important in most sectors, including education, business, tourism, technology, politics, and diplomacy. Overall, the results of the questionnaire suggest that English language proficiency is highly valued in various sectors in Afghanistan and is considered essential for success and opportunities.

Conclusion

In the field of education, English language proficiency is crucial for students seeking higher education opportunities both within Afghanistan and abroad. It also facilitates the exchange of knowledge and ideas between international researchers and scholars, leading to academic collaborations and research projects.

Moreover, in the employment sector, English proficiency is highly valued by employers and is often a requirement for obtaining jobs in various industries, including the service sector, information technology, and international organizations. Being proficient in English can open up many job opportunities for Afghans, leading to higher income and improved living standards.

English proficiency is also essential for international communication and diplomacy, enabling Afghans to interact effectively with people from different countries and cultures. It is the language of international diplomacy, and proficiency in English is a necessary skill for Afghan diplomats and policymakers to represent their country effectively on the world stage.

In addition, in the field of business and trade, English proficiency is crucial for professionals to communicate effectively with international partners, customers, and stakeholders. It enables them to navigate global markets and establish business relationships, leading to increased trade and investment opportunities for Afghanistan.

Access to information is increasingly facilitated by English language proficiency in Afghanistan, as a large amount of information is available online in English. Being proficient in English can enhance Afghans' ability to access this information, from academic research to news and entertainment, leading to increased awareness and knowledge.

Furthermore, supporting multilingualism and language diversity in Afghanistan can contribute to social and economic development. Afghanistan is a diverse country with various ethnicities and languages, and promoting multilingualism can help preserve the country's rich cultural heritage while also enhancing communication and cooperation among different communities.

One important aspect of English language proficiency in Afghanistan is its role in empowering women and promoting gender equality. Women in Afghanistan face significant challenges in

accessing education and employment opportunities, and English proficiency can provide them with a competitive advantage in the job market. Moreover, it can enable them to communicate effectively with international organizations and participate in international conferences and forums, leading to increased visibility and recognition of their contributions to Afghanistan's development.

Finally, it is important to recognize the role of the Afghan government and international organizations in supporting language education and training in Afghanistan. Governments and organizations can provide funding, resources, and technical assistance to promote language education and support multilingualism in the country. Moreover, they can also facilitate exchanges and collaborations between Afghan and international language educators and researchers, leading to improved language teaching methodologies and curriculum development.

In conclusion, English language proficiency is essential for Afghanistan's progress and development in various areas, including education, employment, international communication and diplomacy, business and trade, and access to information. It is crucial to support initiatives that promote language education and training, as well as multilingualism and language diversity, to ensure that more Afghans can benefit from improved English language proficiency. By recognizing the importance of English language proficiency, Afghanistan can continue to thrive in a globalized world while preserving its cultural heritage.

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