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**RESEARCH ARTICLE**

## **Purposes and Techniques of Persian Language Learning by Nonnative Speakers in Afghanistan: A Case Study of Takhar Province**

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### **ABSTRACT**

The study investigated the purposes and techniques of learning the Persian language by nonnative speakers, its use in social settings, and learners' motivation to highlight the necessity of planning a school-based learning curriculum, teaching methods, and providing its learning course materials in the country. A questionnaire with 30 items was used to collect data from 200 respondents from Taloqan city a northern city in Afghanistan. Participants were selected from university lecturers, school teachers, administrative staff, and businessmen who work in the exchange market. SPSS version 25.0 was used in data analysis. Descriptive statistics were used in data analysis. The results show that non-Persian speakers learn this language to use it in school education, academic studies, administrative affairs, and the business market. The Persian language plays a great role in Afghan people's lives, as different linguistic groups learn it to use in the fields of education, official works, social communications, cultural behavior, media, and business activities. Learners mostly learn Persian in their childhood and teenage years using traditional techniques in informal environments and natural settings, as they learn it through their social interactions in school and open contexts and there is no systematic and purposive program for teaching and learning Persian. The of the study sows that Persian teachers and university lecturers have a big responsibility to do researches regarding the subject and academic institutes are asked to make policies and plans to provide teaching techniques and course materials for Persian language learners.

### **KEYWORDS**

Communication, culture, education, language, learning, objectives, technique

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### **1. Introduction**

Persian is one of the two official languages and the lingua franca in Afghanistan. It is characterized as a prestige dialect among Afghans and historically it has served as a cosmopolitan language and medium of literature and statecraft (Hakala, 2012, p. 1). Most people from other linguistic groups such as Pashtuns, Uzbeks, Turkmen, Mangols, Baluchs, Pashayis, Kyrgyzes, Nuristanis, Pamiris, Arabs, Gujor, Brahawi and Qizilbash learn it to improve their life activities in social communications and extension of their relations, business, education, employment and doing activities in media. Speakers of other languages use Persian to communicate with Persian speakers (who use it as their mother tongue including several ethnic groups such as Tajiks, Hazaras, and Aimaqs) and other people whose native languages are not Persian (Rahamani and Faizmand, 2023).

School textbooks in Afghanistan are written in two official languages; Persian and Pashto. Educational materials for schools in central, western, and Northern provinces are provided in Persian, as people in these provinces from different ethnic groups and native speakers of other languages can speak Persian and use it in their daily communications. So children in their childhood try to learn Persian to have active participation in school studies and class lessons. Moreover, there are enough academic resources

and books available for scholars, researchers, teachers, and lecturers in Persian. Knowing Persian helps people to find study material and improve their academic knowledge.

Furthermore, Persian is one of the prominent languages of the world that has a very rich culture in fields of literature and written sources from prose and poetry dating at least ten centuries back (Hakimi, 2024). Learning Persian as a second language in Afghanistan opens the door to this rich cultural treasury for learners who want to study its literary works and deal with today's Persian speakers' society. Language learner not only acquires linguistic skills and grammatical rules but also develop and understand cultural characteristics, perspectives, and diversities. Learning a second language facilitates intercultural understanding and effective communication as it acquaints learners with a new culture that can be seen as a dynamic mix of beliefs, customs, values, and practices in a society (Asrif, 2023). Language learning needs cultural awareness. Cultural awareness is based on sensitivity towards similarities and contrasts that exist in two distinct cultures, as it can affect the social communications of different cultural groups (Wei, 2023: 183).

Traditionally children in Afghanistan learn a second language (especially Persian) through pair and group interactions in social contexts. Though in recent years great changes have occurred in the language learning environment from traditional settings to modern technological devices and virtual bases (Kehing & Yunus, 2021), still people in Afghanistan use traditional techniques to learn a second language.

The action that learners take to learn a language can be considered as a learning behavior, which includes learning technique. Based on the learning environment and learners' attitudes one of these can be used to represent the learners' behavior in the learning process. Learning strategy is used to represent the learner's behavior in a formal and systematic language learning process with conscious decisions (Griffiths, 2004), or it refers to a general approach and specific action of learning (Cohen, 1996). In other words, Strategy is setting goals, determining actions to achieve goals over a long period, and mobilizing resources to execute the actions (Teng, 2023, p. 147). Technique refers to a particular way of doing something, especially one in which special skills are learned or it is the skill with which someone can do something practical (Hovnby, 2002, p. 1334). Learners of the Persian language in Afghanistan, mostly use practical methods and unsystematic behavior in second language learning, so the term "technique" is used in this paper to represent the learning behavior of learners.

In order to succeed in promoting Persian language learning and assisting its learners in Afghanistan, the theme should be explored systematically. Considering that other nations have achieved many experiences in providing opportunities for language acquisition and promotion of language learning and teaching, we should use their experiences to promote and improve Persian language learning methods and plan for curriculum-based learning and teaching by Persian teachers, as most people can learn this language efficiently and use it academically in their social activities, educational affairs, business relations, and media. This action can improve the lives of learners and help the education system in better promotion of the Persian language at the national level.

Thus, research is required to understand why and how non-native speakers of Persian learn it. Gathering information about learners, their purposes, techniques, and materials they use, the period they need to learn Persian, help researchers to prepare a theoretical framework, encourage Persian language teachers and planners to provide useful programs and teaching materials, to facilitate Persian language learning for its learners and users in the country. This research is done to put a step forward to achieve this academic goal.

## **2. Problem statement**

As mentioned before, most non-native speakers of the Persian language in Afghanistan learn this language as a second language in social contexts and communicative situations, using different techniques, for various purposes such as school education, university studies, business works, media, and cultural activities. The main problem here is that there has been no accurate observation of Persian learners, their exact purposes, learning techniques, impacts of Persian language knowledge on their life improvement, and what they need to be provided by official institutions and specialists. Still, there are no academic and structured curriculum-based materials for teaching and learning Persian language courses. This research is done to study the motivations, purposes, and techniques of learning the Persian language by non-native speakers and the impacts of language skills on the improvement of their lives. The results will draw a clear description of the mentioned issues as they can be used by language planners and policymakers of official institutions and help Persian language scholars think of providing curriculum-based materials for teaching and learning Persian according to the needs of its learners. The study will focus on the objectives of Persian language learners in Afghanistan, their learning motivation, the techniques they use to learn, social and academic fields of language use, and the responsibilities of Persian language teachers and university lecturers to promote this language in Afghan society. The following research questions will be addressed in the study:

- 1) What are the main objectives of Persian language learning by non-Persian speakers in Afghanistan?
- 2) .In which areas is the Persian language more commonly used in Afghanistan?
- 3) How do non-Persian speakers in Afghanistan learn Persian and what techniques do they use?
- 4) How we can work to improve Persian language learning in Afghanistan?

### 3. Literature review

Afghanistan is a country that has been creedal of cultural diversity and home of different linguistic groups over a long period of its history. It is Asia's fourth-largest country (after India, China, and Malaysia) that has ethnic, linguistic, and cultural diversity, as more than 30 ethnic groups of people live in it (Rahmani and Faizmand, 2023, p. 52).

There are two official languages used in governmental affairs, education, media, cultural, social, and economic activities. Persian is used at a national-wide level as a communicative bridge for many non-native speakers. Therefore, many people learn it as a second language. According to linguists second language is defined as a nonnative language that is broadly used for purposes of communication, usually as a medium of education, government, or business, and it is acquired after the mother tongue (Aljumah, 2020, p. 200).

Learning a second language has different objectives. Ashworth (1985, p. 4) indicates three objectives of second language learners; social, aesthetic (literary), and philosophic. The first objective looks at language as a type of social behavior and a kind of communication. Aesthetic objective views language as an instrument of creativity especially in poetry and literature. The philosophical objective indicates that language is considered an analytical apparatus of different scientific problems. Learning a second language also acquaints learners with a new culture that can be seen as a dynamic mix of beliefs, customs, values, and practices in a society (Asrif, 2023).

Non-Persian speakers have good motivation to learn Persian. Motivation is a process that begins, controls and continues behaviors (Molae, 2014, p. 343). Learners' motivation should be well-guided by systematic training programs. Objectives such as the above-mentioned ones can be true for Persian learners, which motivate non-native speakers to learn Persian and it causes bilingualism, especially bilingualism of home and society and education in the country among many ethnic groups of people. Bilingualism especially at home and school is a worldwide phenomenon and in many cases, it has created problems for children to manage with two environments. In Iran, to manage this problem, the curriculum planners have designed one-month to one-year preparatory courses for children (Hameedy, 2004), but in Afghanistan, there is no program targeting this problem and its solution. Many bilinguals speak Persian as their second language in Afghanistan. Some of them learn more than one language from the very beginning of childhood and some others learn it later when they are young children. The first type of learning is called (simultaneous bilingualism) and the second kind is called (sequential bilingualism) (Bergmann, 2010: p. 339). Some linguists have made a distinction between acquisition and learning, as the word 'acquisition' is used to refer to the gradual development of someone's lingual skills through its use in natural communicative contexts, while the term 'learning' denotes a conscious process in which a person accumulates knowledge of vocabulary and grammar of a language (Yule, 2002: p. 191). Second language acquisition can occur without grammatical analysis of the language (Nawrozi, 2014, p. 721). Second language acquisition refers to the process of learning an additional language after acquiring the mother tongue and what the learner does; it doesn't refer to what teachers do (Wenzhong & Muchun, 2014, p. 112)

Language acquisition or learning occurs in both formal and informal settings. Informal language learning is unstructured and aimless, while formal language learning is structured, purposeful, and school-based (Bahrani et al., 2014, p. 1717). In Afghanistan, non-native speakers learn Persian mostly in informal settings, as they acquire the Persian language mostly in social contexts and interactions rather than learning it in academic courses or schools. Though some people learn it through studying Persian books and writing texts in their school education, the process is unstructured and unsystematic. Social interactions are the basic setting that facilitates second language learning in Afghanistan. The degree of social integration into the social milieu of a second language determines the degree of language learning (Granberg, 2001, p. 18). A study by Muho & Kurani (2014), demonstrated that many learners consider interaction as a key factor in language acquisition.

Observing at Persian language skills of nonnative speakers, especially their speaking skills, demonstrates that different linguistic groups speak Persian in different manners because their old lingual habits affect their new habits. First language has a significant role in learning a second language; this role depends on the similarities and differences between the two languages (Kakar & Sarwari 2022), as learners replace new habits related to the second language with their old habits of first language, some errors happen in the process of replacement, as first language grammar influence the word order and word for word translations of phrases (Krashen, 1981, p. 64). Influence of phonological habits also can appear in speaking a second language, as many Persian learners, especially adult ones pronounce some phonemes of a second language, alike phonemes of their first language Pashto, Uzbek, etc.

However, awareness of learners in the learning process has positive and constrictive effects on speaking skills (Ellis, 1989). Learners who make conscious decisions to use a second language are more successful in their speaking, as they can pronounce the words closer to the pronunciation of native speakers. Some important factors have strong roles in their success; intelligence, aptitude, age, and learner beliefs (Lee & Heinz, 2016, p. 68). These factors differ from one person to another and refer to enduring psychological characteristics (Teng, 2023, p. 147). Universal Grammar (UG) has also an important role in second language acquisition (Chi & Li, 2023), as it suggests that each language contains some of the same rules and systems (Hoque, 2021, p. 57) and forms linguistic competence that enables learners to acquire a second language.

## **4. Methodology**

### **4.1 Research design**

This research is a quantitative study. A questionnaire was used to collect data. A descriptive and analytical approach was used to analyze the data. The participants responded to 30 items seeking their demographic information, degree of lingual skills and their views about the purposes of learning Persian as a second language, learning techniques they used, impacts of their lingual knowledge of Persian in the improvement of their life and social activities and responsibilities of Persian teachers and lecturers towards the promotion of this language.

### **4.2 Participants**

The participants of this study were 200 people who had learned Persian and now speak it as a second language. They were selected from different job groups. 58 of them were university lecturers and school teachers, and the rest 142 participants were administrative staff and businessmen who work in the exchange market.

### **4.3 Data Collection Instrument**

A questionnaire was designed through a review of the literature and research hypothesis. The questions of the first part sought information on demography, and the degree of participants' skills in using Persian language in speaking, understanding, reading, and writing areas. The last part consisted of 25 items that were written as statements consisting of purposes, techniques, and benefits of the Persian language, as each statement had five options (ranging from strongly disagree to strongly agree), and each participant was supposed to select one of the options that best reflect his/her experience of learning and using the Persian language.

### **4.4. Data collection procedure**

The questionnaire was shared with participants in their workplaces. They were asked to fill out the questionnaire and submit it to the authors. The authors assured them of using their views in research to provide new information on the situation of the Persian language used as a second language in the country and suggesting a new framework for learning and teaching this language by its teachers. The questionnaires were collected after three days.

### **4.5 Data analysis**

Data were analyzed with the aid of SPSS version 25.0. Descriptive statistics was used to determine the percentage, frequency, mean, and standard deviation of the data.

## **5. Results**

### **5.1 Demographic of the participants**

**Table 1.** Mother tongue of participants

Mother tongue	Frequency	Percentage %
Uzbek	104	52.0
Pashto	96	48,2
Total	200	100.0

Table 1 demonstrates that the majority of the participants were from Uzbek speakers which formed 52%. Pashtun Speakers formed 48.2% of the native speakers.

**Table 2. Participants' jobs**

Job	Frequency	Percentage %
Teachers and university lecturers	58	29.0
Administrative staff and Businessmen	142	71.0
Total	200	100.0

The above table indicates that 71% of the participants were administrative staff and businessmen, whereas, 29% of them were teachers and lecturers.

**Table 3.** Participants' achievements are based on their Persian language skills.

Important Achievements	Frequency	Percentage %
Yes	25	12.5
No	175	87.5
Total	200	100.0

According to Table 3, around 88% of the participants' important achievements based on their Persian language skills were negative. Around 12% of the participants' answers to their important achievements based on their Persian language skills were positive.

**Table 4.** Lingual skills of respondents in Persian language use

No	Items	Excellent	Good	Average	poor	Mean	S.D
1	How would you rate your speaking proficiency in Persian?	39	53	55	53	2.08	0.683
2	How would you rate your listening comprehension skills in Persian?	46	120	30	99	2.04	0.732
3	How would you rate your reading comprehension skills in Persian?	44	93	58	5	2.12	0.774
4	How would you rate your writing skills in Persian?	37	108	46	9	2.14	0.761

Based on Table 4, the majority of the participants rated their speaking proficiency skills in Persian as average. Likewise, of 200 participants, 120 of them rated their listening comprehension skills in Persian as good. Meanwhile, the highest number of them rated their reading comprehension skills in Persian as good as well. Moreover, 108 of the participants rated their writing skills in Persian as good, too.

## 5.2 Objectives of Learning Persian

**Table 5.** Objectives of learning Persian language by nonnative speakers

No	Items	Frequency and Percentage (%)					Mean	S.D
		SD	D	N	A	SA		
	Statements							
1	I learned Persian to advance my school studies.	12	43	43	87	15	3.25	1.065
2	I learned Persian to use the resources and scientific works in this language.	6	21	33	120	20	3.64	0.909
3	I learned Persian to advance my work and business.	6	31	77	74	12	3.28	0.902
4	I learned Persian to participate effectively in social and cultural activities.	10	13	25	123	29	3.74	0.958
	N				200			

SD = Strongly Disagree, D = Disagree, N = Neutral, SA = Strongly Agree, A = Agree, S D = Standard Deviation

The first 4 items of the questionnaire asked respondents about their objectives of learning Persian language. As Table 5 shows most Persian learners in Afghanistan learn it to advance their school studies. Doing active and successful business in Afghanistan

also needs Persian language knowledge, as it is a significant objective for Persian learners. Playing a good role and taking active participation in Social and cultural activities are also dependent on Persian language knowledge and learners acquire this knowledge by being an active part of society.

**6.3 Fields of using the Persian language in Afghanistan**

**Table 6.** Fields of language use and Impacts of Persian language proficiency on learners’ lives

No	Items Statements	Frequency					Mean	S.D
		SD	D	N	A	SA		
1	My proficiency in using the Persian language helped me in learning my school subjects	3	13	20	135	29	3.87	0.791
2	My proficiency in using the Persian language helps me in studying, researching, and acquiring knowledge.	2	7	21	121	49	4.04	0.762
3	My skills in using the Persian language have provided me with more educational and job opportunities.	9	19	36	122	14	3.57	0.922
4	My proficiency in using the Persian language assisted me in finding a job.	15	23	78	66	18	3.25	1.025
5	My proficiency in using the Persian language contributes to the expansion of social communications.	16	59	51	23	51	3.66	0.786
6	My proficiency in using the Persian language helps me in carrying out effective media activities.	13	72	30	37	39	3.70	0.846
7	My proficiency in using the Persian language aids in better administrative tasks.	13	18	115	27	27	4.05	0.788
8	My proficiency in using the Persian language significantly supports social and cultural activities	8	20	24	90	58	3.85	1.074
N					200			

SD = Strongly Disagree, D = Disagree, N = Neutral, SA = Strongly Agree, A = Agree, S D = Standard Deviation

The second 8 items sought the respondents’ views about fields and areas in which they use Persian. Table 6 shows that nonnative speakers who learned Persian purposing its use in social, cultural, educational, and academic fields, have access to and achievements using their knowledge.

### 6.6 Techniques of learning Persian language

**Table 7.** Ways of learning Persian and techniques learners use

No	Items Statements	Frequency					Mean	S.D
		SD	D	N	A	SA		
1	I learned Persian at home during my childhood.	32	63	31	49	25	2.86	1.300
2	I learned Persian in my childhood from my friends on the streets and markets.	16	45	20	95	24	3.33	1.182
3	I learned Persian in my teenage years at school.	3	46	34	95	22	3.44	1.010
4	I learned Persian easily and without much effort	3	25	19	111	42	3.82	0.955
5	I learned Persian with little practice and effort.	12	61	22	90	15	3.18	1.127
6	I learned Persian with much effort and practice.	27	106	46	17	4	2.33	0.885
	N				200			

SD = Strongly Disagree, D = Disagree, N = Neutral, SA = Strongly Agree, A = Agree, S D = Standard Deviation

As Table 7 demonstrates, 63 participants disagreed and expressed that they did not learn Persian in their childhood at home while 95 participants agreed that they learned Persian in their childhood from their friends. Meanwhile, 95 participants also agreed that they learned Persian in their teenage years at schools and 111 of them expressed and agreed that they learned Persian easily and without much effort. Likewise, 90 respondents agreed that they learned Persian with little practice and effort, however, 106 participants disagreed that they learned Persian with much effort and practice.

### 6.7 Towards Future

**Table 8.** Opportunities, challenges, and our responsibilities towards Persian language promotion

No	Items Statements	Frequency and Percentage (%)					Mean	S
		SD	D	N	A	SA		
1	There are many opportunities and contexts for learning Persian in Afghanistan (especially in Takhar province)	9	4	25	116	46	3.93	0.916
2	Opportunities and contexts for learning Persian are limited in Afghanistan (especially in Takhar province)	59	105	20	13	3	1.98	0.891
3	Resources and references are limited for learning Persian in Afghanistan.	33	76	68	20	3	2.42	0.932
4	There is adequate support for the learning and promotion of the Persian language in Afghanistan.	7	28	53	71	41	3.56	1.074
5	Learning and teaching the Persian language is facing challenges in Afghanistan.	41	54	39	12	54	3.11	0.792

6	There is much work to be done to learn and teach the Persian language in Afghanistan.	12	16	34	99	39	3.69	1.064
7	Persian language teachers have greater responsibilities in Teaching and promoting this language.	2	29	24	58	87	4.00	1.110
N		200						

SD = Strongly Disagree, D = Disagree, N = Neutral, SA = Strongly Agree, A = Agree, S D = Standard Deviation

The above table demonstrates that 116 respondents agreed that there are many opportunities and contexts for learning Persian in Afghanistan, especially in Takhar province. 105 participants disagreed and 59 of them strongly disagreed that opportunities and contexts for learning Persian in Afghanistan are limited (especially in Takhar province) while 20 participants expressed their agreement in this regard. Same as, 68 respondents were impartial on the statement that resources and references are limited for learning Persian in Afghanistan, whereas, 76 of them disagreed and expressed that resources and references are limited for learning Persian in Afghanistan. However, 20 respondents agreed that resources and references are limited for learning the Persian language in Afghanistan. According to statement 4, 71 participants agreed that there is adequate support for learning and promotion of the Persian language in Afghanistan while 53 of them stayed impartial in this regard. Furthermore, 54 respondents strongly agreed that learning and teaching the Persian language is facing challenges in Afghanistan, however, 54 of the participants disagreed with this statement. 99 participants agreed and 39 of them strongly agreed that there is much work to be done to learn and teach the Persian language in Afghanistan. As statement 7 shows 87 respondents strongly agreed and 58 agreed that Persian language teachers have greater responsibilities in teaching and promoting this language.

## 7. Discussion

The study aimed to investigate the purposes and techniques of learning the Persian language by nonnative speakers in Afghanistan to find out about their motivation towards learning this language, their lingual behavior, fields of Persian language use in the country, opportunities, challenges, and responsibilities of Persian language teachers and university lecturers in promotion of this language in the country.

Learning a second language occurs for different objectives; the present study demonstrates that improving education, finding job opportunities and provision of effective social communication are important objectives of Persian learners in Afghanistan. The finding is in the line with views of Shafaqi (2008) who emphasizes on educational, occupational, and communicational objectives of second language learning and recommends that Persian teachers pay attention to learners' objectives. Acquaintance with Persian culture, its literature, and academic resources are also objectives that Persian learners want to access to them. The result confirms what Ashworth (1985) indicates as social, aesthetic, and philosophic objectives of second language learning and the claim Asrif (2023) made that learning a second language facilitates intercultural understanding and effective communication.

The participants affirmed that they mostly learn Persian in informal environments, using traditional and natural techniques mainly through social interactions, this is somehow in line with (Bahrani et al., 2014) who claim that language learning can occur in informal settings, and that study by Muho & Kurani (2014), which demonstrated interaction as a key factor in language acquisition.

The study showed that the main fields of using Persian as a second language by nonnative learners are social communication, school education, academic studies, business activities, media, and other cultural areas, this corresponds with (Aljumah, 2020) who introduced a second language as a medium of education, government, or business.

Many of the participants in this study insist on adequate support for the learning and promotion of the Persian language in Afghanistan, it is different from the views of native speakers especially intellectuals, as (Qudsi, 2005), claims that a big challenge of Persian language promotion in the last century was that Afghan governments did not support it; they never thought of planning or permitting scholars to do so, while the language promotion needs language planning which is organized interventions by politicians, linguists, and others in language use and form (Ferguson, 2006, p. 1). Language promotion depends on public awareness and language policy which refers to all the language practices, beliefs, and management decisions of a community or policy (Spolsky, 2004, p. 9).

Participants of this study affirmed that there is much work to be done by Persian teachers and specialists, this conforms with the findings of Rasouli and Nozohouri (2012) which demonstrated that non-Persian students of primary school suffer from bilingualism, and the students who took preschool courses had better language preparedness. Likewise, according to Daneshgar (2023, p. 282), monolingual students who speak Persian and the school textbooks written in their mother tongue do better in



reading, writing, listening, and speaking skills. So, preschool programs for learning the Persian language should be designed for bilingual children to help them have better performance in school. Pre-school training helps children in their physical, psychomotor, social, emotional, mental, and linguistic development and prepares them for primary school (Rasouli & Nozohouri, 2012, p. 308). The same facts can be true in Afghan schools that need accurate study of students' needs and providing essential programs and materials.

As Daneshgar, (2023), asserts, if proper educational programs are not designed regarding the needs of each linguistic group, it will cause a learning disability. As sheqaqi (2008) mentions, to get better results in language learning processes there is a need to study and research language learners and their motivation for learning the Persian language. Based on the information and recommendations of such studies, language institutions can plan better programs for providing learning materials and teaching methods.

Sahrayi (2012, p. 109) suggests constituting five committees for compiling a set of Persian course-based learning materials; the policy-making committee, supreme curriculum design committee, material development committee, testing committee, and evaluation committee.

There is still no official program and course-based learning material for Persian language teaching in Afghanistan. Of course, there are some books on the Persian language and literature in primary and secondary schools and undergraduate levels of Afghan universities, but they are designed as descriptive grammatical rules that only Persian speaker students and nonnative speakers who have already learned it can benefit, none of them have consistency of teaching Persian language, that new learner can learn Persian using these materials.

## 8. Conclusion

The study aimed to investigate the purposes and techniques of Persian language learning which are used by non-native speakers to learn it in Afghanistan. It also sought to find out about fields of Persian use in the country, the impacts of learners' Persian language skills on their lives, and recognize their motivation for learning Persian. Among different linguistic groups, the majority of non-native speakers of Persian are Uzbek and Pashtuns, and among official users, the majority of them are school teachers, university lecturers, administrative staff, and businessmen. A high number of participants think that they have no important achievements based on their lingual skills in Persian. It shows a negative view of some respondents towards the Persian language spread in the society, though they benefit from its use.

The findings of the study revealed that Persian plays a great role in the social, cultural, and economic lives of people, especially non-native speakers in Afghanistan. They use Persian in social communications, school education, academic studies, business markets, administrative interactions, professional works, occupational tasks, media, press, and newspapers, as non-Persian speakers learn Persian to improve their lingual skills in these areas and develop their lives. It shows the great motivation of different linguistic groups in the country for learning Persian. The study demonstrated that the majority of learners rate their lingual skills as average and good and feel that the learning process of the Persian language is easy, as they could learn it in their childhood or teenage years with little practice without much effort. The results also showed that there are many opportunities and contexts for learning Persian in Afghanistan, especially in Takhar province, there are also enough resources and references for learning Persian.

We all know that the contexts and settings that help learners learn Persian in Afghanistan are informal and natural, and the sources are not originally structured for learning Persian. The sources are informative, but the easiness of the language helps learners to learn more about its structure. Furthermore, it showed that there is adequate support for the learning and promotion of the Persian language in Afghanistan and that there is much work to be done to learn and teach the Persian language in Afghanistan. The study highlights that Persian language teachers have greater responsibilities in teaching and promoting this language. Though the views of native speakers regarding these issues may differ, learners expect Persian language specialists and intellectuals that do more work to provide better opportunities and materials to facilitate their learning and pave the way for its promotion in the country.

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