



## An Assessment of English Language Proficiency of Kunduz University Teachers

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### Abstract

This study assesses the English language proficiency of Kunduz University teachers, focusing on their capability to engage in academic discourse in English. The research aims to evaluate English proficiency of the teachers in terms of reading, writing, listening and speaking across various faculties, including Computer Science, Sharia Law, Stomatology, Agriculture, Law and Political Science, Education, Economy, and Veterinary. 105 participants were selected randomly to answer the Likert scale questionnaire that handed over to them through google form. A comprehensive analysis was conducted through SPSS Version24. While some faculty, such as Computer Science and Economy, exhibit relatively higher levels of English proficiency. Others, particularly those in fields like Sharia Law and Stomatology, demonstrate lower proficiency level. These results highlight the need for targeted language development programs to enhance academic collaboration, and improve overall teaching effectiveness in an increasingly globalized academic environment. The study provides a basis for strategic planning in enhancing English language proficiency at the university level.

**Keywords:** Assessment, English Language, Proficiency, Teachers.

## Introduction

English medium instruction (EMI) has emerged as one of the largest global and educational phenomena of the twenty-first century (Aizawa, Rose, Thompson, Curle, 2020). English is the only language that is used in almost all the fields, such as science and technology, engineering, medicine, pharmacy, education, tourism, entertainment, information and technology (Rao, 2019). In addition, it plays a critical role in many academic disciplines including Science, Engineering, Economics, International Relations & higher education (Gopika & Kaveevendan, 2022). English proficiency plays a critical role in higher education, particularly in non-English speaking countries, where it serves as a bridge to global academic resources and collaboration. Previously, faculty members at Afghanistan Universities had not good proficiency in English. Alamyar (2017) reveals that low English

language proficiency relates to governmental institutions because education is free and they lack qualified English language teachers. However, nowadays in the context of Afghanistan, universities are increasingly focusing on enhancing the English language skills of their faculty members to improve the quality of education and research output. Kunduz University the prominent institution in northern Afghanistan, reflects this trend. Assessing the English proficiency of teachers is essential, not only to understand current capabilities but also to identify areas for development. (Beykont, 2002; Téllez & Waxman, 2004 as cited in Aida A. Nevárez-La Torre, Jayminn S. Sanford-DeShields, Catherine Soundy, Jaqueline Leonard, Christine Woyshneruntil, 2013). Recently, the exploration of ways in which linguistic diversity influences learning and teaching has been scarce in mainstream research literature. This assessment will provide insight into the linguistic challenges faced by faculty members and guide future initiatives for English language training programs. The purpose of this paper is to evaluate the English proficiency levels of teachers at Kunduz University and explore the impact of these skills on their teaching effectiveness and academic advancement. Learning English in a country where it is not an original language like Afghanistan opens a series of opportunities for the individuals (Daqiq, Akramy & Barati, 2024). However, assessing the English proficiency of university teachers is both a challenging and necessary task. English language proficiency enables faculty members to engage with international literature, collaborate with peers across borders, and enhance the learning experiences of students. Previous researches reveals that English proficiency is a major dilemma when working with ESL students (Harryba, Guilfoyle & Knigh, 2011). The language is globally important because lecturers require to share their experiences and information with each other. English proficiency is increasingly seen as a critical skill in higher education, especially for teachers involved in teaching, research, and international collaboration. English is often the lingua franca of academic publishing and conferences as well as making proficiency in English language is essential for global academic engagement (Altbach & Knight, 2007). In addition, Hellekjær (2010) has revealed that teachers at universities must improve their English proficiency because it will enable them to use English sources for their classroom teaching and conducting research. Teachers assigned to train other teachers today need knowledge and practical ideas about how to prepare all pre-service and in-service teachers (Lucas, 2010). Proficiency in English among university teachers can impact their teaching effectiveness, particularly in English-medium instruction (EMI) contexts. On the basis of this, the EFL lecturers must acquire the latest international ideas of education and teaching, knowledge of interdisciplinary and abilities to introduce and spread English language and culture to promote college students' better progress and development to catch up with the time (Zhiyong, Kaur & Muthukrishnan, 2020). Research shows that students' comprehension and engagement are often affected by the English proficiency of their instructors. Therefore, a mandatory English language program must be implemented in all higher education institutions. The program will pave the way for universities teachers to strengthen their English proficiency. The role of institutional support in language development is significant. Universities that invest in language learning

resources, such as English for Specific Purposes (ESP) courses or English-medium instruction (EMI) training, typically see better outcomes in faculty language proficiency (Dearden, 2014). As English proficiency is an asset for university teacher, the current study aims to assess English proficiency of Kunduz University teachers.

## Material and Method

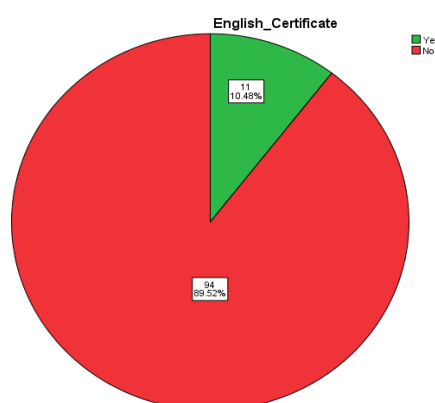
This study employs a descriptive research design to assess the English proficiency levels of teachers at Kunduz University. The descriptive approach is appropriate for this research as it aims to provide an overview of the current state of English language skills among faculty members. In the study 105 faculty members with various academic rank across different faculties at Kunduz university were selected randomly to answer the Likert Scale questionnaire. A survey method was used to gather data, including a standardized questionnaire with demographic information. The questionnaire asks each participant to reveal his English proficiency in terms of four major skills (Reading, Writing, Listening & Speaking). Data was analyzed using SPSS Version24 a reliable app for data analysis.

**Table1.** Number of participants with various academic rank

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Junior Teaching Assistant	23	21.9	21.9	21.9
	Teaching Assistant	29	27.6	27.6	49.5
	Senior Teaching Assistant	36	34.3	34.3	83.8
	Associate Professor	13	12.4	12.4	96.2
	professor	4	3.8	3.8	100.0
	Total	105	100.0	100.0	

A large number of the participants do not have any valid English language proficiency certificate. To say this statistically, only 11 participants of the study that mark 10.48% have received a valid English language proficiency certificate from various English language programs such as IELTS, TOFEL and Duolingo. On the other hand, 94 participants that mark 89.52% have not any valid English certificate at all. The following pie chat statistically explained the valid English proficiency certificate owned or not owned by the teachers.

**Chart1.** A valid English proficiency certificate owned by the teacher.



## Results

According to table2, nine members from computer science faculty participated in the study. eight of the participants that make 88.9% within the faculty have 100% reading proficiency in English, while one member from the same faculty that makes 11.1% within faculty has 75% reading proficiency. In addition, from the faculty of sharia law only two participants attended the study that makes 100% within the faculty have 75% reading proficiency.

Moreover, from faculty of stomatology just one participant took part in the study that makes 0.95% of the whole number of participants and the result indicates that his reading proficiency is 100%. Continuously, twenty-eight faculty members from Agriculture faculty equal to 26% of the whole participants took part in the study. The findings revealed that fourteen participants of the agriculture faculty which makes 50% within the faculty stated that their reading proficiency is 75% while ten participants of the same faculty equal to 35.7% within the faculty claim that their reading proficiency is 100%. This reading proficiency knowledge is declined with the next four participants that makes 14.3% of the same faculty have not sufficient reading proficiency that is 50%. Similarly, there are five faculty members from law and political sciences faculty. Only three members that make 60% within the faculty indicated their reading skill 75% and the rest two members that makes 40% within the faculty stated that their reading proficiency is 25% when they read an English text. Forty-eight faculty members from education faculty voluntarily took part in the study and only five members that make 10.4% within the faculty have 100% reading proficiency, twenty members that make 52.1% within the faculty revealed their reading proficiency 75%, seven members that make 14.6% within the faculty expressed that their reading proficiency is 75% and the remaining eleven members that make 22.9% within the faculty have 25% reading proficiency respectively. The study is participated by nine faculty members from the economy faculty. Three members that make 33.3% within the faculty have shown their reading proficiency 100% while 6 members that make 66.7% within the faculty affirmed their reading proficiency 75%. Moreover, there are only three faculty members from veterinary faculty and two members of them that make 66.7% within the faculty declared their reading proficiency 100% and one member that make 33.3% within the faculty remarked 75% his reading proficiency.

**Table2.** English reading proficiency of faculty members at Kunduz university

Faculty			Reading				Total
			25	50	75	100	
Computer Science	Count		0	0	1	8	9
	% within Faculty		0.0%	0.0%	11.1%	88.9%	100.0%
Sharia Law	Count		0	0	2	0	2
	% within Faculty		0.0%	0.0%	100.0%	0.0%	100.0%
Stomatology	Count		0	0	0	1	1
	% within Faculty		0.0%	0.0%	0.0%	100.0%	100.0%
Agriculture	Count		0	4	14	10	28
	% within Faculty		0.0%	14.3%	50.0%	35.7%	100.0%

	% within Faculty	0.0%	14.3%	50.0%	35.7%	100.0%
Law & Political Science	Count	2	0	3	0	5
	% within Faculty	40.0%	0.0%	60.0%	0.0%	100.0%
Education	Count	11	7	25	5	48
	% within Faculty	22.9%	14.6%	52.1%	10.4%	100.0%
Economy	Count	0	0	6	3	9
	% within Faculty	0.0%	0.0%	66.7%	33.3%	100.0%
Veterinary	Count	0	0	1	2	3
	% within Faculty	0.0%	0.0%	33.3%	66.7%	100.0%
Total	Count	13	11	52	29	105
	% within Faculty	12.4%	10.5%	49.5%	27.6%	100.0%

As table 3 displays that nine members from computer science faculty participated in the study. one members that make 22.2% within the faculty have 100% writing proficiency in English, while seven members from the same faculty that makes 77.8% within faculty affirmed that their writing proficiency is 75%. This writing proficiency is different in the faculty of sharia law. From the faculty, only two participants attended the study that marks 100% within the faculty have 75% writing proficiency. According to table 4 only one participant took part from stomatology faculty that marks 0.95% of the whole number of participants attended the study, the result indicates that his writing proficiency is 100%. Constantly, twenty-eight faculty members from the Agriculture faculty – or 26% of the total participants – participated in the research. The results showed that three participants from the faculty that marked 10.7% , claimed to have 100% writing competence, whereas twenty-one participants from the same faculty that make 75.0%, claimed to have 75% writing proficiency. With the rest four individuals that comprise of 14.3%, of the same faculty, this writing proficiency knowledge declines to the point marked 50%. Comparably, the political science and law faculties has five faculty members. Of the number of participants, two of them reported having a writing competency of 75%, while 1 member, comprising 20% of the faculty, revealed that their writing proficiency is only 50% when they write an English text. Two members that make 40.0% from the same faculty claimed that their writing competence is equal to 25% A total of forty-eight faculty members from the education faculty participated voluntarily in the study. Among them, only two members, representing 4.2% of the faculty, demonstrated 100% writing proficiency. Additionally, nineteen members, accounting for 39.6% of the faculty, reported a writing proficiency level of 75%. Furthermore, fifteen members, which constitutes 31.1% of the faculty, indicated that their writing proficiency is also at 50% and thirteen faculty members that make 25% within the faculty revealed their writing knowledge 25% respectively.

he research involves nine faculty members from the faculty of economy. Among them, three members, representing 33.3% of the faculty, demonstrated a writing proficiency of 100%, while four members, accounting for 44.4%, reported a writing proficiency of 75% and only two members that comprised of 22.2% declared their writing skill 50%. Additionally, there are three faculty members from the faculty of Veterinary, of which two members, or 66.7%,



indicated a writing proficiency of 100%, and one member representing 33.3%, noted a writing proficiency of 75%.

**Table3.** English writing proficiency of faculty members at Kunduz university

Faculty		Writing				Total
		25	50	75	100	
Computer Science	Count	0	0	7	2	9
	% within Faculty	0.0%	0.0%	77.8%	22.2%	100.0%
Sharia Law	Count	0	0	2	0	2
	% within Faculty	0.0%	0.0%	100.0%	0.0%	100.0%
Stomatology	Count	0	0	0	1	1
	% within Faculty	0.0%	0.0%	0.0%	100.0%	100.0%
Agriculture	Count	0	4	21	3	28
	% within Faculty	0.0%	14.3%	75.0%	10.7%	100.0%
Law & Political Science	Count	2	1	2	0	5
	% within Faculty	40.0%	20.0%	40.0%	0.0%	100.0%
Education	Count	12	15	19	2	48
	% within Faculty	25.0%	31.3%	39.6%	4.2%	100.0%
Economy	Count	0	2	4	3	9
	% within Faculty	0.0%	22.2%	44.4%	33.3%	100.0%
Veterinary	Count	0	0	1	2	3
	% within Faculty	0.0%	0.0%	33.3%	66.7%	100.0%
Total	Count	14	22	56	13	105
	% within Faculty	13.3%	21.0%	53.3%	12.4%	100.0%

Table 4 illustrates that nine faculty members from the Computer Science faculty took part in the study. Among them, 4 members, representing 44.4% of the within the faculty, exhibited 100% proficiency in speaking English, while two members, accounting for 22.2 %, reported a speaking proficiency of 75% and 3 participants that make 33.3 have 50% speaking proficiency. In contrast, the Sharia Law faculty had a different proficiency profile, with only two participants. One attendee from the faculty demonstrating 50% speaking proficiency while the other expressed his speaking competency 25%. According to Table 5, only one participant from the Stomatology faculty, representing 0.95% of the total participants, indicated that his speaking proficiency is 25%. Additionally, twenty-eight faculty members from the Agriculture department, or 26% of the total participants, engaged in the research. The findings revealed that three participants from this faculty, or 10.7%, claimed to possess 100% speaking competence, while 8 participants, making up 28.8% of the faculty, reported a speaking proficiency of 75%. Constantly fifteen faculty members equal to 53.6% within the faculty have shown that their speaking proficiency is 50%. Last but not least, two cases comparison to 7.1% of the same faculty revealed their speaking competence equal to 25%. Law and political science faculty had five faculty members, with only one member marked 20%, reporting a speaking competency of 75%. Two members representing 40% of the faculty indicated a speaking proficiency marked 50% when doing verbal communication, while two other members, representing 40.0%, of the same faculty claimed their speaking competence to be at 25%. A total of forty-eight faculty members from the education faculty voluntarily participated in the study. Among them, only one member, representing 2.1% of the faculty, demonstrated 100% speaking proficiency. Additionally, ten members, accounting for 20.8%, reported a speaking proficiency level of 75%, while eighteen members, representing 37.5% of the faculty, indicated their speaking proficiency marked 50% and nineteen participants that is equal to 39.6% within the faculty have shown their speaking

proficiency marked 25%. The study encompasses nine faculty members from the economy faculty. Moreover, seven participants, which representing 77.8% of the faculty, exhibited a speaking proficiency of 75%. Two participants, representing 22.2% of the faculty, reported a speaking proficiency of 50%. Furthermore, three faculty members from the faculty of veterinary attended the study. Two members, accounting for 66.7%, reporting a speaking proficiency of 75%, while one member, representing 33.3%, indicated a speaking proficiency of 50%.

**Table4.** English speaking proficiency of faculty members at Kunduz university

			Speaking				Total
			25	50	75	100	
Faculty	Computer Science	Count	0	3	2	4	9
		% within Faculty	0.0%	33.3%	22.2%	44.4%	100.0%
	Sharia Law	Count	1	1	0	0	2
		% within Faculty	50.0%	50.0%	0.0%	0.0%	100.0%
	Stomatology	Count	0	1	0	0	1
		% within Faculty	0.0%	100.0%	0.0%	0.0%	100.0%
	Agriculture	Count	2	15	8	3	28
		% within Faculty	7.1%	53.6%	28.6%	10.7%	100.0%
	Law & Political Science	Count	2	2	1	0	5
		% within Faculty	40.0%	40.0%	20.0%	0.0%	100.0%
	Education	Count	19	18	10	1	48
		% within Faculty	39.6%	37.5%	20.8%	2.1%	100.0%
	Economy	Count	0	2	7	0	9
		% within Faculty	0.0%	22.2%	77.8%	0.0%	100.0%
	Veterinary	Count	0	1	2	0	3
		% within Faculty	0.0%	33.3%	66.7%	0.0%	100.0%
Total		Count	24	43	30	8	105
		% within Faculty	22.9%	41.0%	28.6%	7.6%	100.0%

Table 5 presents data indicating that nine faculty members from the Computer Science department participated in the study. Of these, five partakers, which corresponds to 55.6% of the faculty, displayed 100% proficiency in English listening while the skill is different for three other participants that equal to 33.3% within the faculty. They have 75% of listening proficiency and constantly the listening proficiency is declined for the last participant that makes 11.1% within the faculty who reveals his listening proficiency is 50%. In contrast, the Sharia Law faculty exhibited a different proficiency distribution, with only two participants. One participant that is comprise of 50% from this faculty demonstrated a listening proficiency of 50%, while the other reported a competency level of 25%. As shown in Table 5, only one participant from the Stomatology faculty, representing 0.95% of the total participants, indicated a listening proficiency of 75%. Furthermore, twenty eight faculty members from the agriculture faculty or 26% of the total participants, took part in the

research. The results revealed that six participants from, or 21.6%, claimed to have 100 % listening competence, while fifteen participants, making up 53.6%, reported a speaking proficiency of 75% and the listening proficiency is reduced to 50% by seven faculty members from the same faculty. The Law and Political Science faculty comprised five members, with only one member, or 20%, indicating a listening competency of 75%. Two members, constituting 40% of the faculty, reported a listening proficiency of 50%, while two additional members, also representing 40%, claimed their speaking competence to be at 25%. A total of twenty-eight faculty members from the education faculty voluntarily participated in the study. Among them, only two participants representing 4.2% of the faculty, demonstrated 100% a listening proficiency; however, eleven participants which representing 22.9% the faculty claimed their listing competence equals to 75%. Twenty more faculty members that make 41.7% of the same faculty have shown that their listing competence is comprised of 50%. This competence has been reduced with fifteen faculty members, accounting for 31.3%, reported a listening proficiency level of 25%. This percentage varies for the participants from economy that is one participant, which equates to 11.1% of the faculty, demonstrated a listening proficiency of 100%. Seven participants, representing 77.8% of the faculty, indicated a listening proficiency of 75%. Only one attendee representing 11.1% within the faculty has revealed his listening competence equals to 25%. Additionally, there are three faculty members from the Faculty of Veterinary, with 1 member, accounting for 33.3%, reporting a listening proficiency of 100%, the next 1 member representing 33.3%, noted a listening proficiency of 75% while the last 1 participant constitutes 33.3% of the same faculty has shown his listening proficiency equals to 50%.

**Table5.** English listening proficiency of faculty members at Kunduz university

			Listening				Total
			25	50	75	100	
Faculty	Computer Science	Count	0	1	3	5	9
		% within Faculty	0.0%	11.1%	33.3%	55.6%	100.0%
	Sharia Law	Count	1	1	0	0	2
		% within Faculty	50.0%	50.0%	0.0%	0.0%	100.0%
	Stomatology	Count	0	0	1	0	1
		% within Faculty	0.0%	0.0%	100.0%	0.0%	100.0%
	Agriculture	Count	0	7	15	6	28
		% within Faculty	0.0%	25.0%	53.6%	21.4%	100.0%
	Law & Political Science	Count	2	2	1	0	5
		% within Faculty	40.0%	40.0%	20.0%	0.0%	100.0%
	Education	Count	15	20	11	2	48
		% within Faculty	31.3%	41.7%	22.9%	4.2%	100.0%
	Economy	Count	0	1	7	1	9
		% within Faculty	0.0%	11.1%	77.8%	11.1%	100.0%
	Veterinary	Count	0	1	1	1	3
		% within Faculty	0.0%	33.3%	33.3%	33.3%	100.0%
Total		Count	18	33	39	15	105
		% within Faculty	17.1%	31.4%	37.1%	14.3%	100.0%



## Discussion

A high percentage representing 88.9% participants from computer science faculty demonstrate 100% reading proficiency in English. This is a very strong result, suggesting that most faculty members in this faculty are highly proficient in reading skill of English, which is likely important for accessing technical literature, research papers, and global knowledge in the rapidly evolving field of computer science. This idea is supported by Son (2017) in particular, its role in information access and technology transfer is a major explanation for the rise of English worldwide. The one participant (11.1%) with 75% reading proficiency may still have a good understanding of English language, but they might face occasional challenges. This could reflect a potential area for improvement through targeted language training or support. The two participants from the Faculty of Sharia Law have a 75% reading proficiency in English. While this indicates a fairly strong foundation, it's lower than the Computer Science faculty. This could be due to different academic needs, as the Faculty of Sharia Law may rely more on non-English resources or have less exposure to English texts compared to a field like computer Science. Only one participant (0.95% of total participants) from stomatology faculty took part in the study. The finding shows that this individual has a 100% reading proficiency in English. Since only one person participated, it is hard to generalize this result for the entire faculty. However, this isolated case does highlight an individual with high proficiency. Twenty-eight participants (26% of the total participants) from agriculture faculty were involved in the study. Half of them (50%) reported a reading proficiency of 75%, while 35.7% claimed to have 100% proficiency. A small group (14.3%) lacks English language proficiency, stating they had only 50% reading proficiency. This range of results demonstrates that while a significant portion of the faculty feels confident in their reading abilities, there are also individuals who struggle, indicating a potential need for targeted support. To concentrate on the faculty of law and political sciences, there were five participants from this faculty. 60% reported a 75% proficiency level, while 40% had a low proficiency of 25%. The results from this faculty suggest a substantial gap between members with intermediate and lower levels of proficiency, pointing to a need for improvement in reading skills across the board. This study is attended by forty-eight faculty members from education faculty. Only 10.4% claimed 100% proficiency, while 52.1% stated a 75% proficiency level. Interestingly, 14.6% also reported 75% proficiency, and 22.9% had low proficiency at 25%. This diverse range of results shows that the education faculty has a wide spectrum of proficiency levels, with a significant proportion requiring further improvement. Nine faculty members from the economy faculty participated. 33.3% reported 100% proficiency, while 66.7% had 75% proficiency. While all participants demonstrated relatively strong reading skills, there's still room for improvement, especially for those who did not reach full proficiency. Only three members participated. 66.7% of them claimed 100% reading proficiency, while one member (33.3%) reported 75% proficiency. Though a small sample, the veterinary faculty appears to have strong reading skills overall. The study shows that a considerable number of faculty members, particularly from the agriculture, education, and economy faculties, exhibit high reading proficiency (75% or

above). However, there is a substantial portion across several faculties that have lower proficiency, especially in the education and law faculties, where some faculty members have only 25% proficiency. Faculties like agriculture, economy, and veterinary exhibit stronger reading proficiency compared to education and law, where more participants report lower proficiency. This could suggest that faculties with more specialized or technical content (like agriculture and veterinary) may prioritize or have more exposure to English reading materials. Balanced reading instruction significantly predicted reading achievement after accounting for students' engaged reading and parental education (John T. Guthrie, William D. Schafer & Chun-Wei Huang, 2010).

Nine participants from the computer science faculty took part. 22.2% (2 participants) reported 100% writing proficiency, while 77.8% (7 participants) reported 75% proficiency. Such results indicate that the majority of the faculty have strong, though not perfect, writing proficiency, with only a few writing full competence. Only two participants from this faculty, both of them (100%) reported 75% writing proficiency. This suggests that while the participants are proficient, there is room for improvement, particularly in advancing toward higher levels of proficiency. A single participant from stomatology (0.95% of total) took part, reporting 100% writing proficiency. Like with reading proficiency, this is an isolated case, and while positive, it's difficult to generalize for the entire faculty based on one participant. The study is also taken part by twenty-eight participants (26% of total) from agriculture faculty. 10.7% reported 100% proficiency, while 75% twenty-one stated they had 75% proficiency. The remaining 14.3%, four participants reported only 50% proficiency. The faculty's writing proficiency is distributed, with a majority in the 75%, and a small but notable portion needs further development. This trend parallels their reading proficiency, showing the need for balanced improvement across skills. 5 participants from Sharia Law faculty took part in the study. 40% reported 75% writing proficiency, 20% reported 50% proficiency, and 40% reported 25% proficiency. The findings show a clear disparity, with only a minority having strong proficiency, while the rest struggle with their writing abilities. This is an area where significant improvement is needed. Forty-eight participants (the largest number of participants) from education faculty enthusiastically joined in the study. Only 4.2% reported 100% proficiency, while 39.6% (19 participants) reported 75% proficiency. A significant portion, 31.1%, had 50% proficiency in writing, and 25% of participants reported just 25% writing proficiency. The education faculty exhibits a wide range of writing proficiency, with the majority at intermediate or lower levels. The data reveals an urgent need for targeted writing support within this faculty. There are 9 participants from the economy faculty. 33.3% reported 100% writing proficiency, while 44.4% four participants reported 75% writing proficiency, and 22.2% two participants reported 50% writing proficiency. The findings reflect relatively strong writing skills overall, though the faculty would still benefit from efforts to raise the proficiency of those at the 50% level. Three participants took part veterinary faculty. 66.7% reported 100% proficiency, while 33.3% one participant reported 75% proficiency. Like their reading proficiency, the veterinary faculty shows high levels of writing proficiency overall. A significant proportion

of faculty members across different departments report writing proficiency in the 75% range. However, there is a substantial number in several faculties (particularly education and law) where many members fall into the lower proficiency categories (50% and 25%). The education faculty and law and political science faculty show particularly concerning levels of writing proficiency. In these faculties, there is a clear need for intervention, as many members reported low writing skills. Faculties like computer science, agriculture, and economy tend to perform better, with higher percentages of faculty members reporting writing proficiency at or near 100%. Faculties with smaller participation like stomatology and veterinary showed strong writing skills, though the small sample size makes it difficult to draw broader conclusions.

There are notable differences in English speaking proficiency across faculties. The Computer Science faculty shows a relatively higher percentage of members with 100% proficiency compared to other faculties. On the other hand, faculties like Sharia Law and stomatology show lower proficiency levels, with no members reaching 100%. Larger faculties like Agriculture twenty-eight members and Education forty-eight display a wider range of proficiency levels, whereas smaller faculties like Sharia Law and Veterinary have fewer participants and tend to show more uniformity within their responses. A significant portion of participants across faculties seems to fall within the 50-75% proficiency range, particularly in Agriculture, Law and Political Science, and Economy. This suggests that while many faculty members can communicate in English to some extent, full proficiency is relatively rare. Lower Proficiency Challenge: Faculties like Education and Law and Political Science show that a large percentage of their members reported only 25% proficiency in English, indicating significant gaps in language skills, which may hinder effective communication in an international academic context.

The Computer Science faculty demonstrated the strongest listening proficiency among all faculties. With 55.6% of participants reporting full proficiency, this faculty clearly benefits from the global nature of their field, which often requires access to English language resources, programming languages, and research. However, there is still room for improvement, as 33.3% of faculty members reported 75% proficiency, and one participant (11.1%) exhibited only 50% proficiency. This suggests that while the majority of faculty members are adept in English listening, some could benefit from additional language training to reach full competency. In stark contrast, the Sharia Law faculty demonstrated much lower levels of English listening proficiency. With only two participants, the results may not be fully representative of the faculty, but both participants reported relatively low proficiency levels (50% and 25%, respectively). This could be due to the nature of their academic focus, which revolves around religious texts and studies that are primarily conducted in Arabic or other languages. The lack of English exposure might hinder the faculty's ability to engage with international research, which could be an area for improvement. The theoretical framework developed from this study can be used to increase the effectiveness of teaching English as Second Language nursing faculty members, improve their chances of success, and enhance diversity in the nursing profession (Starkey, 2015). The

stomatology faculty had only one participant, who reported a listening proficiency of 75%. While this is a promising level of competency, the limited sample size makes it difficult to draw definitive conclusions about the overall English language proficiency of the faculty. However, given that the medical field typically requires a strong command of English for accessing research and global medical literature. It is essential to ensure that the entire faculty reaches similar levels of proficiency. The Agriculture faculty had the largest number of participants, with twenty-eight faculty members. This group exhibited a wide range of listening proficiency levels. While 21.6% of participants reported full proficiency, the majority (53.6%) had a listening proficiency of 75%, and 25% demonstrated only 50% proficiency. These findings suggest that while many faculty members in this department have a reasonable command of English, a significant portion still struggles to achieve full proficiency. Giving the importance of English in accessing international agricultural research, improving the listening skills of these faculty members could enhance their academic and professional development. The Law and Political Science faculty exhibited relatively low levels of English proficiency, with no participants reporting full proficiency. Only 20% of the faculty had 75% listening competence, while 40% reported 50% proficiency, and the remaining 40% indicated only 25% proficiency. This low level of English language competency could limit the faculty's ability to engage with international legal and political discourse, which increasingly requires proficiency in English for research, collaboration, and teaching. Addressing this gap through targeted language training could significantly benefit the faculty's engagement with global developments in law and political sciences. With 48 participants, the Education faculty had the largest representation in the study. However, the results indicate a broad distribution of English listening proficiency. Only 4.2% of faculty members demonstrated full proficiency, while the majority (41.7%) reported 50% proficiency, and 31.3% indicated only 25% proficiency. Giving the role of educators in shaping the language skills of students, this finding is concerning. Improving the English listening skills of faculty members in the Education faculty is crucial for ensuring that they can effectively teach English and communicate in an increasingly globalized academic environment. The Economy faculty demonstrated relatively strong listening proficiency, with 11.1% of participants reporting full proficiency and 77.8% indicating 75% proficiency. Only one participant (11.1%) reported a listening proficiency by 25%. This suggests that the majority of the faculty members in this department are fairly proficient in English, which is essential for engaging with international economic research and discourse. However, efforts should still be made to ensure that all faculty members reach full proficiency, as this would enhance their ability to contribute to global economic discussions. The Veterinary faculty, though small with only three participants, demonstrated a range of listening proficiency levels. One participant reported full proficiency (33.3%), while another had 75% proficiency, and the final participant had 50% proficiency. These results suggest that while some faculty members are quite proficient in English, others still require support to improve their language skills. Given the importance of English in accessing global veterinary research and practices, enhancing the listening proficiency of all faculty members in this department

should be a priority. The idea is supported by (Cherepovska & Binkevych, 2019) "It requires both a high level of language competence in EGP (English for General Purposes) and mastering specific veterinary terminology and grammatical structures typical of scientific style."

## Conclusion

The assessment of English proficiency among Kunduz University teachers reveals notable disparities across various faculties. While some faculties, such as Computer Science and Economy exhibit relatively higher levels of English proficiency, others, particularly those in fields like Sharia Law and Stomatology, demonstrate lower proficiency levels. Such differences highlight the varying demands for English language skills in different academic disciplines. The findings also emphasize the need for targeted language training programs to enhance the English proficiency of faculty members, particularly in faculties where English is essential for accessing global academic resources and research. Improving English skills will not only benefit the faculty's professional development but also enhance the overall academic quality and international engagement of the university. Addressing these gaps is crucial for fostering a more comprehensive educational environment and ensuring that all faculties can participate in global academic discourse effectively. This assessment serves as a foundational step in identifying areas of need and promoting strategic language development initiatives at Kunduz University.

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## Data Availability Statement:

The data that support the findings of this study are available from the corresponding author upon reasonable request.

## Conflicts of Interest:

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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