

**THE APPROPRIATENESS OF THE VOCABULARY AND THE TOPICS CONTAINED  
IN THE GRADES 7-12 ENGLISH AS A FOREIGN LANGUAGE TEXTBOOKS IN  
AFGHAN MUJAHIDEEN HIGH SCHOOLS IN PAKISTAN TO THE OBJECTIVES  
OF CURRENT AFGHAN EDUCATION.**

**BY**

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**A Thesis  
Submitted to the Faculty of Graduate Studies  
in Partial Fulfilment of the Requirements  
for the Degree of**

**MASTER OF EDUCATION**

**Department of  
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TO MY BELOVED FIRST HOME, AFGHANISTAN, AND TO ALL THOSE WHO  
SINCERELY RESISTED THE COMMUNIST TAKEOVER AND THE RUSSIAN  
INVASION

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## ABSTRACT

The appropriateness of the vocabulary items and the topics contained in the EFL textbooks of Afghan Mujahideen high schools (grades 7-12) in the refugee camps in Pakistan in light of the current educational and EFL objectives of the educational system of Afghan Mujahideen was the focus of this study. The EFL objectives were drawn from the responses of Afghan Mujahideen educators to a written questionnaire.

EFL textbooks 2-6 of Afghans Learn English series, first published in Afghanistan in 1968, are still used in grades 8-12 of the Mujahideen high schools. English Book One published by the Mujahideen in 1983 is used as an introductory EFL textbook in grade seven.

The views of Afghan Mujahideen educators were analyzed and it was found that today's Afghan Mujahideen EFL objectives were different from those of the Royal regime in the 1960's when Afghans Learn English series was published. While the royal regime aimed at the development of reading skills, the Afghan Mujahideen aim at the development of communicative skills.

To achieve today's EFL objectives, an Afghan Mujahideen grade twelve graduate should be able to discuss, in English, the current topics related to Afghanistan, Islam, the Islamic movement in Afghanistan, the situation in refugee camps, and the Soviet invasion. These objectives require the development

of specialized vocabulary and exposure to specific topics.

Mujahideen, Muslim, and International English medium newspapers and magazines were considered to be a good source for the determination of the specialized vocabulary and topics which the Afghan Mujahideen students need to be exposed to in the course of their EFL studies in grades 7-12. One hundred and forty-four articles from the current Mujahideen, Muslim, and International publications were put into a computer file. The textbooks were put into another computer file.

With the help of the computer program, Word Cruncher, a frequency list of the vocabulary items contained in the current publications was developed. Another list was developed of the vocabulary items contained in the textbooks. The two lists were compared, and 341 essential target vocabulary items with frequencies of more than 30 and distributions of 2 or 3, were found not to be contained in Afghans Learn English books 2-6. Of the 341 essential target vocabulary items, 54 words were included in English Book One.

English Book One, is an English as a Foreign Language textbook prepared and published by the Department of Curriculum of the Education Committee of the Interim Government of Afghan Mujahideen in Pakistan in 1983 and is used as an introductory EFL textbook in grade 7. The analysis of this book indicated great improvement over Afghans Learn English. It is recommended that English Book One be followed by other textbooks of a similar nature that address the current needs



of Afghan Mujahideen students and the objectives of the system. The findings of this study may provide guidance for this development.

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## Chapter One. INTRODUCTION

Afghanistan is a landlocked central Asian country. Its shape on the map is that of a tortoise with an outstretched neck and wide-open mouth (Pazhwak 1983:152). Ninety-nine percent of its 18,136,000 population are Muslims (Dupree 1989:92 & 95). Superstition, ignorance, and fear of change from the traditional values and way of life were among the reasons that kept many Afghans from sending their children, especially females, to modern schools (Linton 1970:230). The literacy rate among Afghans before the communist takeover of 1978 was merely 10% (Dupree 1974:3). Among the female population, literacy hardly reached 3% (Urban 1988:5). The over two million unsettled nomadic population of Afghanistan was not included in these figures (Tapper 1974:128).

The people of Afghanistan have been well-known for giving a hard time to outsiders who have tried to subdue them (Ahmad 1984:64). Their fame has been re-established internationally with their historic stand against the invasion of the Russian Red Army in 1979. This historic stand, however, has cost this poor, backward nation the destruction of the country, its infrastructure, and almost every aspect of life (First Consolidated Report (FCR) 1988). During the course of the imposed war following the communist takeover of 1978, educational facilities have been reduced by 78% (Thomas 1990:7).

Resisting the Red Army's invasion of Afghanistan cost

Afghans over two million human lives and millions of refugees scattered all over the world. Afghan refugees, in fact, make up the largest number of a single group of refugees in the world today (Thomas 1989:4). In Pakistan and Iran alone, their number exceeds five and a half million registered refugees (Second Consolidated Report (SCR) 1989:33). Besides the nearly six million registered refugees in Pakistan and Iran, there are large numbers of unregistered refugees living there as well. These refugees need the provision of education for their children. In fact, school-age children (ages 5-17 years) make up 49% of the refugee population in Pakistan (Stahi 1990:4). International, local, and Afghan organizations work hard in the field of education.

Although the refugees live in exile and the government system in Afghanistan has changed, most of the textbooks currently used in schools are simply xerox copies of the textbooks written during the 1950's to early 1970's. Among them is the well-known Afghans Learn English series. This series was first published in 1968 in Kabul, Afghanistan.

The Interim Government of Afghan Mujahideen in Pakistan, through its office of education, however, has written a few textbooks that address the current situation. English Book One, published in 1983 by the Curriculum Department of the Education Committee of the Islamic Unity of Afghan Mujahideen, is one current textbook. English Book One together with Afghans Learn English books 2-6 make up the English textbooks

Afghan Mujahideen students use in grades 7-12.

In the current curriculum of the Afghan Mujahideen high schools, the English language occupies a very important position. According to one Principal of an Islamic High School in Peshawar, Pakistan, the EFL aim is to help students acquire enough English to communicate with international organizations to make full use of their assistance, to propagate Islam, and to explain the Afghan Mujahideen stand.

#### STATEMENT OF THE PROBLEM

Afghanistan was traditionally ruled by a royal system. None of the textbooks, among them the Afghans Learn English series, which were written to achieve the educational goals of the Royal regime in Afghanistan, focused on Islam nor on its propagation in the world. Linton (1970:229) states those objectives to have been:

(1) to become a good Muslim; (2) to become an effective member of family and village (or city); (3) to become literate; (4) to qualify for a good position... (5) to qualify for advanced education; (6) to improve the economic and social status of the individual and thereby of the nation; (7) to increase equality of opportunity and thereby social mobility; (8) to increase loyalty and commitment to national goals; and (9) to prepare the people for increasing participation in the determination of public policy.

From the above stated objectives, it is clear that the English language was offered in Afghan high schools in order

to prepare the students for advanced education in English medium universities abroad. Therefore, the main focus of the textbooks, Afghans Learn English series was the development of reading skills.

In 1973, President Mohammad Daud overthrew his cousin and brother-in-law, King Mohammad Zahir Shah, and changed the name of the country to 'The Republic of Afghanistan'. Daud introduced his educational reform program without actually changing the existing textbooks. School authorities were asked to erase the title 'The Royal Government of Afghanistan' in the textbooks and to replace it with 'The Republic of Afghanistan'.

Today, however, given the high importance ascribed to the ability to communicate in English for the purposes of making better use of foreign aid, the propagation of religion, the clarification of the Afghan stand, and given the fact that the EFL textbooks are the main source of English as a foreign language learning in Afghan Mujahideen schools since there is a shortage of trained teachers, it is necessary to investigate the adequacy of these textbooks, English Book One, and Afghans Learn English books 2-6, in order to see if they meet the current EFL objectives of Afghan Mujahideen and the needs of the students. This study, in other words, proposed to investigate the following question:

Can the EFL textbooks, i.e. Afghans Learn English books 2-6,



that were written in a time when Afghanistan had a Royal regime with its own curricular and EFL objectives and English Book One published in 1983 by the Curriculum Department of the Education Committee of the Interim Government of Afghan Mujahideen in Pakistan, achieve the current Afghan Mujahideen EFL objectives?

Textbook evaluation is important "in order to find out whether the organization of materials is consistent with the objectives of a given English language curriculum" (Williams 1983: 254).

The researcher chose to evaluate the current textbooks through their vocabulary items and topics as the students need to be exposed to the vocabulary and the topics they will need in their future work place. Thus, the books need to be evaluated by the criteria of the vocabulary and topics that the students will need.

#### DEFINITIONS OF TERMS

**Mujahideen** (singular **Mujahid**) are those who struggle against all types of injustice and oppression in accordance with the doctrines of the faith of Islam.

**Afghan Mujahideen** are those Afghan nationals who, in accordance with the doctrines of their religious beliefs, struggle against the Russian invasion of Afghanistan and the

regime the Soviets have installed in Kabul.

**The Hanafite School of Islamic Jurisprudence** is one of the four main schools of Islamic jurisprudence. There is a consensus among the Muslims that the Hanafite, Shafi'i, Hanbalite, and Maliki schools of Islamic jurisprudence are equally authentic. Followers of these schools are also called sunni Muslims.

**Shiites** are those who believe that Ali, the son-in-law and fourth successor of prophet Mohammad, had a divine right to successorship (Glasse 1989:364).

**The Quran (or Koran)** is the book that was revealed to Mohammad (peace be upon him) in the course of 23 years (610 - 633). The book has thirty chapters. It constitutes the first and the highest source of Islamic faith and law.

#### SIGNIFICANCE OF THE STUDY

Very few Afghan refugee children have access to formal schooling. The academic growth of those who are in school should receive careful attention. Every effort should be made to limit student drop out. Curriculum should be revised, teaching methods should be tested, ...(Khan 1989:2).

However, the undeniable reality is that the Interim Government of the Afghan Mujahideen in Peshawar, Pakistan does not have any stable financial means to carry out such projects. It depends on donations forwarded by sympathetic

states, organizations, and individuals from the world over. Yet, most of the donations have had to be directed toward the war efforts imposed on the Afghan nation by the Soviets and the regime they installed in Kabul. There has been little, if any, left for education and other projects. It is encouraging, though, that there are some individuals, non-profit or non-governmental organizations (NGOs), e.g. Human Concern International (HCI), United Nations High Commissioner for Refugees (UNHCR) that are concerned with vital projects such as education.

This study may help the concerned authorities of the Interim Government of Afghan Mujahideen, the NGOs, and others to find out where they stand in relation to the realization of the general curricular goals and the specific objectives of the current EFL program in the Mujahideen schools. This study may provide guidelines for the revision of the current series of the EFL textbooks, English Book One, and Afghans Learn English. In other words, the study may provide guidelines to produce more effective books to teach EFL to the Afghan population.

#### OVERVIEW OF THE RESEARCH METHOD

This research intends to examine the suitability of the topics and the vocabulary items contained in the EFL textbooks of Afghan Mujahideen high schools to the current EFL and

educational objectives of the Mujahideen. The method used to determine this suitability examined three sources of data:

- a. The views, on the current EFL objectives of Afghan Mujahideen high schools, of Afghan Mujahideen educators such as high school principals, EFL directors, and officials in the Ministry of Education of the Interim Government of Afghan Mujahideen.
- b. The vocabulary items and topics contained in the textbooks (grades 7-12).
- c. The vocabulary items and topics needed by the students.

To collect the first data, the researcher wrote to ten high school principals, several EFL directors of the NGOs that provide English language learning opportunities for Afghan Mujahideen children, and to two officials in the Ministry of Education of the Afghan Mujahideen Government in exile. The researcher received responses from five high school principals, two EFL NGO directors, and one official in the Ministry of Education of the Interim Government of Afghan Mujahideen in Pakistan.

The glossary list of Afghans Learn English books 2-4 and

the complete texts of English Book One and Afghans Learn English books 5 and 6 were put into a computer file to create a list of the vocabulary items contained in those textbooks. The topics of the textbooks were determined through analysis of each reading passage contained in Afghans Learn English books 5 and 6.

Regarding the topics and the vocabulary that the students may need in their future work place, the researcher put 144 articles contained in magazine and newspaper publications of Afghan Mujahideen, Muslim International media, and International media between April 27, 1978 and September 1991 in a computer file. The computer program gave a frequency list of the vocabulary items contained in the articles. The researcher determined the topics through careful reading of each of the articles.

#### LIMITATIONS OF THE STUDY

This study is limited to the investigation of the suitability of the topics and vocabulary items contained in English Book One and the Afghans Learn English series books 2-6 to the current curricular and EFL objectives of Afghan Mujahideen as seen by their high school principals, EFL directors of some NGOs in the field, and officials in the Ministry of Education of the Interim Government of the Afghan Mujahideen in Pakistan.

## RESEARCH QUESTION

This study investigated the following question:

Can the EFL textbooks, i.e. Afghans Learn English books 2-6, that were written in a time when Afghanistan had a Royal regime with its own curricular and EFL objectives and English Book One published in 1983 by the Curriculum Department of the Education Committee of the Interim Government of Afghan Mujahideen in Pakistan achieve the current Afghan Mujahideen EFL objectives?

## Chapter Two. REVIEW OF THE LITERATURE

### INTRODUCTION

Having decided to focus the study on the suitability of the vocabulary items and topics contained in the EFL textbooks, English Book One and Afghans Learn English books 2-6, used in Afghan Mujahideen High Schools in Peshawar, Pakistan in relation to current educational and EFL objectives of the Mujahideen, the researcher did a search of publications on this topic in the University of Manitoba Education library.

Finding materials on Afghanistan's history, politics, and the Soviet Invasion of the country was not a problem at all. The bridge system and the Silver Platter (ERIC) documents in the University of Manitoba Education Library contained a rich selection on the subject. On the question of education in Afghanistan, however, the library was of little help. The researcher made contacts with some concerned individuals in Pakistan and in the U.S.A. and obtained some documents on the subject through those individuals.

The review of the literature in this study include three headings: (1) Afghanistan: Before and After the Soviet Invasion of 1979; (2) Education and the Teaching of the English Language in Afghanistan: Before and After the Communist Takeover of 1978; and (3) Principles of EFL Textbook Evaluation and the Importance of Topics and Vocabulary in ESL/EFL Learning.

## AFGHANISTAN: BEFORE AND AFTER THE SOVIET INVASION OF 1979

Afghanistan, a landlocked country of 652,000 sq. km. (250,000 sq. miles) with a population of about 15,000,000 (Thomas 1990:7), is surrounded on the north by Kirgiziya, Tadzhikistan, Uzbekistan, and Turkmenistan (Muslim republics occupied by the Soviet Empire), on the west by the Islamic Republic of Iran, on the south and most of the east by Pakistan, and on the east by the Peoples' Republic of China. Less than 15% of the land in Afghanistan is estimated to be arable (First Consolidated Report (FCR)1988:90). About 99% of the population of Afghanistan are Muslims (Thomas 1990:7). While over 90% of them follow the Hanafite school of Islamic jurisprudence, less than 10% of them belong to the Imamite Shia group (Ahmad 1984:29). There are also some Jews and Hindus as well as Sikhs who have been living in harmony with the Afghans. Practice of other faiths, provided that it gave no public offence, was protected by the constitution of Afghanistan (Griffiths 1967:87). In fact, the second article of the 1964 constitution of Afghanistan stated clearly that the religion of Afghanistan was Islam and that the government was to conduct the religious duties in accordance with the Hanafite school of Islamic jurisprudence. All non-Muslim citizens of Afghanistan were free to practice their faith...(Ahmad 1984:30).



Afghans are extremely proud of their religion and nationality. Although they belong to various tribes that are pre-occupied most of the time with ethnic conflicts, yet, there is almost unanimous agreement among all Afghans, the educated and the uneducated, as to what the characteristics of a good Afghan are. Linton (1970:230) says that:

There is almost universal agreement that a good Afghan must first of all be a good Muslim, meaning that he must believe the tenets of the faith and observe its ritual to the best of his ability, and behave in a manner becoming a good man. Modesty, sobriety, bravery, honesty, truthfulness, piety, loyalty, hospitality, and self-respect are inculcated in the home, and children in school are admonished to work hard to acquire these virtues as well as skills and knowledge.

Traditionally, Afghanistan was ruled by a Royal system. The king, believed to be the shadow of God on the earth, had absolute powers. He was called [tole wahk], a Pashtu term meaning 'one with all or absolute powers'. The Prime Minister had to be a member of the king's family. His cabinet members, too, had to be either members of the family or closely related, such as nephews, cousins, and in-laws.

In 1964, the first constitution in the country was introduced. As a result, power was shared by the people. The king still retained absolute power; however, the positions of the Prime Minister and ministers no longer, at least on paper, were required to be members of the ruling dynasty.

Non-government press was allowed under certain guidelines. As a result, papers emerged that preached various ideologies such as nationalism, communism, and religion. This freedom was short lived. Khalq (people) and Parcham (flag) were two parties that worked for the implementation of a Soviet type of revolution and system in Afghanistan.

In fact, Russia had planned for the occupation of Afghanistan for a long time. Khrushchev, while on his way back home from India, was invited by the, then, King of Afghanistan, Mohammad Zahir Shah, to stop over in Kabul. The following is part of his remarks:

I went there [to Afghanistan] with Bulgarin... on our way back from India [in 1955]. We were invited by the King of Afghanistan to stop over in Kabul....

It was...clear that America was courting Afghanistan....The Americans were undertaking all kinds of projects at their own expense - building roads, giving credit loans, and so on. But...the Americans...hardly bother to put a fig leaf over their self-centered, militaristic motives....

It is my strong feeling that the capital which we've invested in Afghanistan hasn't been wasted. We have earned the Afghans' trust and friendship, and it hasn't fallen into the Americans' trap; it hasn't been caught on the hook baited with American money (Hammond 1984:23).

Indeed, the Afghans, in the view of many, had misplaced their trust and friendship; and, in fact, they had fallen into the Russians' trap. They were caught on the hook baited with Russian aid. All this happened in spite of the warning of

Amir Abdur Rahman Khan, a former ruler of Afghanistan between 1880 and 1901, and who is quoted to have said, "My spirit will remain in Afghanistan, though my soul will go to God. My last words to you, my son and successor, are: Never trust the Russians" (Hammond 1984).

It was during Khrushchev's visit that Russia provided Afghanistan with a 100 million dollar line of credit. Some of this grant was used for military purposes, the rest for construction, e.g. the Salang Pass tunnel through Hindu Kush, the Bagram airport north of Kabul, all of which were used by the Russian forces during their invasion of Afghanistan in December 1979. It was also during this visit that Afghanistan agreed to sending its army and air force officers to Russia and Czechoslovakia for training. The Soviets were very successful in the indoctrination of these officers with pro-Soviet and pro-communist views. Many were even recruited as Soviet agents (Hammond 1984:25).

The ruling family, however, did not feel any serious threat to its position in spite of the rapidly growing Soviet influence, or at least it did not react to it. In fact, "the Russians appeared to many of Afghanistan's ruling class to be valuable, even indispensable, partners in development" (Hyman 1984:5). They thought that it would be easy to play off rival foreign powers such as the Americans and the Russians.

In July 1973, Mohammad Daud, a former Prime Minister and cousin and brother-in-law of king Mohammad Zahir Shah with the

support of Russia and the pro-Soviet parties of Parcham (flag) and Khalq (people) led a successful coup and declared the country a republic. The communists occupied important executive positions in the government. In the course of Daud's regime, 1973-1978, many religious, tribal, and non-communist political leaders and activists were arrested and imprisoned. Many of them were even executed, the most well known of whom was Mohammad Hashim Maiwandwall, a former Prime Minister and the leader of Masawat (Equality) party.

In 1978, as a result of the coup led by the pro-Soviet communist coalition, Daud's role in leading the country into becoming a Russian satellite came to an end. Now the country was directly ruled by the coalition of the two major wings of the pro-Russian communist party - Parcham (Flag) and Khalq (People). Other minor wings such as the one led by Gholam Dastgeer Panjshiri also joined the coalition.

It didn't take long for the people of Afghanistan to form a popular uprising and resistance against the new regime. The Soviets soon realized the possibility of the communist party losing control over the country. Denker (1985:774) states that, "when an April 1978 coup brought a Marxist regime to power in Kabul, armed resistance began within months. By December 1979 the central government was in danger of collapse". Therefore, the Soviets invaded Afghanistan on the eve of Christmas of 1979 - an action which led to the strengthening of the popular resistance and international condemnation.

Up to this time, the Afghans were fighting the communist party, which was fully supported by the Soviets, quietly and without international support or media coverage. The Russian invasion opened the doors so wide that the news of the Afghan struggle became a front page event for years to come. The terms 'jihad' (struggle) and 'mujahideen' (strugglers) became universal vocabulary as they were used in the news coverage of the Afghan problem in most languages of the world.

As the resistance to the Communist regime grew inside Afghanistan, so did the brutal bombardments by both the Soviet invading army and its collaborating Afghan troops against the civilian population, resulting in the refugee influx into neighboring Pakistan. Most of these villagers were not familiar with politics. Many of them had never left the country before. Once in Pakistan, many of them falsely thought that they had to obtain membership in the political party of the resistance in order to be eligible for humanitarian aid provided by the International Community through the UN (Girardet 1985:173).

With the conditions of war and the indiscriminate slaughter of the defenceless people of Afghanistan (Urban 1988:109) and the use of weapons of mass destruction by the Russian invading army and the troops loyal to the regime of Kabul, every aspect of life has suffered severely. Educational facilities, for example, have been reduced by 78% (Thomas 1990:44). Hyman (1984:10) says that:

Soviet strategy to the Afghan Resistance has been modelled on the practice of the Tsarist armies in Central Asia: slaughter of hostile populations, wholesale deportation or forcing into exile, and the use of terror. Soviet depopulation of Afghanistan and the ruthless bombardments of villages and strategic zones call to mind the tactics employed in the Turkestan wars a century ago, and the maxim of the notoriously brutal Russian commander, General Skobeley; I hold it a principle that in Asia the duration of peace is in direct proportion to the slaughter you inflict upon the enemy. Strike hard, and keep on striking till resistance fails.

Fange (1989:1) says that, "...between 1984 and 1986, ... the Soviets tried to bomb Afghanistan back to the Stone Age, when they attacked furiously in a last desperate attempt to crush the Afghan spirit of resistance". Girardet (1985:77) quotes the famous commander of Panjshair valley, Ahmad Shah Masoud, "...failing to crush us by force, as they have said they would with each offensive, they have turned their wrath on defenceless people, killing old men, women and children, destroying houses, and burning crops". The destruction incurred by the helpless Afghans in relation to human lives, socio-economic structure, and the infrastructure, is so tragic and widespread that Jane Thomas, a Canadian spokeswoman and author on Afghanistan, calls upon the Canadian humanitarians to help bring the Soviets to trial for crimes against humanity in Afghanistan (Thomas 1989:7).

With the death of Brezhnev and two of his successors without achieving any of the goals of their invasion of

Afghanistan, their successor, Gorbachev, felt compelled to find a way to save face for his Red Army. As a result, the United Nations sponsored the Geneva Accord signed by Pakistan and the Regime the Soviets had installed in Kabul and guaranteed by the U.S. and Russia. The main party in the conflict, the Afghan Mujahideen, was left uninvited. Many consider the accord a conspiracy against the people of Afghanistan.

#### EDUCATION IN AFGHANISTAN AND TEACHING ENGLISH AS A FOREIGN LANGUAGE BEFORE AND AFTER THE COMMUNIST TAKEOVER OF 1978.

In traditional Afghan education, preschoolers, both boys and girls, are usually sent to a mosque school or Koranic school. They learn the Arabic alphabet, its strokes, pronunciation, calligraphy, and other aspects for the purpose of developing the ability of reading the Muslim holy book - The Quran. They learn the basics of religion, mathematics, reading, and calligraphy. Parents feel very proud of their child/ren if the Mullah, a local Islamic scholar who leads the prayers and teaches the children, praises their children. The only standard of these Koranic schools is for the pupils to read the Quran without much difficulty and to answer simple questions about Islam and its five pillars. While for most of the female population this is the ultimate level to accomplish, talented boys with interest may have to travel to

larger villages or known centers for Islamic studies in order to pursue further religious studies. Some of them may become Mullahs. Only a small percentage of them, however, will obtain the more prestigious title of Mawlawi, someone who is knowledgeable in general Islamic studies and specializes in one or more areas of it (Ahmad 1984; Majrooh 1988:75-92). However, none of these schools offer any recognizable diplomas in terms of today's academic standards.

Even before the Communist takeover of April 27, 1978, opportunities for receiving modern education were available only to a very small portion of the population. While more than 10% of the Afghan male population could read and write (Dupree 1974:3), 98% of the women (Urban 1988:5) were non-literate. Beverley Male (1982:22), using the information contained in Government of Afghanistan and the United States Aid for International Development (USAID), National Demographic and Family Guidance Survey of the Settled Population of Afghanistan, reports that in 1975, 87.8% of the total population of 15,000,000 were illiterate (80.8% male and 96.3% female). Of course, these figures do not include the over two million unsettled, nomadic population of Afghanistan (Tapper 1974:128).

English was the major foreign language taught in Afghan schools before the Communist takeover of 1978, although other languages such as German and French were also taught in some schools. Because schools were usually developed by foreign



aid, the language of the donor country was the norm to be taught as a foreign language in those particular schools. For example Isteklal Lycee was built in 1921 by France, Nedjat Oberrealshule was built by Germany in 1924, and Ghazi High School was established by Britain in 1926. French, German, and English respectively were the foreign languages taught in those high schools. In fact, these high schools were administered and taught by French, German, and English administrators and teachers (Linton 1970:227).

Russian was introduced in the late 1950's with the ever growing Russian influence through its participation in major development projects, its opening of a technical school and an institute in Kabul, and its offering of scholarships for Afghan students.

Education, like other aspects of life in Afghanistan, has suffered greatly as a result of the communist takeover and the war imposed on the people of Afghanistan. Millions of Afghans were forced to leave their villages and to seek refuge in large cities inside the country or flee to neighboring countries such as Pakistan, Iran, and India. The regime in Kabul failed to provide any educational opportunities for the displaced population (internal refugees). In fact, the existing facilities were reduced by 78% as a result of the indiscriminate bombardments of the Soviet invading army and the troops of the communist regime in Kabul (Thomas 1990:7).

The war was imposed on Afghanistan, and the people of Afghanistan were forced to fight back to resist the Soviet invasion and to regain their independence. Denker (1985:797) quotes a Mujahideen commander as saying, "when we go to jihad today, it's not because we want to fight, but because we are compelled to fight for the sake of Islam, and for the freedom of Afghanistan".

Afghan refugee children in Pakistan have little, if any, opportunities for education. Opportunities for education higher than elementary level for boys and beyond grade 3 for girls are far beyond the reach of most of the refugee children. In fact, in most of the refugee camps in Pakistan, the maximum grade available is elementary level grade 6. Due to the scarcity of resources, opportunities for education higher than grade six are rare. There are hardly a dozen high schools with a few hundred spaces that serve a population of over 3.5 million refugees scattered over 300 refugee camps in Pakistan (Thomas 1990:44).

In November 1989, (Stahi: 4) there were 2,242,145 registered Afghan refugees in North West Frontier Province (NWFP) of Pakistan scattered throughout 256 refugee camps. There were also great numbers of unregistered refugees. Of the registered refugees, 49% (1,120,647) were children (ages 5-17 years). However, only 111,697 (10%) of all the children were attending schools run by the United Nations High Commissioner for Refugees (UNHCR). A similar number was attending

schools run by other organizations and the Afghan Mujahideen parties. This brought the total of school attending children to over two hundred thousand, only 20% of the eligible children.

Considering the numbers of the school age children (ages 5-17 years) who actually attend schools, the future of the people of Afghanistan is not promising at all. A whole generation is being reared uneducated. If the successful completion of grade five elementary level is considered a minimum requirement for a person to become permanently literate, then, the future for Afghans is more disastrous than ever thought of, as only 13,010 (11.62%) of a total of over two hundred thousand students actually reach that level. This simply means that one in every one hundred Afghan refugee children actually reaches a basic literacy level. It is even more saddening to know that only 844 (0.42%) of the school attending children were enrolled in secondary schools (grades 10-12). In other words, the students enrolled in the secondary education level (grades 10-12) made up 0.075%, or one in every 1,333 registered children living in the refugee camps in Pakistan in 1989.

As war has disrupted all aspects of life in Afghanistan, it is necessary to rebuild virtually everything. Revision of the curriculum, teacher training, recruitment, university education, and school buildings are among the most urgent projects to be done (Seminar on Hijrah, Repatriation & Recon-

struction of Afghanistan 1989:46). The continuous divisive situation of the resistance groups has hindered the accomplishment of this task.

Once in Pakistan, due to internal conflicts, the Afghan resistance found itself divided among various parties which at times produced violent rivalry with each other. Political rivalries did not remain restricted to political circles. They extended to the battlefields as well as to educational establishments. The educational curriculum of one party would reinforce the position of that particular party while undermining others.

Therefore, the interested scholars of the Muslim world as well as donaters and Islamic organizations exerted pressure on the leaders of the political parties to unite. Although there had already been some unsuccessful attempts made to unite the divided factions of the resistance, the attempt in 1982 was more serious and successful. As a result, the formation of the Islamic Unity of Afghan Mujahideen (IUAM) consisting of the seven major parties, i.e. the Islamic Party (both wings), the National Front, the Islamic Unity for the Liberation of Afghanistan, the Islamic Movement of Afghanistan (both wings), and the Islamic Society of Afghanistan was announced on May 3, 1982. The IUAM conducted its administrative, legislative, and executive business through 13 committees, among which was the education committee (Ahmad 1984:150-161).

A new office, the Center for Education of Afghanistan, designed to take care of the matters related to refugee education, was established in 1983. One of its main jobs was to write down a comprehensive curriculum for Afghan Mujahideen schools. The new textbooks were to emphasize commitment and loyalty to Islam, the Muslim nation, the Islamic Unity of Afghan Mujahideen, and the overall cause of Afghanistan.

Until the establishment of the Center for Education of Afghanistan in 1983, the old textbooks that were written in Afghanistan, when it had a royal regime, were used in Mujahideen's schools both in the refugee camps in Pakistan and in the schools run by the Mujahideen in the liberated areas inside Afghanistan.

As for EFL textbooks, the Teachers' College of Columbia University and the Institute of Education in Kabul, Afghanistan (a three year teacher training institute), in cooperation with the Ministry of Education of the Royal Government of Afghanistan, had under a joint project in 1955 undertaken the writing of a series of textbooks for the teaching of English as a foreign language to Afghan students (Linton 1970:232). The series, published in 1968, consisted of twelve graded books called, Afghans Learn English.

Initially, it was intended that two textbooks be covered in each grade starting with grade seven. Many English as a Foreign Language (EFL) teachers who were part of the American

Peace Corps, were able to implement the program and cover two textbooks per grade. In order to communicate with a teacher, the students had to speak in English, since their English language teachers did not know the local languages. However, where local teachers taught English, they failed to cover two textbooks in one academic year. In some cases, even one textbook per grade was not covered. In the mid-seventies, textbooks 10-12 were moved from the high school curriculum to the Department of English at the university level.

The Afghans Learn English series was written to achieve the educational goals of the Royal regime in Afghanistan which, as has been seen, were:

(1) to become a good Muslim; (2) to become an effective member of family and village (or city); (3) to become literate; and (4) to qualify for a good position; (5) to qualify for advanced education; (6) to improve the economic and social status of the individual and thereby of the nation; (7) to increase equality of opportunity and thereby social mobility; (8) to increase loyalty and commitment to national goals; and (9) to prepare the people for increasing participation in the determination of public policy (Linton 1970:229).

In spite of the political changes in Afghanistan, Afghans Learn English continues to be used inside Afghanistan by the Communist regime. The Afghan Mujahideen use the same series in grades 8-12 in their schools in the liberated areas of Afghanistan as well as in their schools in the refugee camps in Pakistan.

The objectives of current Mujahideen education are different from those of a Royal regime some thirty years ago. The main objectives of EFL program of the Mujahideen education today are to enable the refugee children to become competent in English to help propagate Islam, clarify the objectives of the Islamic movement and resistance in Afghanistan, point out the brutality of the Red Army and the regime the Soviets have installed in Kabul, and secure international aid to rebuild the country.

Therefore, it is questionable that the vocabulary items or the topics contained in the series would be adequate to the needs of the students, or the values of the system. Williams (1983: 251) says that, "it is ... likely that a textbook will outlast its relevance because of changes in the language policy of the community for which it was written". In addition, the methodology of Afghans Learn English, first published in 1968, is out of step with current second language methodology. (This topic is further explored in the section, Principles of EFL Textbook Evaluation). Furthermore, the series does not provide the teachers, who are mainly non-native speakers of English, with comprehensive guidance. In fact, there is no teacher manual accompanying the series.

Given these current objectives, even if the Afghans Learn English series in its entirety were a suitable series in its time, its suitability to the present situation is questionable. The question seems to be especially valid when we

consider the fact that today, only half of the series is covered in the period of six years of EFL instruction. Afghan students need to be exposed to topics that are related to their situation and sociopolitical perspective. They also need exposure to the vocabulary items that are needed for the meaningful discussion of such topics. Even though some of these vocabulary items may be of a low frequency in the English language, they are important for the achievement of the EFL objectives in Afghan Mujahideen schools. This study was devised to examine these vocabulary items and topics.

The Center for Education of Afghanistan has accomplished the revision and writing of a number of elementary, intermediate, and secondary level textbooks. English Book One, currently used as an EFL textbook in grade seven of Afghan Mujahideen schools, is one of the textbooks prepared by the Department of Curriculum of the Education Committee of the Islamic Unity of Afghan Mujahideen and published by the Center in 1983. Being a response to the current situation, English Book One should ideally contain vocabulary items and topics most suitable to the needs of Afghan students, reflect the objectives of current Afghan education, and the values of the system. Students in grades 8-12, however, still have to use the old textbooks, Afghans Learn English books 2-6, that were written during the Royal regime of Afghanistan and published in Kabul in 1968.



English Book One was included in this study to see if there were any improvements. Being a production of the Center for Education of Afghanistan in response to the urgent needs of today's Afghan Mujahideen students, English Book One should necessarily contain some of the needed vocabulary items which were left out in the Afghans Learn English series. English Book One, used at the beginning of a multi-year program, is obviously not sufficient in itself. If the investigation of this study finds that English Book One is an improvement, English Book One should be followed by a complete series of textbooks such as English Book Two, English Book Three, ...and supporting materials, and such a recommendation would be made. Therefore, there was a need for an investigation of English Book One and the Afghans Learn English series, books (2-6) regarding their suitability to the topical and vocabulary needs of Afghan Mujahideen students.

#### PRINCIPLES OF EFL TEXTBOOK EVALUATION AND THE IMPORTANCE OF TOPICS AND VOCABULARY IN ESL/EFL LEARNING.

Williams (1983:253) states that, "the different purposes for which English is used must be reflected in the selection, gradation, presentation, and testing of language items". Delft (1981:98) mentions that foreign language textbooks may be analyzed and evaluated on the basis of explicitly defined criteria whose value has been established by proof or by

evidence. Delft (1981:79) sees that vocabulary analysis is crucial for textbook evaluation as a "great part of the energy spent in learning a foreign language concerns learning words".

For the evaluation of an EFL textbook, Williams (1983:252) proposes four basic criteria: (1) up-to-date methodology of second language teaching, (2) guidance for non-native teachers of English, (3) adequacy for needs of learners, and (4) relevance to socio-cultural environment.

Methodology responds to the needs of the students and as the needs of the pupils change so does methodology. Brumfit (1982:74) states that, "methodology is a product of relationships between teacher and taught, and that if new populations of students emerge, with different expectations and slightly different needs, new methodological principles will necessarily develop". Richardson (1983:19) claims that there is no single 'best' way of teaching foreign languages. Every popular method such as the grammar translation method, the direct method, the audio-lingual method, the communicative approach has merits as well as weaknesses. Therefore, the successful language teacher cannot limit himself to one method only, using it to the exclusion of all others. The modern educator must focus on the learning needs of the students.

The teaching of modern languages is roughly a century old. In fact, before 1900, educational institutions gave little attention, if any, to the teaching of modern foreign languages (Brown 1980:240). Quite often language teaching

was limited to classical languages which were studied for scholarly or religious purposes. Communication in the target language was of no concern in those days.

The grammar-translation method (Omaggio 1986:54-55) which was in compliance with the view of faculty psychologists that mental discipline was essential for strengthening the powers of the mind and which was used in the teaching of Latin and Greek, was applied to the teaching of modern languages in the late nineteenth and early twentieth centuries. Through extensive analysis of the grammar of the target language and translation from and into the native tongue of the pupils, this method aimed at the exploration of the depths of great literature. The most important flaw of the method was that it treated modern languages in the same manner as the classical ones. Everything was taught about language except the language itself.

Besides being dry and unreasonably demanding, the grammar translation method failed to lead to communicative fluency in the target language. Therefore, complaints against it were growing in the educational circles. Richardson (1983:24) quotes Goethe, the German scholar, and says, "shame on education if it seeks only to attain a given end, and brings no joy on the journey". Jespersen (1904:9) advised teachers to "teach in the right way, then, there will be life and love in it all". Vietor, as quoted in Richardson (1983:25), said, "and even if you succeeded in ramming into his [the learner's]

head the best of grammars and the most comprehensive of dictionaries, what he would have learned would still not be the language".

In the seventeenth century, the goal of second language teaching and learning shifted from analysis to utility. Pupils learned foreign languages for business, travel, and cultural reasons. Probably the first one to call for teaching a language for the purpose of communication was a Czech scholar, Jan Comenius, who published books about his teaching techniques between 1631 and 1658. He advocated the following techniques through the advice he preached (Celce-Murcia 1991:4):

- Use imitation instead of rules to teach a language.
- Have your students repeat after you.
- Use a limited vocabulary initially.
- Help your students practice reading and speaking.
- Teach language through pictures to make it meaningful.

With the turn of the 20th century, there emerged a strong reaction to the dominant grammar translation method. Krashen & Terrell (1983:9-11) and Richardson (1983:24) say that the reaction to the grammar-based approaches came from various sources and with various labels. Although under many different names such as natural, direct, psychological, new, reform, phonetic, imitative, and analytic, these new methods shared a common goal - namely, a foreign language should be taught

and learned in the most natural way possible, i.e. language teaching and learning should be based on the use of language in communicative situations usually without resorting to the use of the native language of the learners. Diller (1978:72) says that the direct method has been invented over and over again throughout the years, sometimes with various other names. The term "methode directe" which originated from a publication of the French Minister of Public Instruction in 1901, refers to the teaching of languages without resorting to translation or the use of native language (Krashen & Terrell 1983:11).

As Brown (1980:240) puts it, "the rationale behind such a method was that a person should learn to speak a foreign language not by the usual classical method of memorization, translation, and learning of grammar rules but by the same mechanisms a child uses to learn his native language". The author of the "Gouin Series Method", Francois Gouin (1831-1896) questioned seriously the unsuccessful academic routine of the classical methods. He was especially concerned with the failure of the foreign language students to carry out basic communication with native speakers of the language they had been studying. Gouin himself had failed to communicate in German even after he had memorized the German grammar, the irregular verbs, the roots, a 30,000 entry German dictionary, and a 90-lesson textbook's basic sentences and dialogues (Diller 1970:2).

The direct method was based on the rationalist view of language learning. The rationalists build their theory of language around four propositions: (1) A living language is characterized by rule-governed creativity; (2) The rules of grammar are psychologically real; (3) Man is uniquely built to learn languages; and (4) A living language is a language in which we can think (Diller:1970:1-32).

The advocates of the reform method insisted that the grammar should be acquired inductively. The golden rule was, "never tell the children anything that they can find out for themselves"(Richardson 1983:23). Towards the 1930's, the direct method started losing its momentum. Many compromises such as the use of translation into the student's first language and grammar, whenever necessary, were made. Some would even consider it as the compromise method.

Edgerton & Sedlak (1984:4) say that, "the basic principles of the direct method remain alive...in many classrooms today". They further mention that both theorists and teachers generally agree that, "the best way to teach a foreign language is the most direct way: by giving students intensive speaking and listening practice in natural, meaningful context". Language instruction in the Berlitz Schools, the Alliance Francaise and the Goethe Institute are conducted according to the principles of the direct method (Krashen & Terrell 1983:11).

The empiricists, on the other hand, look at language as mainly speech, not writing; a set of habits; and, what the native speakers say, not what someone thinks they ought to say (Omiggio 1986:60-64). Therefore, a language itself should be taught, not about it. In fact this school of thought was the mainstream during the 1940s and 1950s and even 1960s as the behaviourist and neo-behaviourist schools of psychology and the structural or descriptive school of linguistics dominated thinking in the field. Their marriage resulted in a new theory of language learning which described the learning process in terms of conditioning. The audio-lingual method was a result of this marriage.

Krashen & Terrell (1983:13) state, "methods in which students never engage in real communication cannot be expected to produce students able to communicate using the language they study". Being extremely artificial, the audio-lingual method, too, failed to produce competent speakers of foreign languages. This failure shifted the trend in the teaching of foreign languages toward more communicative approaches.

Krashen (Krashen & Terrell 1983:23-38) developed his theory of second language learning based on five hypotheses: (1) the acquisition-learning distinction hypothesis, (2) the natural order hypothesis, (3) the monitor hypothesis, (4) the input hypothesis, and (5) the affective filter hypothesis.

Vocabulary learning constitutes a tremendously important, if not the most important, part of any foreign language learning process. Some learners are even discouraged from learning a foreign language because of the immense amount of effort required for the internalization of the vocabulary items in a foreign language. The larger one's vocabulary reservoir, the easier it is for him/her to understand the language spoken or read. Nation (1990:2) states that, "both learners and researchers see vocabulary as being a very important, if not the most important, element in language learning. Learners feel that many of their difficulties in both receptive and productive language use result from inadequate vocabulary".

Delft (1981:80) says that, "we will be better able to understand a text or conversation according to our understanding of more words". Johnson & Pearson (1984:1) say that, "knowledge of vocabulary, along with basic comprehension strategies, is the key to understanding both spoken and written language". Any given EFL program should necessarily contain a number of vocabulary items that are quite often used in the target language and are needed for basic communication. This group counts for a rather small number of words (Delft 1981:80).

Johnson & Pearson (1984:2-4) divide the basic vocabulary into three categories: (1) high-frequency sight words; (2) selection-critical words; and (3) old words/new meanings.



High frequency sight words are a relatively small corpus of words that occur quite often in any language production. Although many basic sight words such as but, to, and for are neither particularly meaningful in themselves nor picturable, yet they are the glue words of language that cement meaningful communication.

Selection-critical words comprise the vocabulary items absolutely necessary to the understanding of a particular selection. To understand a certain topic, for example, requires the understanding of the meanings of particular vocabulary items needed for the description and discussion of that topic. Afghan Mujahideen students, to be able to discuss their religio-political situation with an English speaking audience, need to be exposed to the topics and the particular vocabulary items needed for the meaningful discussion of such topics.

Old words/new meanings refer to words that change their meaning and sometimes even pronunciation according to their location in a text. Labov, as quoted in Johnson & Pearson (1984:6) says that, "words have often been called slippery customers and many scholars have been distressed by their tendency to shift their meanings and slide out from under any simple definition".

Johnson & Pearson (1984:1) point out that words in themselves are not so critical, "rather it is the rich reservoir of meaning - the conceptual case - underlying words

that matters. The words become a summary symbol for all those concepts, a set of abbreviations that allow us to communicate a lot of meaning in a brief amount of space or time".

Benevento (1984:4-6) states that characteristics of a poor ESL/EFL textbook are too much material; a lack of identification of more important items; lack of relationship between grammar explanations and the core content; unreal, uncontextualized dialogues and grammar drills; unrelated illustrations; lack of communication practice and clarification between spoken and written language; insufficient practice for important structures; and repetitions, irrelevant, uncreative workbooks. She recommends authenticity, communication, and integration to be used as guidelines in the development of criteria to select textbook material.

For a textbook to be authentic, it should contain "samples of spoken language ... actually used by natives in face-to-face communication, ... real written material such as letters, reports, newspapers, and magazines" (Benevento 1984: 6). The cultural content must reflect contemporary ways of life of the target language community. She also recommends topics on social issues, significant events, vacations, and global awareness (cross-cultural awareness) to be included in ESL/EFL textbooks.

On the issue of communication, Benevento (1984:13) says that, "having said that students need to be able to ask questions, for example, we need to know what topics they

should ask questions about, in what situations, which structures they should use, and what words are needed". For vocabulary choice, Benevento (1984:13) recommends that it be selected on the basis of "usefulness to students, frequency of occurrence in the culture, generalizability to other situations, and relative degree of simplicity".

On the topic of culture, a textbook should not treat culture as a separate entity. Benevento (1984:15) states that "authentic language must be integrated into authentic cultural contexts with the focus on communication".

In summary, Benevento (1984) suggests a rating scale for foreign language textbooks based on authenticity, communication, and integration; a sub-scale for generic cultural content such as politics, history, the target language in the world, family and home, travel; and a sub-scale for global awareness.

Sheldon (1988:241-42) suggests that it is impossible to develop a framework that could be implemented for ESL textbook evaluation worldwide. However, points could be specified around which thoughts could be crystallized. In other words, even if a workable frame is developed, it will require considerable modifications before application in a local environment. He recommends factual details such as title, author(s), publisher, level, target learners, target teachers, target skills; and factors such as rationale, availability, layout, linkage, selection, gradation, physical characteris-

tics, appropriateness, authenticity, sufficiency, educational validity, flexibility, guidance, stimulus, practice, revision, and overall value for money as criteria to be considered in the evaluation of an ESL textbook.

Stieglitz (1982:223) suggests that for the evaluation of material targeting a non-native population, there is need for the development of criteria other than the criteria needed for the evaluation of material targeting native speakers of English.

No matter how good and appropriate a textbook may be, it will not be able to keep up with the rapid and constant changes in the events occurring in the environment of the students. In order to keep the effectiveness of the textbooks, they should be supplemented by newspapers and magazines. Kossack & Sullivan (1989:740-741) state:

Though there are many good second language materials available, some adult learners perceive them as stilted and unrealistic. The problem of transfer to life situations remains. The newspaper is a good, high interest supplementary resource that allows the teacher to bring the community, in all of its functions, into the classroom to provide real-life adaptation and adult focus.

Newspaper and magazines can also help maximize the students' skills and knowledge in various areas. Heitzmann (1986:5) says that, "a blizzard of reports and studies has criticized the skills of students. Among the tools available

to classroom teachers, the newspaper stands ready to meet the challenge of maximizing students' abilities".

Realizing the importance of the great role newspapers and magazines could play in almost every branch of knowledge, the American Newspaper Publishers Association Foundation (ANPA) and Visual Education Consultants (VEC) have provided leadership in using newspapers in classrooms. ANPA coordinates Newspaper in Education (NIE) programs that aim to:

Help students become informed and involved citizens who can determine and guide their own destinies in a democratic society.

Help students develop skills of critical reading by teaching competence in newspaper reading.

Provide educators an economical, effective, and exciting teaching vehicle for lessons in writing [about] history, mathematics, current events, consumer affairs, ecology, and scores of other subjects.

Convey an understanding of the free press as an essential institution in a free society.

Foster students' personal growth through the use of the newspaper to provide information, entertainment, and skills necessary for modern life (Heitzmann 1986:7-8).

Visual Education Consultants (VEC) believe that newspapers and magazines are special instructional tools that have the following value to teachers:

FIRST - The daily newspaper is the most effective means yet found of spanning what has been called the "textbook lag." In each curriculum area, it bridges the gap between textbooks and the new developments that

outrance their contents. Textbooks simply cannot be written, published and selected fast enough to keep pace with today's "knowledge explosion." The daily newspaper reinforces the academic textbook by linking yesterday and today.

SECOND - The newspaper is by far the most important chronicle of society ever invented. It is a living, daily record of a living, changing world. From births and obituaries, to want ads, to news pages, to comics - it is a mirror of the society in which students will spend the rest of their lives (Heitzmann 1986:8)

For the Afghan Mujahideen students to have achieved the current educational objectives, they should be well aware of the current events and try to react to them in the best interest of their country, people, and beliefs. This understanding of the current events has long been the focus of citizenship education. To help the students achieve this goal, a class should be divided into various committees, each of which should be assigned a specific geographic or political area such as local, regional, national, international news (Heitzmann 1986:18). In a more advanced level, each committee could be assigned a historical topic to search in newspapers. What led to the Russian invasion of Afghanistan, for example, could be a topic that a grade twelve class could investigate. If three committees are assigned, one could investigate the pre-independence era focusing on the English-Russian historical rivalry over establishing influence in Afghanistan; the second committee could investigate the period between the independence of Afghanistan and the change in the political

system of the country from a traditional royal regime into a so called republic of Afghanistan in 1973; and finally the third committee could investigate the period between 1973-1979 when the Red Army troops physically invaded the country focusing on the communist takeover of 1978 and the popular uprising against them. Given the limited time allocation to the teaching of English as a foreign language in grade twelve (three 45-minute periods per week), this assignment might take a whole term. However, it would generate a lot of interesting and heated discussions and debates. An assignment like this will be of great help for the improvement of the linguistic achievement of the students as they can have access to newspaper articles both in English and in local languages. Their own backgrounds can also help them. The ability to accomplish such an assignment would be an indication of the achievement of the current EFL objectives of Afghan Mujahideen.

### Chapter 3. RESEARCH DESIGN AND PROCEDURES

Four basic criteria, (1) up-to-date methodology of second language teaching, (2) guidance for non-native teachers of English, (3) needs of learners, and (4) relevance to socio-cultural environment have been suggested by Williams (1983: 252) for the evaluation of an EFL textbook.

The Afghans Learn English series, first published in 1968, does not meet the first two criteria. It is out of step with current second/foreign language methodology. It does not provide the teachers, who are mainly non-native speakers of English, with a teachers' manual or any teaching advice. Therefore, the researcher proposed to complete the investigation of the third and the fourth criteria, examining the vocabulary and topical needs of the Afghan Mujahideen learners and the relevance of the vocabulary items and topics to the current educational and EFL objectives of Afghan Mujahideen education.

The criteria on which the researcher based his analysis of the textbooks were choice of: (a) the vocabulary items, and (b) the topics included in the current EFL textbooks in relation to the current educational and EFL objectives of Mujahideen schools.

In order to determine the goals and objectives of current Afghan education and the teaching of EFL, the researcher wrote to authorities in the Ministry of Education of Afghan Mujahideen Interim government in Peshawar, Pakistan, to the



principals of their high schools, and to the directors of EFL programs of the Non-Government Organizations (NGOs) in the field. They were requested to answer the following questions (See appendix B):

1. What do you see as the main objectives of the English as a Foreign Language (EFL) Program in Mujahideen high schools? Please attach copies of any written documents that you may have.
2. How do you see these objectives fitting into the curriculum objectives of the Center for Education of Afghanistan attached? (See appendix A)
3. Which problems should be addressed first in order to achieve the EFL and curriculum objectives?

The responses of the Afghan Mujahideen educators were summarized in four major categories which would be explained in the results of the study. They were:

1. Reasons for the teaching of English in Afghan Mujahideen high schools
2. Reasons for possible personal benefits to the students

3. The expectations of the educators concerning the performance of the students in their future work place
4. The problems that need to be addressed in order to achieve the current objectives.

Since Afghan Mujahideen English language periodicals and newspapers specialize in Afghan situations, and since many international and Muslim international periodicals and newspapers, too, contain articles on Afghanistan, the researcher believes that the articles included in such periodicals and newspapers are a good source for the determination of the needed topics and vocabulary items. The researcher acquired 144 magazine and newspaper articles on Afghanistan as follows:

1. International periodicals and newspapers (43 articles - 61,272 words)

Macleans' (ten articles)

Time (three articles)

National Geographic (four articles)

Refugees (five articles)

The Christian Science Monitor (ten articles)

Toronto Star (one article)  
Calgary Herald (one article)  
The Winnipeg Free Press (seven articles)  
Globe & Mail (two articles).

2. Muslim International periodicals and newspapers (10 articles - 17,560 words)

Impact International (six articles)  
The Message (two articles)  
Iranweek (one article)  
Newsletter of Human Concern International (one article)

3. Afghan Mujahideen Magazines and newspapers (91 articles - 92,816 words)

The Mujahideen Monthly - fundamentalist (19 articles)  
Mirror of Jihad - semi-fundamentalist (14 articles)  
The Afghanistan Jihad - moderate (22 articles)  
The Firmest Bond - secular (20 articles)  
The Mujahideen Weekly - fundamentalist (16 articles)

All articles were taken from magazines and newspapers issued between April, 1978 and September, 1991.

The publications of the Afghan Mujahideen were selected from four major categories: (1) the fundamentalists; (2) the semifundamentalists; (3) the moderates; and (4) the secularists. This selection was made for two purposes: (1) to have a just, fair, and broadly based data that truly represent the views and stances of a vast majority of the Afghan population; and (2) to make it easy for a Western reader to better understand the situation. The grouping of Afghan Mujahideen into fundamentalists, semi-fundamentalists, moderates, and secularists, however, does not necessarily indicate the researcher's personal view or agreement. To demonstrate his research neutrality with more evidence, the researcher attempted to include material published by groups of Shiite fighters who have their bases in Iran. However, he could obtain only one such article published in Iranweek.

The criterion for the selection of these particular newspaper and magazine articles was availability, i.e. random selection. In other words, any newspaper or magazine containing one or more articles of his research interest the researcher could obtain before other periodicals, he would choose and put the article/articles on a computer file. For Mujahideen newspaper articles, however, the researcher was unable to obtain more than two issues. They both belonged to a single Mujahideen party in Pakistan. Therefore, he put full contents of those newspapers on a computer file. They contained sixteen articles.

The researcher put English Book One and Afghans Learn English books 5 and 6 on a computer file. He also included the glossaries of Afghans Learn English books 2, 3, and 4 with the vocabulary items of English Book One and Afghans Learn English books 5 and 6. With the help of the computer program, Word Cruncher (WC), the researcher was able to make a list of the vocabulary items included in these six textbooks.

Word Cruncher enables one to create the vocabulary list or index of a given file/files and to retrieve words, phrases, lists of words, and contextually defined groups of words (Electronic Text Corporation (ETC) 1989:3).

The researcher also made a list of the topics contained in Afghans Learn English books 5 and 6. This was done through determining the topic of each reading assignment. As a result, the researcher developed a set of two lists: (1) a list of the vocabulary items contained in English Book One and Afghans Learn English books 2-6, and (2) a list of the topics contained in Afghans Learn English books 5 and 6. This set gives the vocabulary items and the topics to which the Afghan Mujahideen students are exposed in their study of the English language in grades 7-12.

Another set of lists was developed from the 144 articles contained in the current periodicals and newspapers. This set also contains two lists: (1) the special vocabulary items, and (2) the topics needed by the Afghan Mujahideen students today.

For the purpose of determining the needed vocabulary items, the 144 articles were divided into three major categories:

1. articles that appeared in Mujahideen publications - 91 articles; 92,816 words.
2. articles that appeared in International Muslim periodicals - 10 articles; 17,560 words.
3. articles that were published in International newspapers and magazines - 43 articles; 61,272 words.

The criteria for determining the target vocabulary items were: (1) absence in the Afghans Learn English books 2-6, (2) frequency rate of the particular vocabulary item in the articles, and (3) rate of distribution in the three major categories of publications. For example, any vocabulary item with a frequency rate of over 30 with a distribution rate of 2 or 3 was considered to be a target vocabulary item. To illustrate this further, the vocabulary item "invasion" was not mentioned in Afghans Learn English books 2-6. Its frequency rate was 144 in the 144 articles, and its distribution rate was 3 as it was mentioned in all the three major

catagories of publications. This is, therefore, a target vocabulary item.

Various grammatical forms of a word, where the meaning was related and predictable, were considered as one vocabulary item. For example, educate, educated, education, educational, and educationally, were considered as one vocabulary item; and own, owns, owned, owning, owner, and ownership as another. However, where the meaning of the derivational form was totally unrelated to and different from the headword as in accord, 'agreement' and according, 'as stated or attested', or base, 'foundation', and based, 'to form or serve as a base for', they were treated as two different vocabulary items, and the frequency and distribution of each form was considered by itself. In other words, derivationally related items of different meaning were treated as separate words while inflectionally and derivationally related items were treated as one.

Fox (1987:308) states that a basic vocabulary of 1500-2000 words is essential to function successfully in every day situations. He says that, "a student can obviously do quite a lot ... with a vocabulary of 2,000 words". Nation (1990:16) agrees with Fox and other researchers that a basic vocabulary of 2,000 words is necessary for an ESL/EFL student to function successfully; however, he adds that the 800 word University Word List (specialized vocabulary) is also necessary to be added. With the 2,800 item vocabulary reservoir an ESL/EFL

student will be able to understand 95% of any given text in English. However, research by Hwang and Nation as quoted in Nation (1990:189) "on newspaper stories found that, if learners read a series of related stories, the vocabulary load was reduced compared with if they read a similar number of unrelated newspaper stories".

As Afghan Mujahideen students are expected to be fluent on topics related to their situation, their need for a limited specialized vocabulary is obvious. The over 30 frequency rate cut off with a distribution rate of two or three major categories give a total of 344 vocabulary items. These vocabulary items together with the basic vocabulary items contained in the textbooks will enable the Afghan Mujahideen students to discuss their problem with English speaking audience without much difficulty.

As for the frequency rate of the vocabulary items used in the textbooks, the researcher assumed that once the term was used there, it was meant to be learned by the students. As a result, the researcher did not see any need for the determination of the frequency rate of the vocabulary items in the textbooks.

The two vocabulary lists were compared to see if the textbooks contained the needed vocabulary items. A list of the needed vocabulary items that were not covered in the current textbooks, Afghans Learn English books 2-6 and English Book One, was prepared.



The rationale for these guidelines is as follows:

1. Learners' English vocabulary at the beginning of the course. This was considered at zero level since all the students were speakers of other languages. Moreover, they mostly came from illiterate families where none of the parents understood English. Therefore, they were exposed to English for the first time in their lives in the school.
2. The learner vocabulary needs upon graduation from grade twelve:
  - (a) the vocabulary contained in the articles of topical interest to the learners, compared to (b) the vocabulary contained in the textbooks they are exposed to in the course of grades 7-12.

The difference between the two vocabulary lists, (a) and (b) would indicate the sufficiency or the deficiency of the textbooks.

The researcher predicted that even if an Afghan Mujahideen student acquired all the vocabulary items introduced in the six textbooks he is exposed to in the course of his study in grades 7-12, his/her performance would still not meet the expectations of the current EFL objectives.

## Chapter 4. RESULTS

This chapter reports six results: (1) the views of Afghan Mujahideen educators; (2) the target vocabulary items not included in Afghans Learn English books 2-6; (3) the target vocabulary items contained in English Book One but not in Afghans Learn English books 2-6; (4) the target vocabulary items needed in follow-up books to English Book One; (5) the topics contained in Afghans Learn English books 5 and 6; and (6) the topics contained in the 144 articles in current publications.

### VIEWS OF AFGHAN MUJAHIDEEN EDUCATORS

The views of the eight Afghan Mujahideen educators who responded can be summed up as follows.

- I. Reasons for the teaching of English to the children of Afghan Mujahideen in the course of their studies in grades 7-12 are:

English is an international language spoken and understood world-wide (7 educators)

English is the language of science and technology. Many reference works are written in English. It is a key to any branch of knowledge (7 educators)

II. Personal benefits from learning English:

upgrading their education and general knowledge, and seeking opportunities for higher education in English medium universities (7 educators)  
advancing economically through securing better paid jobs for themselves (1 educator)

III. Expectations about students' performance in their future work place and their communicative command of the target language:

Afghan Mujahideen educators expect the grade twelve graduates of the Mujahideen high schools to:

work in the propagation of Islam (6 educators)  
make full use of foreign aid (2 educators)  
clarify the objectives of the Islamic revolution to others in English (4 educators)  
work in the audio-visual media such as magazine, newspaper, radio and TV material production (3 educators)  
uncover the Russian crimes in Afghanistan (5 educators)  
avoid misunderstanding while dealing with foreigners (2 educators)

explain the oppressed situation of the people of Afghanistan (5 educators)

promote political, economic, and educational ties of the Mujahideen with the rest of the world (2 educators)

reach the people of the world including the portion of the Russian population that understands English (5 educators)

understand cultures of other people (2 educators)

make proper use of the devices the Mujahideen buy from the West as catalogues are usually written in English (1 educator)

keep abreast of the opinions and reactions of the world community toward the Islamic revolution and the Mujahideen through the English media (1 educator)

have knowledge of English to the extent of not being in need of interpreters in their work areas such as mentioned above (6 educators)

be able to resolve their problems independently if they find themselves in an English speaking environment (2 educators)

IV. Problems that should be addressed in order to help achieve the desired objectives of Afghan Mujahideen EFL program in their educational system:

curriculum unification (2 educators)

availability of free textbooks for each student (1 educator)

provision of EFL courses, similar to those offered in the city of Peshawar, in the refugee camps with reduced or no fees (2 educators)

availability of free after school-day English language courses in the schools (one educator)

recruitment of qualified and experienced teachers (2 educators)

helping the people to become aware of the importance of the English language so that they develop a positive attitude toward its acquisition; Islam does not discourage the acquisition of the languages of other people; learning English can help Muslims (3 educators)

working toward the elimination of discrimination against foreign language learning (2 educators).

teacher training in modern language teaching methods (one educator)

the development of a well organized series of EFL textbooks for the target population (2 educators)

TARGET VOCABULARY ITEMS NOT INCLUDED IN AFGHANS LEARN ENGLISH  
BOOKS 2-6.

The following list contains the vocabulary items with frequency rates of over 30, and distribution rates of 2 or 3 of the three major publication categories in the 144 articles. These 341 vocabulary items were not contained in Afghans Learn English books 2-6. The number on the left side of each vocabulary item is the frequency rate of that particular item in the 144 published articles.

78 able	108 aid	68 attempt
71 accept	34 aim	34 attend
32 accord (n)	50 Allah	52 authority
76 according	39 alliance	64 base (n)
51 achieve	50 allow	46 base (v)
88 act (n, v)	50 although	68 battle
81 active (adj)	36 ambassador	111 bomb
66 add	47 announce	100 border
57 administer	44 appear	33 burial
49 advice	31 Arab	83 camp
58 affairs	138 area	59 capital
55 agency (n)	31 arrest	70 capture
55 agent (n)	52 assembly	42 case
39 aggression	71 assist	42 casualties
113 agree	215 attack	40 ceasefire

130 center	64 create	99 enemy
55 century	44 crime	32 engineer
50 certain	64 culture	35 enter
78 change	36 deal	43 equal
42 choice	56 declaration	36 especially
56 christian	33 defeat	99 establish
58 civil	39 defect	37 estimate
65 claim	81 defence	32 evidence
142 command	39 demand	32 executed
39 commit	57 democracy	38 exist
55 committee	38 deputy	51 expect
203 communism	41 despite	31 explain
40 community	166 destroy	46 express
66 complete	47 determination	102 fact
54 concern	78 develop	37 faction
51 condition	44 diplomacy	54 faith
71 conference	48 discuss	39 favor
59 conflict	32 district	45 fear
101 consider	32 division	52 feel
48 constitution	31 duty	59 final
32 contact	88 east	121 follow
140 continually	74 economic	311 force
101 control	62 educated	137 foreign
40 cooperate	71 effect	86 form
55 council	57 effort	57 former
96 coup	65 elect	212 free

43 fundamental	41 influence	71 major
55 further	39 innocent	35 majority
66 future	34 install	72 martyr
58 Geneva	45 instead	40 matter
31 goal	32 interim	106 member
95 God	33 internal	37 mention
62 gold	123 international	280 military
548 govern	47 intervention	119 million
52 grave	37 interview	34 mind
145 great	144 invade	107 minister
160 group	390 Islam	35 minority
147 guerrilla	96 issue	34 mission
92 helicopter	89 Jihad	31 modern
125 high	34 jet	34 monitor
104 history	53 join	131 move
44 holy	35 journal	760 Mujahideen
94 however	35 lack	295 Muslim
106 human	127 land	381 nation
41 imperialism	44 launch	58 nature
31 implement	265 lead	32 necessary
44 impose	36 least (adv)	57 negotiate
96 include	49 less (adj)	36 neighbor
55 increase	42 level	34 normal
35 indeed	37 limit	40 observance
85 independence	75 local	78 occupation
46 indicate	32 low	67 offer



164 official	65 prison	62 region
102 operate	40 process	39 reject
39 oppose	31 project	87 religion
50 oppressed	48 propaganda	114 remain
108 order	36 prophet	42 remove
87 organization	75 propose	38 replace
148 own	38 protect	114 represent
32 parliament	52 prove	78 republic
117 part	89 provide	42 request
51 participant	138 province	243 resistance
63 particular	43 public	36 resolution
137 peace	35 publication	42 respect
31 perhaps	87 puppet	50 responsibility
40 period	48 purpose	36 rest
65 point	33 rather	57 result
130 policy	58 real	140 return
271 political	39 realize	72 revolution
83 population	82 rebel	76 rights
75 possible	51 receive	41 rocket
216 power	80 recent	68 role
49 prepare	34 recognize	116 rule
136 president	33 reconstruction	75 secretary
55 press	265 refugee	70 secure
36 pressure	39 regard	44 seek
34 prime	291 regime	32 senior

34 sense	202 such	47 violation
70 serve	32 suffer	50 volume
69 set	32 superpower	288 war
58 settlement	80 supply	37 weak
33 share	175 support	91 weapon
52 shot	32 survive	169 West
70 side	59 system	33 whether
50 sign	31 tactic	48 whole
34 simple	36 term	32 wish
125 since	46 territory	157 withdraw
31 single	63 themselves	95 within
99 situation	46 therefore	58 wound
42 social (adj)	50 though	
63 society (n)	43 threat	
56 solution	41 thus	
56 source	43 total	
34 sovereign	68 tradition	
733 Soviet	36 train	
44 special	85 tribal	
32 speech	238 troop	
31 stage	44 U.N.H.C.R.	
50 statement	284 union	
53 strategy	72 unity	
34 strike	39 various	
113 struggle	49 victory	
96 succeed	59 view	

TARGET VOCABULARY ITEMS CONTAINED IN ENGLISH BOOK ONE BUT NOT  
IN AFGHANS LEARN ENGLISH BOOKS 2-6.

The following is a list of 54 vocabulary items that had a frequency rate of over 30 and a distribution rate of 2 or 3 major categories of publications. They were not included in Afghans Learn English books 2-6. They were contained in English Book One.

78 able	54 faith	67 offer
88 act	121 follow	50 oppression
66 add	212 free	117 part
113 agree	95 God	137 peace
50 Allah	154 great	36 prophet
50 allow	44 holy	51 receive
31 Arab	106 human	87 religion
68 battle	41 imperialism	42 request
111 bomb	96 include	76 right
33 burial	39 innocent	34 simple
78 change	144 invade	42 social
42 choice	390 Islam	32 speech
142 command	36 least	50 statement
166 destroy	72 martyr	113 struggle
99 enemy	760 Mujahideen	175 support
35 enter	295 Muslim	63 themselves
43 equal	40 observe	37 weak

91 weapon

48 whole

32 wish

TARGET VOCABULARY NEEDED IN FOLLOW-UP BOOKS TO ENGLISH BOOK ONE.

The following list contains the 287 target vocabulary items that are not included in the Afghan Mujahideen EFL textbooks, i.e. Afghans Learn English books 2-6 and English Book One. Their frequency rate was over 30 and they were contained in 2 or 3 of the three major categories of publications. These vocabulary items are needed in follow-up books to English Book One. The number on the left side of each vocabulary item indicates its rate of frequency in the 144 published articles included in the study.

71 accept	39 alliance	64 base (n)
32 accord	50 although	46 base (v)
76 according	36 ambassador	100 border
51 achieve	47 announce	83 camp
81 active	44 appear	59 capital
57 administer	138 area	70 capture
49 advice	31 arrest	42 case
58 affairs	52 assembly	42 casualties
55 agency	71 assist	40 ceasefire
55 agent	215 attack	130 center
39 aggression	68 attempt	55 century
108 aid	34 attend	50 certain
34 aim	52 authority	56 Christian

58 civil	81 defence	31 explain
65 claim	39 demand	46 express
39 commit	57 democracy	102 fact
55 committee	38 deputy	37 faction
203 communism	41 despite	39 favor
40 community	47 determination	45 fear
66 complete	78 develop	52 feel
54 concern	44 diplomacy	59 final
51 condition	48 discuss	311 force
71 conference	32 district	137 foreign
59 conflict	32 division	86 form
101 consider	31 duty	57 former
48 constitution	88 east	43 fundamental
32 contact	74 economic	55 further
140 continually	62 educated	66 future
101 control	71 effect	58 Geneva
40 cooperate	57 effort	31 goal
55 council	65 elect	62 gold
96 coup	32 engineer	548 govern
64 create	36 especially	52 grave
44 crime	99 establish	160 group
64 culture	37 estimate	147 guerrilla
36 deal	32 evidence	92 helicopter
56 declaration	32 executed	125 high
33 defeat	38 exist	104 history
39 defect	51 expect	94 however

31 implement	75 local	108 order
44 impose	32 low	87 organization
55 increase	71 major	148 own
35 indeed	35 majority	32 parliament
85 independence	40 matter	51 participant
46 indicate	106 member	63 particular
41 influence	37 mention	31 perhaps
34 install	280 military	40 period
45 instead	119 million	65 point
32 interim	34 mind	130 policy
33 internal	107 minister	271 political
123 international	35 minority	83 population
47 intervention	34 mission	75 possible
37 interview	31 modern	216 power
31 Jihad	34 monitor	49 prepare
34 jet	131 move	136 president
58 Jihad	381 nation	55 press
53 join	58 nature	36 pressure
35 journal	32 necessary	34 prime
35 lack	57 negotiate	65 principle
127 land	36 neighbor	65 prison
44 launch	34 normal	40 process
265 lead	78 occupation	31 project
49 less	164 official	48 propaganda
42 level	102 operate	75 propose
37 limit	39 oppose	38 protect

52 prove	36 resolution	63 society
89 provide	42 respect	56 solution
138 province	50 responsibil-	56 source
43 public	ity	34 sovereign
35 publication	36 rest	733 Soviet
87 puppet	57 result	44 special
48 purpose	140 return	31 stage
33 rather	72 revolution	53 strategy
58 real	41 rocket	34 strike
39 realize	68 role	96 succeed
82 rebel	116 rule	202 such
80 recent	75 secretary	32 suffer
34 recognize	70 secure	32 superpower
33 reconstruc-	44 seek	80 supply
tion	32 senior	32 survive
265 refugee	34 sense	59 system
39 regard	70 serve	31 tactic
291 regime	69 set	36 term
62 region	58 settlement	46 territory
39 reject	33 share	46 therefore
114 remain	52 shot	50 though
42 remove	70 side	43 threat
38 replace	50 sign	41 thus
114 represent	125 since	43 total
78 republic	31 single	68 tradition
243 resistance	99 situation	36 train



85 tribal  
238 troop  
44 U.N.H.C.R.  
284 union  
72 unity  
39 various  
49 victory  
59 view  
47 violation  
50 volume  
288 war  
169 West  
33 whether  
157 withdraw  
95 within  
58 wound

#### TOPICS CONTAINED IN THE TEXTBOOKS

The topics contained in the reading exercises of Afghans  
Learn English books 5 and 6 can be catagorized as:

1. fiction (8 topics)
2. humor (7 topics)
3. internationalism (5 topics)

4. science (2 topics)

#### TOPICS CONTAINED IN CURRENT PUBLICATIONS

The topics contained in the 144 articles that were included in this study can be summarized in ten major categories such as:

1. politics (102 topics)
2. war (97 topics)
3. internationalism (30 topics)
4. religion (23 topics)
5. human rights (15 topics)
6. history (6 topics)
7. women (3 topics)
8. children (2 topics)
9. humor (2 topics)
10. the effect of refugees on the land scape  
of first country of assylum (2 topics)

Since almost each article contained more than one topic, the total number of the topics exceeded 144.

## Chapter 5. CONCLUSIONS

### SUMMARY

The context of this study is Afghan education in the aftermath of the Russian invasion with large numbers of refugees living in camps in Pakistan and using outdated EFL textbooks apart from English Book One which dates 1983.

Today, as the Afghan Mujahideen aim at different objectives, one cannot help asking whether these current objectives could still be achieved with the old textbooks - Afghans Learn English?

The researcher, himself an Afghan refugee who has settled in Canada, wrote to all the principals of Afghan Mujahideen high schools, several language training directors of Non-Governmental Organizations (NGOs), and two officials in the Mujahideen Ministry of Education in Pakistan asking for their views on the EFL objectives in Afghan Mujahideen high schools.

Their views were analyzed and it was found that today's Afghan Mujahideen EFL objectives were different from those of a Royal regime in the 1960's. Concentrating on the development of reading skill in technical English, the Royal regime aimed at preparing the students for higher education in English medium universities abroad. The Afghan Mujahideen, however, aim at enabling their students to communicate with English speakers, to propagate Islam, to clarify the objectives of the Islamic Movement in Afghanistan, to convey the

oppressed situation of the Afghan people, to explain the Communist takeover and the Soviet invasion of Afghanistan and the destruction it brought to the country, and to work actively toward securing international aid for the reconstruction of Afghanistan.

To achieve today's EFL objectives, an Afghan Mujahideen grade twelve graduate should be able to discuss, in English, current topics related to Afghanistan, Islam, the Islamic movement in Afghanistan, the situation in refugee camps, and the Soviet invasion with English speaking audience.

Mujahideen, Muslim, and International English medium newspapers and magazines were considered to be a good source for the determination of the specialized vocabulary and topics which the Afghan Mujahideen students need be exposed to in the course of their EFL studies in grades 7-12.

One hundred and forty-four articles from the Mujahideen, Muslim, and International publications were put into a computer file. The textbooks were put into another computer file. With the help of the computer program, Word Cruncher, a frequency list of the vocabulary items contained in the current publications was developed. Another list was developed of the vocabulary items contained in the textbooks. The two lists were compared, and 341 essential target vocabulary items were identified: (1) they were not contained in Afghans Learn English books 2-6, (2) they had a frequency rate of 31-

760, and (3) a distribution rate of two or three in the major publication categories in the 144 articles.

Of the 341 essential target vocabulary items, 54 words were included in English Book One.

English Book One is an English as a Foreign Language textbook prepared and published by the Department of Curriculum of the Education Committee of the Interim Government of Afghan Mujahideen in Pakistan in 1983. It is used in the instruction of the English language in grade 7. English Book One was prepared in response to the urgent need felt for the development of new textbooks addressing the current needs of the Afghan students and the objectives of their system of education. The analysis in this study indicates great improvement in English Book One over Afghans Learn English.

In the case of Afghan Mujahideen students, topics such as meeting with the representative of UNHCR, visiting a battle field, and discussing the Communist takeover of 1978, to mention a few, can be useful topics.

The EFL teachers can divide their classes into three or four groups as required by the nature of the topic. Each group can be assigned to research one major element of a topic. The groups may report to the class and take part in oral discussions of the subtopics they were assigned.

## DISCUSSION

According to the EFL objectives as derived from the views of the authorities in Afghan Mujahideen educational system, one can safely infer that their high school graduates should have a productive command of the specialized vocabulary items.

Nation (1990:4) says that vocabulary can be divided into high frequency vocabulary, low frequency vocabulary, and specialized vocabulary. Since they were written for a generic language program, the researcher predicted that the textbooks used in Afghan Mujahideen high schools should necessarily contain most of the high frequency vocabulary items. However, given the fact that they were written in the 1960's and given the different conditions of today's target pupils and different EFL objectives of the educational system of the Mujahideen, these textbooks may not contain the specialized vocabulary items needed by the target students.

While some of the specialized vocabulary may fall into the high frequency category, a substantial portion of it seems to be part of the low frequency vocabulary items in the English language in general but not in areas of special interest. These vocabulary items should receive proper attention as they are needed by the target students in their future lives and work places. Following Nation's (1990:26) suggestion that teachers can make their own word lists by studying material or tapes their students will need to deal

with, a specialized vocabulary list has been developed as a result of this study.

The topics introduced in Afghans Learn English books 5 and 6 contain topics such as fiction, humour, internationalism, and science. Although none of the topics is religious in nature, two of the jokes (humour) portraying the personality of the local Islamic scholar, the Mullah, in a belittling manner - a matter that offends many in today's Afghan Mujahideen educational system. These books do not contain any current or political topics.

The topics in the newspaper/magazine articles are discussed in greater detail. They are mostly political topics. Some discuss social issues such as women, children, and human rights. Political jokes and humour are also contained in the newspaper/magazine articles. The topics are current and relevant to the needs of the students.

As they do not follow a pre-designed frame, the structures and the vocabulary used in the discussions of the topics of the newspaper/magazine articles are less controlled. They can provide better chances for the students to practice the grammatical rules they have studied. They also provide the students with ample opportunities to discuss current issues in English.

The current textbooks, Afghans Learn English books 2-6, emphasize the teaching of grammar with special focus on the development of reading skill for technical purposes. The

preface to Afghans Learn English book 5 says, "in a growing and rapidly advancing society, Afghan students must be able to read well and to make valid interpretations of technical material in English".

It might have been the case that Afghans Learn English was a proper series in its time as the needs of its target students seemed to be the development of linguistic competence rather than communicative competence. Today, however, given the views expressed by the subjects of this study, Afghan Mujahideen children need to develop communicative competence besides the linguistic competence.

On the issue of communication, Benevento (1984:13) says that, "having said that students need to be able to ask questions, for example, we need to know what topics they should ask questions about, in what situations, which structures they should use, and what words are needed". Thus, a more functional approach is needed in modern EFL education.

There are two types of motivations for foreign language learning: instrumental and integrative (Stevick 1982: 4). The motivation of Afghan Mujahideen students seems to be instrumental. They learn English to get better jobs, to communicate with English speaking people, to propagate their beliefs, and to make full use of the foreign aid expected to pour in for the purpose of reconstruction of the country after it was almost totally destroyed as a result of the Russian invasion of 1979.



## RECOMMENDATIONS

The following recommendations follow from the findings of this study:

I. Recommendations for Research and Development in the Afghan Mujahideen Context:

1. English Book One be followed by other textbooks of a similar nature that address the current needs of Afghan Mujahideen students and the objectives of the system
2. Well-organized and continuous use of English medium newspapers and magazines as a supplementary activity in the EFL classroom. This activity is especially recommended in grades 10-12 where students have a fair degree of competence in the English language
3. The provision of EFL courses in the refugee camps. High school facilities could be used for this purpose after the school day
4. Further investigation is needed to see if the time allocated to the teaching of English is sufficient for the realization of current EFL objectives

5. My study focused on the appropriateness of the vocabulary items and the topics contained in the textbooks. However, further investigation of English Book One is needed to measure its applicability within the time limit of one academic year.

## II. Recommendations for Research and Development in ESL/EFL Contexts in General:

1. Seeking out the objectives from the educators
2. Evaluating the appropriateness of an ESL/EFL course according to the objectives derived from the views of the educators
3. Evaluating an ESL/EFL course through the investigation of its vocabulary and topical contents
4. Using newspapers and magazines about topics of interest to the learners to determine the specialized vocabulary they should have in their courses
5. Using newspapers and magazines as supplementary materials to make up for the gap between the ESL/EFL textbooks and current communication needs

6. Systematic teaching of grammar in EFL situations is important
  
7. Asking the learners, whenever possible, for their views on the objectives of the ESL/EFL course/s they attend: material conditions prevented this from being part of this study.

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## APPENDICES

This section consists of eight appendices. Appendix A gives the curricular objectives of the Center for Education of Afghanistan. Appendix B provides the letter of consent and the questionnaire sent to the subjects of the study in order to determine the current EFL objectives of the Afghan Mujahideen high schools. Appendix C contains responses of the Afghan Mujahideen educators. While appendix D contains the textbooks and the publications used for the data of the study, appendices E, F, and G respectively contain the vocabulary items contained in English Book One, Afghans Learn English books 2-6, and current publications. Appendix H includes topics in Afghans Learn English books 5 and 6; and appendix I contains the topics discussed in the published articles.

APPENDIX A: CURRICULAR OBJECTIVES OF THE CENTER FOR EDUCATION OF AFGHANISTAN

(Original document published in Pashtu language by the Center for Education of Afghanistan is included. It was translated into English by the researcher.)

## د افغانستان د تعلیمي مرکز د نصاب اهداف

عمومي هدفونه: د ټولو جهادي تنظيمونو د تعلیمي نصاب توحيد، د بېرته پياوړتيا او جامع اسلامي ښوونې او روزنې مخ ته راوړل چې د هر ډول باطل پرستۍ او بدعتونو ضد وي. د دندار ښکته اسلامي حکلي قوانينو او مفاهيمو استحکام د افغانستان په اسلامي ټولنه کې غوړي.

خصوصي هدفونه: داسې نصاب دی چې د اسلام سپاهيان او د حقيقت لاره ټولنو ته د يووالي او وحدانيت لار ښوونه، ضري تر شوقې دوي په مستحکم او داسې توگه د عالي او معقولو اسلامي سننو او قوانينو متمسک وي. د نصاب د اسلامي ښوونې او سواد « د جهادي، فرهنگي، فلسفي، اقتصادي، تخنيکي، مدني، معيشتي شرایطو په نظر کې نيولو سره » سامن دی. چې په عين وخت کې د نه شلیدونکي پيوستون مثل او اتصالات د اسلامي سره وي او د اسلامي مقدسو حقایقو مبين وي.

آخري هدفونه: د صله الله او چتوالی، د اسلام د شان او عظمت ښودل، شر يو الوته، د کفر او کمونيزم اضمحلال، په افغانستان او نړۍ کې د سپېڅلي قرآن د اصولو او قوانينو او د محمد <sup>ص</sup> غل شريعت حتمي فقه په اساس خاص د خدای درضا د حاصلید لويه نيت د زماني د طاغوتيانو سره مبارزه د دې تعلیمي نصاب آخري سرام دی.

## TRANSLATION

CURRICULAR OBJECTIVES OF THE CENTER FOR EDUCATION OF  
AFGHANISTAN

## GENERAL OBJECTIVE:

Unification of the educational curriculum of all struggling parties; establishment of a balanced and overall Islamic education that will work against all types of idolatry and religious renovations; and strengthening of all Islamic laws and concepts in the Muslim community of Afghanistan.

## SPECIFIC OBJECTIVE:

This curriculum is one which guides the soldiers of Islam and the followers of the truth toward unity and the worship of the one God so that they will always be following the blessed doctrines and laws of Islam. This curriculum guarantees the teachings and literature of Islam within the framework of the circumstances, e.g. struggle, culture, philosophy, economy, civilization, and conditions of living. In the meantime, it will ensure the unbreakable unity and communications with the Muslim World. And it will indicate the truthfulness of Islam.

## THE ULTIMATE OBJECTIVE:

The ultimate objective of this educational curriculum is the uplifting of the word of God; the teaching of the greatness of Islam to the people of the world; the downfall of Atheism and Communism; struggle against the tyrants in Afghanistan and in the world within the guidelines of the holy Quran, the Islamic law (Shari'a), and the Hanafite jurisprudence. This struggle is purely directed to achieve the happiness of God.

## APPENDIX B: LETTER OF CONSENT

The following letter of consent which included a questionnaire was sent to the principals of Afghan Mujahideen high schools, directors of EFL programs, and some authorities in the Ministry of Education for information and documentation on the topic of the study.

Dear ....

I am undertaking a study of Afghans Learn English books 2-6 and English Book One currently used for the teaching of English as a foreign language in your schools. I will be examining them in terms of their appropriateness for the realization of your current curricular objectives in general and your EFL objectives in particular. This study will be my M.Ed. thesis with the University of Manitoba.

I would like you to please answer the following questions:

1. What do you see as the main objectives of the English as a Foreign Language (EFL) Program in Mujahideen high schools? Please attach copies of any written documents that you may have.
2. How do you see these objectives fitting into the curriculum objectives of the Center for Education of Afghanistan (attached)? (See Appendix A)

3. Which problems should be addressed first in order to achieve your EFL and curriculum objectives?

The identity of individual high school principals, their schools, administrative and funding organizations, and that of other individual respondents, their institutes and organizations will remain strictly confidential. All results will be reported in aggregate and anonymous formats. A short summary of the results of the study will be forwarded to all respondents after the study has been completed.

I will be most pleased to answer any questions you may have concerning my thesis project. I look forward to sharing my findings with you.

Your kind response to the above mentioned questions will be considered your consent. Thank you very much for your cooperation.

Sincerely yours,

Ahmad S. Peyawary

## APPENDIX C: RESPONSES OF AFGHAN MUJAHIDEEN EDUCATORS

Subject # 1.

Position: Principal of an Islamic High School.

1. A language, whichever it may be, is an instrument for mutual understanding among human beings. As many people in the world speak English, it is necessary that [Afghan] students learn English so that they could use it in speaking to people.
2. As many reference books are written in English, they [Afghan students] must learn the language in order to be able to benefit from such references.
3. Many English speaking people offer assistance to the people of Afghanistan. In order to benefit fully from their aid, our educated people must be so well acquainted with the English language that they should not be in need of interpreters.
4. We must have English medium magazines, daily papers and other periodicals that specialize in the propagation and clarification of the objectives of the Islamic revolution of Afghanistan. We must train people for this job.
5. The people of Afghanistan will establish friendly educational, economic, technological, and political relations with the rest of the world. We will have

embassies and representatives everywhere. We must train people in order to avoid future problems.

6. We, Muslims, must learn the English language to be able to introduce Islam to the rest of the world in a convincing manner.

Subject # 2.

Position: Principal of an Islamic High School

1. As English is an international language, and as many scientific books are written in English, it is necessary to teach English in high schools. Our Mujahideen brothers should be able to benefit from such books.
2. Teaching English [learning English] is good and desirable not only for upgrading one's own education, but our Mujahideen brothers [through the English language] want to call all the nations of the world to Islam and to inform them of our oppressed situation. They also want to prove that they are not only men of the battle field, they are men of knowledge as well.
3. The following problems should be addressed:
  - a. Unification of all high school curriculum so that no student will experience hardship in obtaining a textbook.



- b. As the Center for Education of Afghanistan has qualified curriculum development experts and as it is considerably well supported in economic terms, it [the center] can print a lot of textbooks and distribute them among the Mujahideen without any charges...
- c. International Rescue Committee (IRC) offers English language courses in Peshawar city. Many brothers study there. However, those who live in the camps away from the city cannot benefit from such courses. If similar courses are offered in the camps located far from the city of Peshawar, and if their fees are reduced or even waived, it will help the English language learning [among Afghan Mujahideen children] a lot.

Subject # 3.

Position: Principal of an Islamic High School

We teach English in our schools for the following reasons:

1. A language is an instrument for communication [among human beings]. English is an international language used by many people of the world. Many books and

a lot of information about every [conceivable] knowledge are written in English.

2. The objectives of teaching any language and subject, be it English or any other language, are one. We do not study it only to improve our knowledge or economic situation. We want to reach the people of the world. We want to inform them of our oppressed situation. To enable our students to help the world understand our oppressed situation. We could even help the Russian people [those who understand English] understand the inhumane position and activities of their government in Afghanistan.
3. It will also help our students upgrade their education and resolve their economic problems.
4. Every Afghan wants to learn something. No one is against learning the English language.

I think that the existing problems could be resolved if we:

1. Unified the curriculum.
2. Offered, after the normal school-day, free language courses in the high schools.
3. Recruited qualified and experienced teachers.

Subject # 4.

Position: Principal of an Islamic High School

1. As English is the only language that has gained international status and many people in the world know English and a lot of written material on all fields of knowledge are found in English, therefore, it is imperative that English be taught in our schools so that our Afghans could grasp science and technology as soon as possible after the liberation of our country.
2. Higher education is of great importance today. Without a good command of the English language, it is very difficult to achieve it.
3. It is not only the improvement of our level of education that we aim at in teaching English to our students, we also aim at using it as a means to convey our message, our oppressed situation, and to let the people of the world find out about the crimes committed by the Russians in Afghanistan. Of course, it is impossible to do so without a good command of the English language.
4. In my opinion, a Mujahid is not the one who is acquainted with weaponry only. In fact, a real Mujahid is the one who is faithful and who invites for the truth in all circumstances, even if he has studied or is studying in the Russian or English languages.

Through the teaching of English in our high schools, we do not aim at education only, rather we aim at taking the voice of our oppressed Muslim nation to the world, the uncovering of the inhumane conspiracies of communism to the rest of the world, and the call for Islam.

Subject # 5.

Position: Principal of an Islamic High School

1. Language, a system of sounds used for the purposes of communication between people, is the highest invention of human beings. If God had not led Adam to acquire language, a human being would have stood in front of his fellow human beings just like a wall. It would be impossible to progress without language.
2. In the past [before the practice of learning the languages of other people had become popular], two parties would try to communicate through signs and drawings. However, their communication would be very limited. For understanding the cultural heritage of a people, learning their language was a must. In short, language [second/foreign language learning] affects every element of one's life - his position in the community, personality, knowledge

and judgement. A monolingual person is one person while a bilingual person is like two and a polyglot is like many persons.

3. English has obtained international status and almost every educated person can communicate in English. We, the Afghan Muslims, have fled the Russian social imperialism and have taken refuge in the burning heat of Pakistani deserts. We live under unbearable conditions. We must help our children and brothers learn English so that they could help our oppressed voice reach the whole world through radio, TV, magazines, research, e.g. theses and dissertations, books, postcards, and newspapers.
4. As we buy military equipment from the West in order to defend ourselves and our virtues, we need to learn the English language. We need to have command of the English language in order to be able to use these weapons properly.
5. Propagation of our principles; preparation of reports from the fields of Jihad (struggle); unveiling the cruel face of the enemy and its puppet communist regime and the presentation of their real faces to the people of the world; securing global aid for the families of the martyrs and the education of their children; bringing the need for education of the refugee children to the attention of the people of

the world so that we could avoid ignorance and illiteracy [in our future generation], and produce productive citizens; securing aid such as food, water, medicines, clothes... for ordinary refugees.

6. Keeping abreast of the opinions and reactions of the world toward the Islamic revolution and the Mujahideen through the English media. A good example is the foreign broadcast of Russian radio as 60% of it is in English.

Subject # 6.

Position: Director of the English Language Program in a Non-Governmental Organization (NGO).

1. In today's world, English is recognized as a language of science. It plays an important role in the acquisition of science and technology. Therefore, the objective of teaching English in grades 10-12 is to prepare the students for university. The English language is taught as a language of science not as a language of Americans or Britons.
2. The prophet of God (Mohammad peace be upon him) says, "seek knowledge even if it were in China". The term 'knowledge', here does not apply to the science of Quran or that of the traditions of the prophet as Islam had not entered China in those

days. As a result, nobody would have thought of acquiring the science of the Quran or traditions there. Therefore, the prophet aimed at the acquisition of modern sciences [of those days]. The prophet was encouraging the acquisition of sciences because he knew that it led to the strengthening and self-reliance of a society. The strength of an Islamic community is the strength of Islam. It helps to cut off the hands of the infidels in Muslim societies and to implement the laws of Islam there. All of these are also the objectives of the Center for Education of Afghanistan.

3. First of all, people should be made aware of the importance of the English language. In other words, people should realize that English is a language of science and development which do not contradict Islam. Rather, they can help Muslims. Secondly, teachers should be trained to teach English. They should be trained in the current methods where students are the center of the educational process. Thirdly, English should be taught with the help of a well organized series of textbooks.

Subject # 7.

Position: Director of the English Language Program in an NGO.

1. In my opinion, English is taught in the secondary level for the following reasons:
  - a. The invitation of non-Muslims to Islam and the propagation of Islam in the world. As English is an international language and most educated people of the world know it, our Mujahideen can [through English] spread the teachings of Islam to the rest of the world.
  - b. For higher education. Many scientific books are written in English.
  - c. Everywhere in the world, the names of the streets, avenues, physicians, hotels, and washrooms are written in English. Our grade 12 graduates should be able to understand these matters. They should be able to resolve their own daily necessities independently.
2. [Islamic] education in Afghan Mujahideen schools does not aim at producing graduates who will pray and use the gun only. It aims at the building of a comprehensive Muslim personality that combines the correct faith and worldly specializations such as medicine, engineering, education, and pharmacology.
3. The objectives of teaching English and any other language in the Mujahideen schools can be achieved in the light of the objectives of the Center for Education of Afghanistan when discrimination against



learning a foreign language disappears. Therefore, every believer should not be against the English language or any other tongue. After all, a language is but a means of [mutual] understanding.

Subject # 8.

Position: A High Ranking Official in the Ministry of Education and a Former Professor in Kabul University.

1. English is [an] international language which is needed culturally, economically, and politically for all the world.
2. It is also needed for our future to introduce our religion to the non-Moslem people, and we want to study [the] culture[s] of the other non-Moslem societies.
3. We study English in refugee camps as a foreign and international language. Nobody is against the language.

APPENDIX D: TEXTBOOKS AND PUBLICATIONS USED FOR THE DATA OF  
THE STUDY

TEXTBOOKS

Wahidi, Muhammad-i-Gul. (1983). *English Book One*. Peshawar,  
Pakistan: Islamic Unity of Afghan Mujahideen.

Williams, Jane et al. (1968). *Afghans Learn English book 2*.  
Kabul, Afghanistan: Ministry of Education. (Ten principal  
writers and contributors).

Williams, Jane et al. (1968). *Afghans Learn English book 3*.  
Kabul, Afghanistan: Ministry of Education.

Williams, Jane et al. (1968). *Afghans Learn English book 4*.  
Kabul, Afghanistan: Ministry of Education.

Williams, Jane et al. (1968). *Afghans Learn English book 5*.  
Kabul, Afghanistan: Ministry of Education.

Williams, Jane et al. (1968). *Afghans Learn English book 6*.  
Kabul, Afghanistan: Ministry of Education.

CURRENT PUBLICATIONS

I. Afghan Mujahideen English Medium Publications:

A. Magazines

1. *The Mujahideen Monthly*. January/February 1987.

2. **Mirror of Jihad: The Voice of Afghan Mujahideen.**

March/April 1982.

3. **The Afghanistan Jihad.** December 30, 1983.

4. **The Firmest Bond.** Summer issue 1988.

B. Newspapers

1. **Mujahideen Weekly.** March 17, 1990.

2. **Mujahideen Weekly.** July 20, 1990.

II. Muslim International English Medium Publications

A. Magazines

1. **Impact International.** 8-21 December 1989.

2. **Impact International.** 10-23 August 1990.

3. **Impact International.** 23 March - 12 April 1990.

4. **Impact International.** 23 March - 12 April 1990.

5. **Impact International.** 13-26 April 1990.

6. **Impact International.** 13-26 April 1990.

7. **Iranweek.** October 12, 1979.

8. **The Message.** Oct. - Dec. 1988.

9. **The Message.** Jan. - Mar. 1989.

B. Periodicals

1. **Human Concern News.** July 1988.

III. Non-Muslim International English Medium Publications

## A. Magazines

1. Maclean's. January 7, 1980.
2. Maclean's. January 21, 1980.
3. Maclean's. January 21, 1980.
4. Maclean's. January 21, 1980.
5. Maclean's. January 28, 1980.
6. Maclean's. February 4, 1980.
7. Maclean's. April 14, 1980.
8. Maclean's. April 21, 1980.
9. Maclean's. April 21, 1980.
10. Maclean's. April 21, 1980.
11. National Geographic. May 1981.
12. National Geographic. April 1985.
13. National Geographic. June 1985.
14. National Geographic. March 1990.
15. Refugees. February 1989.
16. Refugees. March 1989.
17. Refugees. September 1990.
18. Refugees. September 1990.
19. Refugees. November 1990.
20. Time. December 3, 1990.
21. Time. March 6, 1989.
22. Time. April 17, 1989.

## B. Newspapers

1. The Christian Science Monitor. April 6, 1989.
2. The Christian Science Monitor. August 3, 1989.
3. The Christian Science Monitor. September 20, 1989.
4. The Christian Science Monitor. September 21, 1989.
5. The Christian Science Monitor. September 25, 1989.
6. The Christian Science Monitor. March 21, 1989.
7. The Christian Science Monitor. March 23, 1989.
8. The Christian Science Monitor. March 24, 1989.
9. The Christian Science Monitor. March 27, 1989.
10. The Christian Science Monitor. March 30, 1989.
11. The Winnipeg Free Press. MARCH 1, 1985.
12. The Winnipeg Free Press. January 2, 1986.
13. The Winnipeg Free Press. November 23, 1986.
14. The Winnipeg Free Press. January 7, 1989.
15. The Winnipeg Free Press. January 23, 1989.
16. The Winnipeg Free Press. January 23, 1989.
17. The Winnipeg Free Press. December 28, 1989.
18. Calgary Herald. March 9, 1991.
19. Globe & Mail. April 22, 1991.
20. Globe & Mail. May 28, 1991.
21. The Toronto Star. May 6, 1991.

APPENDIX E: VOCABULARY ITEMS CONTAINED IN ENGLISH BOOK ONE

able	angel	before
ablution	angle	begetteth
about	answer	begin
absolute	apple	begotten
act	April	beings
action	Arabic	believe
add	are	bench
adjective	arm	beneficent
adverb	article	best
Afghanistan	ask	between
afraid	at	big
after	August	birth
afternoon	Autumn	blanks
against	auxiliary	blow
agreement	aware	body
all	baby	bombard
Allah	back	bombs
allow	bands	book
Almighty	basket	born
am	battle	bought
among	be	box
an	become	boy
and	bed	brave

break	choice	demonstrative
briefcase	choose	desk
bring	circle	destroy
brother	class	did
brotherhood	classmate	die
brush	classroom	died
building	clean	direct
bullet	clerk	do
buried	clock	does
burned	close	door
burst	clothes	down
bury	cold	draw
bus	come	drill
but	command	drink
buy	compound	during
caliph	compulsory	duty
called	congregation	each
can	conjunction	ear
car	consist	early
cardinal	correct	eat
care	country	eight
cause	cry	eighteen
chair	daily	eighteenth
change	day	eighth
checked	December	eleven
children	decide	eleventh

end	fasting	freedom
enemy	father	fresh
English	February	Friday
enter	feet	friend
entire	fifteen	from
equality	fifteenth	front
eraser	fifth	gave
escape	fight	girl
etc	file	give
eternal	fill	glad
evening	fine	glade
event	first	glorious
every	five	go
everybody	flag	God
everyday	flower	good
everyone	fog	grammar
evil	follow	grand
example	food	grandfather
exercise	for	grandson
expression	forbid	grant
eye	form	grass
face	forty	greatest
faith	four	green
family	fourteen	guides
fan	fourteenth	gun
farmer	fourth	had



hadith	hurried	Juma
haj	if	June
half	ihram	justice
hand	imam	Kabah
happened	imperialism	Kalima
happy	in	key
have	includes	kill
he	indefinite	know
head	inkpot	lamp
hear	innocent	last
heart	intercourse	laugh
hello	interjection	learn
help	interrogative	least
her	into	lesson
here	invade	let
him	invite	letter
himself	is	lie
his	Islam	life
holiday	it	light
holy	its	like
home	January	little
hooks	journey	live
hot	judgement	long
house	judgement-day	look
how	jug	lord
human	July	love

make	mountain	not
man	mouth	note
many	Muhammad	notebook
map	Mujahid	noun
March	Mujahideen	November
mark	Muslim	now
marry	must	number
martyr	my	o'clock
mason	name	obligatory
mate	near	observe
may	needy	October
me	negative	of
mean	negator	offer
means	net	office
Mecca	new	oh
meet	news	old
merciful	next	on
messenger	nine	once
middle	nineteen	one
miss	nineteenth	only
Monday	ninth	open
month	no	oppression
more	none	or
morning	noon	orange
mosque	nor	ordinal
mother	nose	other

our	present	Russian
over	progressive	said
part	pronoun	Saturday
past	proper	save
patient	prophet	saw
pay	purity	say
pbuh	push	school
peace	quarter	season
pen	question	seats
pencil	quietly	second
people	Qur'an	see
perfume	rain	sentence
personal	read	September
picture	receive	seven
pilgrimage	recite	seventeen
pillar	religion	seventeenth
plane	repeat	seventh
pleasant	request	sexual
please	response	she
plural	revelation	shop
poor	rifle	shopkeeper
portion	right	short
possessive	room	show
powerful	rose	simple
pray	run	singular
preposition	Russia	sir

sister	structure	their
sit	struggle	them
six	student	themselves
sixteen	subject	then
sixteenth	subjective	there
sixth	substitute	these
sleep	Summer	they
smell	Sunday	thing
smoke	supporter	think
snow	Syria	third
so	table	thirteen
social	take	thirteenth
some	talk	this
son	tanks	those
speak	taste	three
speeches	teacher	Thursday
spell	tell	time
Spring	temple	to
stand	ten	tongue
star	tense	tree
start	tenth	troops
statement	test	truly
story	than	Tuesday
stove	thank	twelfth
street	that	twelve
strong	the	twentieth

twenty	walk	wish
twenty-five	wall	with
two	want	woman
tyranny	was	word
tyrant	wash	work
umbrella	watch	write
uncle	water	wrong
under	way	wudu
underline	we	x-ray
until	weak	yard
unto	wealth	year
up	weapons	yes
upon	wear	yesterday
us	weather	you
use	Wednesday	your
used	week	yourselves
verb	what	zakat
verse	when	zip
very	where	
vessel	who	
village	whosoever	
visit	whole	
vocabulary	whom	
voice	wind	
wait	window	
wake	Winter	

APPENDIX F: VOCABULARY ITEMS CONTAINED IN AFGHANS LEARN  
ENGLISH BOOKS 2-6.

about	already	arrive
above	also	article
absent	always	as
across	am	Asia
advertisement	America	ask
Afghan	American	asleep
Afghanistan	among	at
afraid	an	ate
after	and	atlantic
afternoon	angry	August
again	animal	aunt
against	another	Australia
ago	answer	away
air	ant	back
airplane	any	bacteria
airport	anything	bad
Alaska	apple	bag
a little	April	bake
all	are	ball
almost	arm	bang
along	army	bank
alphabet	around	bark

basket	bill	bridge
bathroom	biology	briefcase
bazaar	bird	bring
be	bit	broom
bear	bite	brother
beautiful	black	brown
because	blackboard	Buddha
become	blade	building
bed	blood	burn
bedroom	blouse	bus
been	blow	busy
before	blue	but
begin	body	buy
behind	boil	Buzkashi
believe	Bombay	by
bell	book	cake
belong	bookshop	calendar
below	both	calf
bench	bottle	call
beside	box	came
better	boy	camel
Betty	brave	camera
between	bread	can
bicycle	break	candle
big	breakfast	candy
bike	breathe	cannot

cap	cholera	comprehension
captain	Christopher	context
car	cinema	cook
care	city	cookie
careful	class	cool
careless	classroom	copy
carpenter	clean	corner
carried	clear	correct
carry	clerk	cost
cart	clever	cotton
cat	climb	coughs
catch	clock	could
cause	close	count
cellar	cloth	counties
chair	clothes	country
chalk	cloud	course
chapter	coat	cousin
Charikar	coffee	cow
chase	coffeepot	crayon
checked	cold	crops
chicken	color	cry
chief	Colter	cup
child	Columbus	cut
children	comb	danger
chimney	come	date
China	common	daughter



day	down	eleven
December	Dr.	eleventh
decide	draw	else
deer	dress	empty
desk	drink	end
details	drive	England
dick	dropped	English
did	dry	enough
die	during	envelope
died	dust	erase
differences	dying	eraser
different	each	etc
difficult	early	Europe
dining	earth	evening
dinner	easy	ever
direction	eat	every
dirty	egg	everybody
disappointed	eight	everything
disease	eighteen	examination
do	eighteenth	example
doctor	eighth	exercise
dog	eightieth	expensive
doll	eighty	experience
donkey	either	extinguisher
door	electrician	eye
dormitory	electricity	eyebrows

face	fifty-three	fork
factory	fight	fortieth
faculty	film	forty
failed	find	forty-five
fainted	fine	four
fall	finger	fourteen
family	finish	fourteenth
famous	fire	fourth
far	fireplace	fox
Farah	first	France
farm	fish	Fred
farmer	five	freeze
fast	flag	Friday
father	floor	friend
February	flour	from
fed	flower	front
feet	flowerpot	fruit
few	flute	full
field	fly	funny
fifteen	food	game
fifteenth	foolish	garden
fifth	foot	gardener
fiftieth	football	Gardez
fifty	for	gas
fifty-five	forest	gasoline
fifty-six	forget	gaudi

general	green	help
geranium	Greenland	her
germ	grey	Herat
German	ground	here
Germany	grow	hill
get	Gulbahar	him
Ghazni	gun	his
girl	hair	hit
give	half	hold
glass	hand	hole
glossary	handkerchief	holiday
glove	happen	home
go	happy	homework
good	hard	honest
goodbye	has	hope
grammar	hat	horse
grandchild	hay	hospital
granddaughter	he	hot
grandfather	head	hour
grandmother	headache	house
grandson	healthy	how
grape	hear	hundred
grapevine	heart	hungry
grass	heavy	hunting
grateful	Helen	hurt
gravity	hello	husband

I	Jack	king
ice	jacket	kitchen
idea	Jalalabad	kite
if	James	knife
implies	Jangalak	knit
important	January	know
in	Japan	Kohdaman
India	Jefferson	Kunduz
Indian	Jim	lake
inference	Joan	lapis
ink	John	large
inside	Johnny	last
institute	joke	late
intelligent	juice	laugh
interested	July	lawyer
interesting	jump	lazuli
into	June	lazy
introduction	just	leaf
invite	kabobs	lean
Iran	Kabul	learn
Ireland	kandahar	leave
irregular	karakul	Lebanon
is	keep	left
it	key	leg
Italy	kill	Lessing
its	kind	lesson

let's	magazine	Mediterranean sea
letter	Magellan	meet
library	mail	men
lie	Maimana	merchant
life	main	mice
light	majesty	microscope
like	make	midnight
line	man	mile
lion	many	milk
listen	map	mine
little	March	minute
live	Marco	miss
lizard	Mark	mistake
load	Mary	moisture
Logar	mason	Monday
lonely	mass	money
long	match	month
look	mathematics	moon
lose	may	more
lot	Mazarisharif	morning
louder	me	mosque
love	meaning	most
lunch	meat	mother
machine	mechanic	mountain
machinery	medicine	mouse
made	Mediterranean	mouth

movie	ninety-five	on
Mr	ninth	once
Mrs	no	one
much	noise	one-hundredth
Mullah	none	one-thirty
museum	noon	only
music	north	open
my	nose	or
name	not	oral
naughty	notebook	orange
near	nothing	other
neat	noun	our
neck	November	out
need	now	outside
never	number	over
new	Nuristan	pacific
news	nurse	page
newspaper	o'clock	Paghman
next	ocean	pair
nice	October	Panjsher
night	of	paper
nine	off	paragraph
nineteen	office	park
nineteenth	often	parrot
ninetieth	oh	party
ninety	old	Parwan

pass	plate	program
past	play	promise
patriotic	please	pronounce
patter	pocket	Pulikhumri
pattern	poem	pull
peach	poet	purple
peeper	poetry	Pushtu
pen	point	put
pencil	poison	quarter
people	policeman	question
pepper	polo	quickly
persian	poor	quiet
person	post	race
peshawar	pot	radio
picnic	potato	rain
picture	pound	raised
piece	poured	reach
pilau	practice	read
pile	present	ready
pilot	pretty	reason
pink	price	recess
pitchfork	principal	red
place	probably	refer
plan	problem	relation
plane	produce	relatives
plant	professor	remember

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six	soles	stay
sixteen	Solomon	still
sixteenth	some	stocking
sixth	somebody	stone
sixtieth	something	stood
sixty	sometimes	stop
skill	son	store
skin	song	story
skirt	soon	stove
sky	sore	street
sled	sorry	strong
sleep	sour	student
slippers	south	study
slow	speak	stupid
small	spear	substitute
smile	spell	suddenly
Smith	spiritual	sugar
smoke	spoon	suit
sneeze	Spring	Summer
snow	stair	sun
so	stamp	Sunday
soap	stand	sunny
soccer	star	sunrise
sock	start	sunset
soft	state	sure
soldier	station	surprise

sweater	thank	Thursday
Sweden	that	tie
sweet	the	time
swim	their	tired
table	theirs	to
tail	them	today
tailor	then	Tom
take	there	tomorrow
talk	these	tonight
tall	they	too
tambor	thing	topped
tan	think	tourist
tank	third	tow
tea	thirsty	toward
teach	thirteen	town
teacher	thirteenth	travel
team	thirty	tree
teapot	thirty-two	trip
technology	this	trousers
telephone	thorn	truck
tell	those	true
ten	thousand	true-false
tenth	three	try
test	throat	Tuesday
text	through	turban
than	throw	turn

turtle	valuable	when
twelfth	verb	where
twelve	very	which
twentieth	village	while
twenty	virus	white
twenty-one	visit	who
two	vocabulary	whose
type	volleyball	why
typhoid	waited	wife
umbrella	walk	will
uncle	wall	win
under	want	wind
understand	warm	window
unhappy	was	windy
unit	wash	winter
unite	watch	with
university	water	without
until	way	woman
up	wear	wood
upon	weather	word
Urdu	Wednesday	work
us	week	world
use	well	worse
usually	wet	worth
vacation	what	would
valley	wheat	write

wrong

year

yellow

yes

yesterday

yet

York

you

young

younger

your

yours

APPENDIX G: VOCABULARY ITEMS CONTAINED IN CURRENT PUBLICATIONS.

For a complete list of the vocabulary items with their frequency rates contained in the 144 published articles included in this study, contact the researcher.

APENDIX H: TOPICS IN AFGHANS LEARN ENGLISH books 5 and 6.

The following is a list of the topics contained in Afghans Learn English books 5 and 6. (The numbers refer to the book and the reading exercise. For example, 501 should read as book five, reading exercise one, and 601 should read as book six, reading exercise one.)

501. Title: The General and the New Soldier  
Topic: The importance of language in communication
502. Title: Brave Men and Brave Dogs  
Topic: Taking medicine to the sick people in a remote village in Alaska under unbearable cold conditions
503. Title: The Holiday of Dolls  
Topic: The Japanese tradition of dolls celebration
504. Title: Who Do You Know  
Topic: Attending a party without invitation (a traditional Afghan joke)
505. Title: The New Book  
Topic: Truth versus originality
506. Title: The Headache Medicine  
Topic: A doctor gives medicine to a person without knowing if he is the patient

507. Title: The North Atlantic Sea Route  
Topic: The commercial importance of the North Atlantic Sea Route between Europe and North America
508. Title: That's Good ... That's Bad  
Topic: Jumping to conclusions
509. Title: The Mullah and the Fly  
Topic: A man's request that the Mullah help him chase away a fly from his nose (a traditional Afghan joke)
510. Title: John Colter's Race for Life  
Topic: Not giving up. The courageous six-mile run of Colter to Jefferson River in search of safety
601. Title: The Parrot and the Shopkeeper  
Topic: Stupidity of a businessman
602. Title: Gravity  
Topic: Gravity pulls everything down
603. Title: The Mediterranean Sea Route  
Topic: The commercial usefulness of the Mediterranean Sea Route between Asia and Europe
604. Title: Fire in the Wheat  
Topic: On a very hot summer day, a brave young boy puts out a fire to save his little sister and his father's new truck
605. Title: The Common Cold

Topic: Common colds are caused by viruses



## APPENDIX I: TOPICS IN THE CURRENT PUBLICATIONS

The following is a list of the topics contained in the 144 articles of English language newspapers and magazines of Afghan Mujahideen, Muslim International, and International media included in the study. There are 142 topics.

001. A Soviet journalist compares the Soviet invasion of Afghanistan to the American War in Vietnam
002. The Kabul regime's irresponsible scud attack on a business center in a liberated area in northeastern Afghanistan killing of 300 civilians and wounding 400-500 more
003. The UN Human Rights Commission's report on massacres, systematic torture, and other human rights violations of women, children, the elderly, and other civilians in Afghanistan as a direct result of the presence of Soviet troops in Afghanistan
004. An informal timetable of the regime in Kabul to the UN for the withdrawal of the Soviet invading troops from Afghanistan within a one-year period
005. The flight of five Soviet deserters to safety in Canada for humanitarian reasons
006. The talks of Afghan Mujahideen leaders with a Soviet diplomat about the role of Kabul's Marxist party in the aftermath of the Soviet withdrawal

007. Maj. Gen. Lev Serebrov's, a Soviet political officer at the military high command in Kabul, admission that the Red Army was forced to get out of Afghanistan without achieving any of the objectives laid down for its invasion of the country
008. The delay of consultations among Afghan Mujahideen in Pakistan about the establishment of a consultative council to approve an interim government in Afghanistan after the Soviet withdrawal
009. The 10th anniversary of the Soviet invasion in Afghanistan marked by the Afghan Mujahideen's rocketing Kabul, demonstrating in Pakistan and India, and demanding free elections in Afghanistan after the Soviet withdrawal
010. The Kabul regime's killing of 300-400 civilians and injuring hundreds of others as a result of a scud attack on a liberated town, and the denial of U.S. government to supply the Mujahideen with Patriot missiles as it did in cases of Israel and Saudi Arabia
011. A Special Report on the situation of women around the world
012. The death sentence given to the British author, Salman Rushdie, by Khomeini, and its impact on the image of Muslims in the West

013. The impact of the reaction of Muslims to Rushdie's Satanic Verses on their situation in Europe and North America and on the Western stereotyping of Islam as a religion of intolerance and violence
014. The misconceptualization of the Western media of the Mujahideen as 'Fundamentalists' and as 'Moderates', and how it misleads its audience
015. Professor Burhanuddin Rabbani, the Leader of Jamiat-e-Islami Afghanistan talking about the unity of Afghan Mujahideen and the future of Jihad to a Western journalist, on February 22, 1982 in Peshawar City
016. A letter written by Mr. W. Gerber, Charge d'Affaires, Embassy of the German Democratic Republic (GDR) in the Islamic Republic of Pakistan to the Daily "Muslim" Rawalpindi which was printed by the newspaper in its issue dated 28.9.1981 and in which Mr. Gerber claimed that his government was for a peaceful settlement of the Afghan problem; he further claimed that the GDR was an independent state
017. The necessity of commitment of all nations to universal norms and values such as peace, liberty, justice, freedom, self-determination, and territorial integrity was the topic of a letter written by the Political Committee of Jamiat-e-Islami

- Afghanistan to the "Muslim" daily newspaper of Rawalpindi, Pakistan in response to a previous letter by Mr. Gerber, the GDR Charge d'Affaires
018. A report on four cases of chemical warfare and three attacks by the Russian invading troops on Tagab, Kapisa Province
  019. A political joke about how Brezhnev's hairdresser used the stories of Afghanistan to make his job of cutting Brezhnev's hair easier
  020. Reports on four cases of chemical use by the Russian invading troops against Afghan Mujahideen in Kunar and Takhar provinces
  021. The Russification of Afghan news media
  022. The Russians always go abroad in TANKS (A Political joke)
  023. A Mujahideen commander explains how the Western media makes a mistake when it describes the war in Afghanistan as a 'tribal war'
  024. The Islamic Unity of Afghan Mujahideen (IUAM) is the sole representative of all the Mujahideen forces and all the Afghans who are against imperialism, the presence of Russians in Afghanistan, and establishment of an un-Islamic regime in that country
  025. An article written by the Jamiat-e-Islami Afghanistan and distributed among member nations when the UN General Assembly was debating the

Afghanistan issue; the article illustrated, by evidence, how Russians had continuously deceived the world opinion on the issue of Afghanistan

026. Russians are systematically kept in the dark on the activities of their government and those of the Red Army troops in Afghanistan
027. Reports of Russian attacks on various parts of Afghanistan and the resistance of the Afghan Mujahideen
028. By agreeing to a timetable for withdrawal from Afghanistan, the Russian leadership tries to legitimize its invasion and deceive the free world
029. The position of Hezb-i-Islami Afghanistan about the solution of the Afghan crisis, and the recent satanic manoeuvre of Russians and their puppets under the name of reconciliation and cease-fire as expressed in Hekmatyar's speech delivered on 8th January, 1986 at a huge conference held at Warsak Camp
030. The miscalculations of the Kremlin leaders that they could silence the Islamic Movement in Afghanistan with their Red Army troops
031. Detailed report of a Mujahideen attack on the Kabul regime's forces in Barikot
032. After admitting that Afghanistan was a 'bleeding wound', the Russians manoeuvre to portray the

Afghanistan issue as a bilateral matter of Russia and Pakistan

033. The text of Hekmatyar's interview with "Herald" magazine of Karachi about the Mujahideen's rejection of Najibullah's ceasefire offer and the Afghan government's efforts at reconciliation
034. The description and comparison of the Soviet SU-25 fighter to the US Air Force Fair-Child A10
035. A detailed report of setting ablaze the second largest military base of the Russian army in Parwan province
036. A captured Red Army officer sends his fellow soldiers and officers a message calling them to rethink about what they have brought to the people of Afghanistan
037. The Mujahideen attack on a Russian base in Bagram, Kabul and the killing of a brigadier from East Germany
038. Although talking about withdrawal and proposing the coalition government and ceasefire, the Russians have not changed their policy of expansionism.
039. Report of a Russian soldier stabbing his officer to death as the officer had used harsh language with him

040. A Western journalist eyewitness report of the heroic resistance of Afghans and the destruction the Russian army has brought to Afghanistan
041. An analytical review of 100 editorials contained in European, American, African, Asian, and Australian newspapers between mid-December 1986 to mid-January 1987 about the alliance of the seven most powerful Afghan Mujahideen parties
042. An Afghan defector of the Kabul army testifies how badly the Russian officers treated officers in the Afghan army
043. Report of a Mujahideen attack on a Russian military convoy in which 220 Russians were killed
044. Soviets kill Afghan militiamen and army officers after accusing them of letting the Mujahideen enter a Russian base and kill several Russian officers
045. News reports from various provinces of Afghanistan
046. A biography of one of the recent martyrs of the Russian invasion
047. Najibullah, the head of the Kabul regime, offers a truce with the Mujahideen to allow a UN plan to work
048. A letter from Human Concern International (HCI) to Right Hon. Joe Clark, Secretary of State for External Affairs of Canada, urging Canada to continue withholding its aid to the Kabul regime.

049. A political analysis of the coup attempt of Najib's defence minister
050. A British reporter reflects upon the leadership of Ziaul Haq after his death in an airplane crash
051. The Mujahideen commanders complain of the scarcity of arms
052. The defeat of the Mujahideen in Jalalabad city was planned by the CIA to tarnish the image of the Mujahideen from victors to losers so that a 'political settlement' could be shoved down their throats in broad day light
053. Zahir Shah may have an option for the West in solving their own 'problem' in Afghanistan, but he does not present a viable option for the Muslim peoples of Afghanistan in solving the conflict in that long suffering nation
054. The lack of understanding of the Muslim conflicts in Afghanistan and Kashmir by the Palestine Liberation Organization (PLO) leader, Yasir Arafat
055. The fight in Afghanistan is between two ideologies: Islam and Communism
056. The invasion of Afghanistan by the Russian Red Army troops
057. The comparison of the Russian invasion of Afghanistan with that of Czechoslovakia



058. Brezhnev takes the credit for all Soviet actions while placing the blame for mistakes on the politburo
059. The Russian troops loot belongings of Afghans and of Western journalists
060. The Soviets allow no one to document their activities in Afghanistan
061. While boycotting the Moscow Olympics could be a good idea, the Mujahideen should not be left alone to face the Soviet troops empty handed
062. A Western journalist eyewitnesses the terror the Soviet troops have brought with them to Afghanistan
063. The Soviet occupational forces put a ban on Western journalists; journalists from the free world have to prove to visa authorities of the Kabul regime that they are not journalists in order to secure a visa to Afghanistan; they have to do their reporting clandestinely
064. The Soviet invading troops use internationally banned nerve gas against the Mujahideen
065. Hikmatyar, the leader of Hezb-i-Islami Afghanistan, talks to the press in London and urges that the Russian must leave Afghanistan gracefully or they will be thrown out

066. The Soviet invasion of Afghanistan has led to the strengthening of the Islamic Movement in that country
067. The celebration of the completion of five years of heroic Jihad (struggle) of the Muslim people of Afghanistan against the invading Russian troops and their puppets in Kabul
068. A leader of the Mujahideen answers the questions of journalists about the united front of Afghanistan.
069. Three parties form the United Front of Afghanistan in response to the call of the former King of Afghanistan
070. The sufferings of the Afghan people as a result of the communist takeover are not limited to the adult population; children have suffered enormously as well
071. A female American writer embraces Islam and wants to write a book with the intention of converting it into a movie about the Afghan Jihad
072. By its invasion of Afghanistan, the Soviets have violated both bilateral and international treaties on non-aggression and peaceful co-existence

073. Afghans have inherited from their fore-fathers the love of freedom and the readiness to pay any price to stay free
074. While the communist minority in Russia enjoys all privileges, the non-communist majority is kept under control with an iron fist
075. The Soviets want to transform the social and political structure as well as the culture and the beliefs of the people of Afghanistan against their will
076. A detailed report of a victorious Mujahideen attack on joint Russian/Karmalite forces in Paktika province
077. A correspondent of The Afghanistan Jehad magazine interviews Qari Noaman, the leader of a Mujahideen group which has captured 12 Russian advisors in Mazar-i-Sharif province
078. The sad condition of an Afghan orphan (in poem)
079. To achieve freedom, peace, and victory over the Russians, the Afghans have to struggle in unity
080. A report of the massacre committed by the Russian invading troops in Istalif, a village north of Kabul with historical sights and a mild climate which attract both Afghan and international tourists

081. A supporter of the former king of Afghanistan argues that the king's proposal for the formation of a united front came at the right time
082. A detailed interview with one of the ex-presidents of Afghan Custom Houses about his imprisonment by the regime in Kabul and the conditions of political prisoners in the prisons of the current regime
083. Communists use the slogan of 'food, clothing, and shelter' only to deceive people
084. The rewards of a martyr of Islam
085. An ex-president of Kabul University reveals the situation in the university and in other parts of the city of Kabul and Afghanistan under the Soviet occupation
086. The Afghan Mujahideen siege of Khost, an important town in Paktya province and strong Russian-Afghan military base
087. The Russians invaded Afghanistan in accordance with their expansionist policies; if the world does not help stop them, they will continue to constitute a danger to free nations
088. Reports of resistance against the Russian invasion all over Afghanistan
089. To serve its interest best, the U.S. should press the establishment of a broad-based government in Afghanistan

090. The return of some Afghan families to their village after ten years
091. The political solution of the Afghan problem may help the former king to return to power in Kabul
092. The U.S. should try to explore other various options to the solution of the Afghan problem
093. U.S. and Pakistan press for the interim government of the Mujahideen to broaden its base
094. The survival of the interim government of Afghan Mujahideen in Pakistan
095. The Afghan problem has not come to an end with the withdrawal of the Soviet invading troops; rather, Afghans have to struggle for the reconstruction of their homeland and fight for their national interests in the presence of competing foreign interests
096. U.S. attempts to prevent the emergence of an Iranian type of regime in Afghanistan
097. The state of women should be given important consideration in the future government of Afghanistan
098. While self-determination for the Afghan people is the only outcome of the war worth the terrible price they have paid, the only outcome consistent with American principles is to ensure that the next Kabul government is on good terms with itself

099. Pakistan is trying to cope with the pressures of the Soviet reaction to the presence of millions of Afghan refugees on Pakistani soils
100. A Western journalist who had visited Kabul before the Soviet invasion revisits the city and writes his observations about life under the occupation
101. One quarter of Afghanistan's pre-war population of about fifteen million has been forced to flee to neighbouring Pakistan and Iran where they live under constant fears of being bombed by the Kabul regime, as their camps are too close to the borders
102. The discovery of the priceless hoard of Tillya Tepe 'the golden hill' in Sheberghan, a large village, in northern Afghanistan, that reveals life in Afghanistan some two to four thousand years ago
103. The attempted coup against Najib by his minister of defence is to be credited to Hekmatyar, the leader of Heze-i-Islami Afghanistan
104. Even though the attempted coup by the minister of defence of the Kabul regime failed, there is hope that the next blow will topple the regime
105. General Tanai, the former minister of defence of the Kabul regime and the leader of the unsuccessful coup attempt against Najib, reveals to the Mujahideen media that the Soviets rescued Najib and his regime

106. The Mujahideen have intensified their attacks on Kabul troops in spite of the regime's success in reversing the coup
107. General Tanai, the former minister of defence of the regime in Kabul and the leader of the unsuccessful coup against the regime, reveals the anti-Afghan people face of Najib and his regime in Kabul
108. Sarfaraz, prominent commander in the Hezb-i-Islami Afghanistan party, urges the Mujahideen to cooperate with Gen. Tanai to overthrow the Kabul regime
109. By supporting Gen. Tanai's coup attempt, Hekmatyar has not betrayed the Interim Government of the Mujahideen
110. Najib shuffles his party's central committee, his cabinet, and contacts with ex-King Zahir Shah for help in "national reconciliation"
111. The unsuccessful coup attempt by Najib's minister of defence indicates that the Afghan establishment is tired of the continuous war and that Najib is an obstacle in the way of peace and national reconciliation in Afghanistan
112. According to an Afghan News Agency press release, Hekmatyar says that Washington and Moscow have reached an agreement to prolong Najib's government until such a time as it is replaced by a government of their own choice

113. Report of some successful operations of the Mujahideen against the Kabul regime
114. Hekmatyar says that Afghans will reject any settlement imposed by the superpowers
115. After the withdrawal of the Soviet troops from Afghanistan, both superpowers are trying to prevent the establishment of an Islamic government in Afghanistan
116. It is imperative for the Mujahideen to unite in the face of the superpowers' plot of searching for a common agent who could best serve them both. They may install a former king in Kabul and hold elections in a style which suits them
117. The people of Azerbaijan, an Islamic Republic occupied by the Soviet Empire, are preparing to rise against the Soviet occupation
118. In spite of the support of both superpowers, Najib's changing the name of his party, the flag, and even wearing of a beard indicate that the Mujahideen are victorious
119. The UN's program of voluntary repatriation.
120. The UN Secretary General appeals to the Afghan nation to give the UN peace plan a chance
121. The lands where refugees have settled should be rehabilitated in order to benefit both the refugees and the local populations



122. Reports of two projects in Pakistan and Sudan of reforestation and recultivation of some areas by the refugees benefitting both them and the local populations
123. Some families after eleven years in exile return to their villages in Paktia province to find destroyed houses, bridges, irrigation system, mined land, and an uncertain future
124. Introduction to the fifth pillar of the religion of Islam
125. The Geneva Accord on Afghanistan is not acceptable to Afghans as it did not include the real parties in the conflict: the Russian invaders and the Afghan Mujahideen
126. Editorial comments that include five topics: (1) the veterans of the Afghan war hold a dominant rank in the Red Army; (2) the Indian Prime Minister, Rajiv Gandhi, invites Najibullah for an official visit to India; (3) reconstruction of Afghanistan after the Russian withdrawal; (4) the dangers that face the Afghan nation after the Soviet military withdrawal; and (5) the role of Afghanistan as the center of the Islamic Revivalism from Jamal-u-din Afghani of 1897 to the Afghan resistance of 1979

127. Gilani, the leader of the National Liberation Front Party, is to speak for the Islamic Unity of Afghan Mujahideen for the next three months
128. In an historic declaration, Libya proclaims the "Full liberation of the Libyan people" and the abolition of all kinds of oppression
129. President Zia-ul-Haq dissolves the national Assembly of Government and declares that the next elections will be held on schedule
130. Report on the shooting of the Iranian civilian airbus A-320 by the American fleet in the Gulf region
131. In its new constitution, the communist regime in Kabul has tried to avoid any reference to socialism or to Russia; however, every effort is made to secure absolute powers to the President of Afghanistan and the party
132. Afghanistan after the Soviet withdrawal, as a matter of tradition and necessity, will remain a faithful neutral and non-aligned country
133. The resistance movement of Afghanistan is a legitimate movement that enjoys the support of the free world
134. The examination of the history of the Communist takeover in Afghanistan and how the Russians had planned for it

135. The Soviet invaders pump out the Afghan natural resources while saving their own
136. The role of minorities in the establishment of peace and tranquillity in the world with concentration on Muslim minorities
137. The condition of Muslims in the Philippines
138. The comments of Mr. Robertson, Ambassador and Permanent Representative of Australia to the United Nations Office in Geneva and Chairman of the 38th session of the Executive Committee of the High Commissioner's Program, concerning Afghan refugees
139. The Geneva Accord on Afghanistan
140. Report of the ninth General Assembly of World Muslim Congress held in Karachi, Pakistan in March 30 - April 2, 1988
141. The first Afghan settlers in Australia
142. News reports that concern the Islamic world with comments



RESEARCH AND ETHICS COMMITTEE  
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7 November 1991

Ahmad Shah Pevawary

Winnipeg, Manitoba  
R2C 3L3

Dear Mr. Pevawary:

The purpose of this letter is to inform you that your ethics application concerning the proposed study "The appropriateness of the vocabulary and the topics contained in grades 7-12 EFL textbooks of Afghan Mujahideen high schools in Pakistan to the objectives of current Afghan education" has been approved. Enclosed is a copy of the signed ethics review form.

Good luck in carrying out this study.

Sincerely,



Stanley B. Straw, Ph.D.  
Chair, Research and Ethic Committee

c.c. Dr. Pat Mathews  
CHSS Department



# Faculty of Education ETHICS APPROVAL FORM

To be completed by the applicant:

Title of Study: THE APPROPRIATENESS OF THE VOCABULARY AND THE TOPICS CONTAINED  
IN GRADES 7-12 EFL TEXTBOOKS OF AFGHAN MUJAHIDEEN HIGH SCHOOLS IN  
PAKISTAN TO THE OBJECTIVES OF CURRENT AFGHAN EDUCATION.

Name of Principal Investigator(s) (please print):

AHMAD SHAH PEYAWARY

Name of Thesis/Dissertation Advisor or Course Instructor (if Principal Investigator is a student) (please print):

Prof. PAT MATHEWS

I/We, the undersigned, agree to abide by the University of Manitoba's ethical standards and guidelines for research involving human subjects, and agree to carry out the study named above as described in the Ethics Review Application.

\_\_\_\_\_  
Signature of Thesis/Dissertation Advisor or Course Instructor  
(if required)

~~\_\_\_\_\_~~  
Signature(s) of principal investigator(s)

To be completed by the Research and Ethics Committee:

This is to certify that the Faculty of Education Research and Ethics Committee has reviewed the proposed study named above and has concluded that it conforms with the University of Manitoba's ethical standards and guidelines for research involving human subjects.

\_\_\_\_\_  
Name of Research and Ethics  
Committee Chairperson

November 7/91  
Date

\_\_\_\_\_  
Signature of Research and Ethics  
Committee Chairperson