Research Article

English Language Shaping Social Behaviors of its Learners for better (NU Case Study)

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ABSTRACT

English has been acquired in Afghanistan included but not limited for educational and communicational purpose. Afghan students want to acquire knowledge and English can help them while Afghanistan as a nation is open to communication with outer world and English is so far the key medium. Even if English language has its social implication, English as a tool for cross-cultural communication plays a positive role and its learners and connecting Afghan people with the rest of the world. Research discovers that in many other countries, English learners are seen as more educated and thus firms and corporations prefer to hire them. Here, in terms of social behavior a language is considered as one of the most effective ways of determining a person's behavior and interaction with others. The purpose of this article is to examine English language effects on students' behavior and politeness. This paper examines how English language shapes personality and the emotional behavior of its learners in Afghanistan. Participants reported that English language make the more polite.

KEYWORDS: *English Impact, Social Behavior, SLA, Psycholinguistics, Sociolinguistics.*

Introduction

The role that a language plays in the formation of cultural identity differs more between societies. This is likely one of the reasons why some tribes after migration preserve their native tongue for many generations, while others quickly adopt the language that has been spoken in the area. Through language study and acquisition, the speaker progressively acquires a second language and adjusts to undergo certain personality changes. This shows that the speaker began to understand a lot about the society of individuals who speak the learner's target language. A speaker must adjust to the target language for a variety of reasons to continue writing in it daily. Therefore, our mother tongue personality changes into a different personality when we speak English, or Pashto.

Respecting the mother tongue, in our opinion, is a way to honor yourself, your customs, your area, your nation, and your people. You plan to forget yourself and everything else if you lose your mother tongue. Acquiring a second language is not that important; nevertheless, in the globalized world of today, maintaining your mother tongue crucial. It is also a well-established truth that you will lose your identity, culture, area, and people the moment you stop speaking your mother tongue. Speakers are constantly caught between two basic aspects: their own identity and the language they speak (Khan, 2020).

A youngster learns about caste, class, creed, religion, and language via seeing and developing the environment of his family, neighbors, and relatives from birth. Every human being is unique, and as a result, they progressively acquire knowledge of their mother language and the cultural context of their family. It is also a universal truth that every human being has been given their mother tongue or first language at no cost by God. The Swiss linguist and semiotician Ferdinand de Saussure defines language "structurally as a system of signs used for communication." Language is a social genius, and the indications are erratic and unexpected.

With more than 200 million people learning English as a second language and more than 380 million speaking it as their first, English has emerged as a universal language. It is currently being learned by another billion individuals. English has traditionally been linked to western countries like the US, Canada, and the UK. However, English has been found to play a big role in easing communication between people of different linguistic backgrounds because of globalization, particularly in the economic sector. Once more, the evolution of English has been impacted by globalization in the education sector, when individuals relocate to study in other nations. Due to its widespread use in a variety of fields, including technology, politics, business, and diplomacy, English has emerged as the primary language of communication worldwide (Alfarhan, 2016).

Literature Review

English language proficiency and access to social and economic advantages are related, according to recent research by Schellekens (Schellekens, 2001), Coleman (Coleman, 2010), (Chishwick, 2005) and Gradol (Gradol, 2006). The connection between "English, worldwide mobility, and development," with an emphasis on "international migrant working," is also being discussed increasingly (Coleman, 2010). More recently, there have also been reports on the importance of English in social class membership and the resulting (upward) employment mobility (Dong, 2012).

Language and literacy have always been seen as a set of abilities and via a deficit lens. According to (Barton, 2007), language and literacy must be viewed as a collection of social behaviors and as being used. This expands literacy instruction and learning beyond a limited set of skills to include language and literacy use in people's broader (outside of learning contexts) lives. Barton and Appleby propose a set of five principles in a practitioner guide that was released the following year. These principles emphasize the significance of keeping in touch with learners' daily lives when creating instructional strategies and resources. (Appleby, 2008)

A growing number of studies over the past fifteen years have suggested a positive correlation between the quality of the learning experience and the amount of money spent on learning English, such as Norton's work (Norton, 2001). Others, like Peacock (Peacock, 2010) and Golovatch (Y Golovatch, 2007), discuss the positive and negative reasons why English language learners attribute success or failure in their courses. The connection between English, class, power, and upward career mobility is also discussed (Dong, 2012).

In his research Khan concluded one of the topics that relates to language and behavior is how one sees his or herself. It means how a speaker relates him or herself to the language he or she speaks. Khan finds that the phrase "self-perception" describes how people see and comprehend themselves in terms of their values, motives, and other characteristics. The research in this field has been reporting on the role of self-concept and associated concepts increasingly as interest in the emotive domain of second language acquisition has grown. These constructs appear to have been brought to the attention of second language acquisition scholars by two psychological articles (Khan, 2020).

In SLA, self-concept is referred to by several names, including self-efficacy, self-confidence, the L2 self, and self-esteem. Nonetheless, the phrases are used in the context of second language learning, and this is typically related to their function in second language acquisition. Positive self-concepts, for instance, have been shown to improve learning and boost confidence in speaking the target language, which in turn leads to increased proficiency (Norton, 2001). Like this, self-concept—that is, one's potential self—has been extensively discussed lately in connection with motivation as a factor in the successful acquisition of a second language, as well as the increased and astute application of language learning techniques for this purpose (Dörnyei, 2009).

The ability of self-related constructs to alter people's views of themselves and their interactions with the outside world is a beneficial feature. Whether utilizing (as opposed to learning) a second language affects values and self-perception is of special relevance. Though the focus appears to be on change in the second language, namely English rather than change in self-perception, work in this field is starting to develop in a broad sense.

The literature on how English affects people in non-English speaking nations typically portrays this influence as either detrimental Phillipson found (Phillipson, 1992) or at most troublesome (Pennycook, 2001). This subject of conflict between English and other languages for multilingual users and its impact on identity is ongoing in more recent study (A Pavlenko, 2004). However, there is a growing body of research that highlights some of the positive—though still debatable—effects of English in communities where it is a relatively new language (Gradol, 2006), (Coleman, 2010).

Methodology

This study adopted a quantitative research approach to examine the influence of English language learning on students' behavioral patterns, particularly their expressions of politeness. The research focused on identifying whether English as a second language contributes to personality changes among Afghan students in the context of interpersonal communication.

Research Design

The study was designed as a descriptive quantitative survey, using a structured questionnaire to gather data from participants. The instrument was constructed after an extensive review of relevant literature in the fields of second language acquisition, sociolinguistics, and psycholinguistics.

Participants

The target population consisted of 30 junior and senior students enrolled in the English Department at a university in Afghanistan. These participants were selected through purposive sampling based on their active engagement with the English language in academic and social settings. All participants had at least three years of English language learning experience.

Instrument

A custom-designed questionnaire was used as the main instrument for data collection. The questionnaire consisted of two sections:

Part I: Situational Scenarios – Participants were presented with common social interaction situations (e.g., requesting help, responding to instructions) and asked to evaluate sample English utterances based on perceived politeness.

Part II: Trait Evaluation – A list of personality traits and behavioral qualities associated with politeness was provided, and participants were asked to indicate which traits they believed applied to polite individuals and whether they had developed those traits through English language learning.

The questionnaire items were developed in English, with simple and contextually appropriate language to ensure clarity and accurate interpretation by non-native speakers.

Data Collection Procedure

Participants were briefed on the purpose of the study, and their informed consent was obtained. The questionnaire was distributed during class hours with the permission of the instructors. Students completed the survey anonymously within a designated time frame of 30 minutes.

Data Analysis

Collected data were analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics (frequency, percentage) were calculated to summarize participant responses to different scenarios and traits. The results were interpreted to identify general trends in politeness perception and behavioral tendencies influenced by English language usage.

Results

To the following scenario written here in Italic; *Your close friend is visiting you and it is hot in the room. Your friend asks you to…* Out of 30 participants, 16 found *Open the window* as direct sentence, 8 others found it as impolite utterance, and 3 stated that it is rude while two answered as polite language and 1 did not provide answer. Also, out of 30 participants, 26 found *Could you please open the window* as very polite sentence while 4 wrote it is polite language. *Will you open the window?* was also graded. 18 participants wrote that it is polite language keeping the scenario in mind while 4 graded it as direct and 3 participants wrote that it is impolite while two stated that it is rude. 1 out of 30 believed it is impolite and 1 out of 30 did not answer.

To the above scenario, one of the utterances was offered to students to grade it was *It is too hot in your room, open the window.* out of 30 participants, 12 graded it as impolite, 7 direct while other 7 wrote that it is rude language. 3 answered it as polite while 1 participant left it blank. Another choice in given scenario was *It is not appropriate place for sitting* was also graded. 18 graded it as rude, 5 participants wrote that it is impolite while 4 other participants wrote that it is direct language. 2 participants wrote it is still a polite sentence and 1 participant graded it very polite.

To the Scenario; *Your classmate wants to borrow your book and asks you …* out of 30 participants, 22 participants found the sentence *Let me borrow your book, will you?* Polite, 5 direct, 1 rude, 1 impolite and 1 participant did not provide his response. *Can I borrow your book for several days?* Was also graded. 16 participants found it polite language, 6 direct, 4 very polite, 2 rude and 2 others did not respond. In the meantime, 22 participants found *I would really appreciate it if you could let me borrow your book for a moment* a polite language, 6 polite, 1 direct and 1 left it blank. 24 participants marked *Give me your book impolite language.* Out of 30 participants, 6 participants found it rude. One of the sentences given under the scenario was *Give me your book, I need it.*10 out of 30 found it rude, 8 impolite, 6 rude 5 polite and 1 left the space blank.

Participants were asked to provide their answers to the following scenario, *during exam, an examiner asks you not to cheat, and focus on your paper* 18 participants found *all right, I follow the rules* very polite, 11 participants found this response polite and 1 out of 30 found it direct. The second answer (option) to the scenario is *I do not cheat.* 19 participants stated that it is a direct answer which means it is acceptable answer but 9 participants answered as it is impolite. Another choice of answer is *Do not warm me* was found by 26 participants as rude and 4 participants admitted that is impolite response.

Participants also graded their responses to the following scenario *your result is out and the scores you receive are lesser than you had expect.* 21 participants stated that is polite language, 3 very polite and 6 participants that is a direct language which means it is not impolite.   21 participants stated that *I would truly appreciate, if you review my paper again* is very polite, 6 participants stated polite and 1 participant of 30 believes it is rude. Another choice given to the scenario is *you must check my paper because it is your job.* 16 participants stated that it is impolite while 14 others believed it is rude.

In answer to the question *do you think your English has impact on your personality?* 6 participants wrote that English has made them direct while 24 other stated that English language has made them more polite. Participants also tick marked the following list of qualities which can be read that they know politeness and polite behavior.

Do you think a person who is polite has the following qualities?

1. They ask for their rights and follow the rules
2. Speaking clearly and politely
3. Apologize when they think they must
4. Good listener and understanding

5. They make others feel comfortable
6. They never ignore the person in need
7. Polite people smile often
8. They accept correction graciously
9. They choose their words carefully
10. They respect boundaries

Discussion

Language and culture are closely related. It is constantly included within the framework of language instruction (Nault, 2006). However, scholars contend that we must exercise extraordinary caution and consideration to avoid essentializing and generalizing the relationship between language and culture. This is particularly true for "English," a worldwide language. It is completely unclear in EFL instruction whose culture, if any, students must adjust to.

Numerous cultural differences influence how English is taught in the classroom. The language of the indigenous culture is the frequent result; a student brings grammar, composition, sentence structure, and language norms from their native tongue to the instructor, which are not necessarily comparable to those of English. One of the main errors a non-native speaker of English makes when learning the language is in the morphological word order, grammatical gendered language, and sentence structure.

The design of curricula and methods of instruction have another cultural impact. It is suggested that curriculum designers use students' local content into communicative activities to enhance students' motivation and inspiration for language study and to teach them about ethnographic learning. Language proficiency is often evaluated in terms of both receptive and productive abilities. The results indicate that culture plays a significant part in EFL instruction and learning in the classroom.

Conclusion

Language does have impact on its user. English as a second language does change its learners or users accordingly. Some scholars have their opinion that behavioral changes are intentional. Linguists also believe that change in social behavior is natural and it occurs because no language cannot be mastered if its learner **never think in it. Findings suggest that English has changed its learner's social behaviors earlier discussed in this** article.

According to research, businesses and corporations prefer to recruit English language learners since they are perceived as better educated in many other nations. Regarding social behavior, language is thought to be one of the best indicators of an individual's conduct and interactions with others. This research article has investigated how students' behavior and manners are affected by the English language. This study looked at how English influences Afghan learners' personalities and emotional responses. In the light of result and findings, it can be read that English language made its learners more polite here in English Department, Afghanistan.

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