

Impacts of Language Proficiency on Economic Activities

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ABSTRACT

Language proficiency plays a crucial role in economic activities, such as securing a good job and establishing a business network at both national and international levels. The objective of this study is to analyze the proficiency of languages like Nepali and English in economic opportunities such as better obs, establishing business networks, and access to higher education. The study employed quantitative data and utilized a descriptive research design. The perceptions of the respondents related to the proficiency of the dominant languages like Nepali and English, and its effects on economic activities was analyzed. A five-point Likert scale, Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA), was used to collect the perception of the respondents about the relationship between proficiency of the dominant languages and its 'impacts on economic activities. Primary data were gathered from Kathmandu valley, the capital city of Nepal. 100 respondents were randomly selected as respondents. Respondents' views are summarized in tables with percentages, mean values, and standard deviations. From the data analysis, it is found that the majority of respondents agreed that proficiency in dominant languages like Nepali and English influenced the economic activities, such as facilitating business networking, enabling national and international migration, and improving access to employment and higher education in Nepal. In the context of Nepal, proficiency in dominant languages enhances economic activities and helps to reduce poverty through improving access to education, fostering business connections, and supporting mobility. The government should design language policies by focusing on economic factors rather than only the cultural aspect. The implications of this study brings new insight into language issues in Nepal that will be useful to ensure economic prosperity through language proficiency.

Keywords: Linguistic Capital, Social Mobility, and Economic Inequality

INTRODUCTION

Language is one of the main forms of economic capital. It has been connected with education, employment, and business. The Nepali and English language are compulsory in Nepal from the basic level to higher education. Proficiency of these languages help to get

better jobs, and social prestige. Sociolinguistics scholars like Bourdieu (1991), Chiswick and Miller (2007), and Grin (2003) discussed the connection of language and economic activities like social mobility, access in job, employment, and commercial network. They claimed that



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high status languages help to get more economic benefit than the low status minority or marginalized languages. In the same line Fishman (2001) and Dustmann and Fabbri (2003) talked about the structural disadvantage created by the language power. In Europe, northern American, and some Asian nations, there had studied the relationship between language and economic development. Grin (2003) and Chiswick and Miller (2007) talked about the relationship between linguistic skill and marketable assets. Their study clearly shows that language proficiency highly affects wages, occupational mobility, and in the involvement of the jobs. UNESCO (2019) focused effect of language on education which creates problems in long-term economic outcomes. It shows that language is not only the means of communication but also the determining factor of economic activities. Similarly, Raza (2023) highlighted that having knowledge of both dominant languages and local languages created more job opportunities and business networks. Having knowledge of multiple languages is beneficial for institutional integration and socioeconomic upliftment. In the same line, Jayashankar (2025) focused on language and its value in a digital platform. He claimed that proficiency in dominant languages enhances business activities through a digital platform.

In the context of Nepal, government data does not show the relationship between language and the economic status of the people; however, in the national census there shows the number of languages speak in Nepal by different castes and communities. The National population report 2021 shows the existence of 124 languages in Nepal, including both minority and majority languages. However, only Nepali and English languages are used for office, education, and business purpose. Now English is used as the language of higher education, business networks, international migration, and job.

In the past, language was taken as a means of national unity. Specifically, Rana and the Panchayat regime used Nepali language as a tool to control people; however, Nepali society is always alive in multilingualism and linguistic diversities. Giri (2010) highlighted that Nepal followed a monolingual ideology and marginalized the minority languages in the past. Nepal only used Nepali languages as official language. People from minority language communities faced difficulties in taking service from the government office as well as they also faced problem to make business network. Phyak (2016) argues that language policies have not sufficiently addressed economic disparities between dominant and minority language groups. Due to lack of the competence in Nepali languages, people of minority language communities could not access on government jobs and higher education. It indicates the direct relationship between language and economic status. Having language proficiency of powerful language help to migrate for foreign job. World Bank (2022) highlighted that in the context of Nepal, proficiency of Nepali and English is essential for employment in tourism, hospitality, and foreign labor

markets. The skills of dominant language like English helps to get access on overseas employment. The education and workplace competence are also determined by language proficiency. UNESCO (2019) highlighted that language plays a role in the instruction of learning outcomes that affects long-term productivity. Phyak (2016) argued that there is a compulsion of learning English and Nepali language for a better economic life because with the competence of these two languages, no one can get a job, employment, and make a business network for self-business. It showed that language has closed connection with the economic aspect of people, but in Nepal, the issue of language is studied only sociocultural aspects. In the global context, Dustmann and Fabbri (2003) and Chiswick and Miller (2007) studied about the relationship between economic activities and linguistic competence, showing the statistical link between language skills, income, and employment. Grin (2003) and Chiswick and Miller (2007) also highlighted that language is a capital asset that can be used for getting benefit as a return. In the context of Nepal, too, it can be studied about the way to convert language power into a source of employment and income. Without expanded of employment and income, it is difficult to maintain the goal of sustainable development, social inclusion, which UNESCO (2019) emphasized that linguistic inclusion is central to achieving equitable development. Linguistic barrier plays a significant role to trap people in poverty through marginalization from the mainstream economic network.

The study concentrated on two research questions: what is the relationship between language proficiency and economic strength of individuals in Nepal, and how is the language affected by income, employment opportunities, and social mobility. On the basis of these research questions, the study analyzes the gap of the study in the context of Nepal, how language can be the social capital that can be used for better jobs, income, and employment. In the multilingual context, it is necessary to study the relationship between language and economic strength, with the cultural and political dimensions of language, by reviewing the existing literature. The study fulfilled the gap in the literature with systematic evidence on how strong language groups tend to achieve stronger economic positions, while weak language groups remain economically disadvantaged.

Theoretical Review

The theory of linguistic capital by Pierre Bourdieu is used as the theoretical background of this study. His theory projects language as a symbolic economic resource that is directly related to material benefit. Bourdieu (1991) notes that language is not only used as a tool of communication but also used as a tool of acquiring power that is directly related to gaining market power, employment access, and social prestige. He shows the close connection between language proficiency and the economic opportunities of a person living in a particular society. His theory projects

linguistic capital as economic and cultural capital. If a person has dominance in a certain language, he/she can get easy access to jobs, employment, and market channels for business purposes that are directly related to the economic upliftment of the society. Social mobility, education, and employment all depend on the language competency of a person. In the international labour market, language skills also play a role in making a return, so that linguistic issues are not limited to culture and identity. It has broad connections to the various economic and social aspects of society, like education, employment, migration, and advertising for business. Bourdieu also talked about the concept of the linguistic market. The concept of linguistic market focuses on the relationship between language and institutional relationships. In the linguistic market, dominant language speakers gain higher prestige and access to resources than minority language speakers. The concept is very relevant in the context of Nepal. In Nepal, the persons having command in English gains more opportunities in good job than the person who does not command English. In official communication that use Nepali and English can get more benefit than those who use other languages.

Bourdieu discussed about the role of language in social inequality. His theory focused on certain dominant languages that marginalized other languages, and the effect on the overall socioeconomic status of the speakers of marginalized languages. Linguistic capital has a close connection with other social backgrounds like family background, school environment, and influences of friends (Bourdieu and Passeron, 1977). In the context of Nepal, the theoretical perspective provides an understanding of how strong language communities may economically feel superior to others because Nepali, the national language of Nepal, and English, the language used for business globally, serve the purpose of both providing economic capital to speakers as well as creating conditions under which speakers of both Nepali and English can have access to higher education, government jobs, private sector employment, tourism, and foreign labor markets. However, speakers of indigenous language groups are often limited to subsistence farming or informal labor, resulting in little to no income and limited mobility. According to Bourdieu's theory, this pattern is an outcome of structured linguistic hierarchies over time. The use of language to create symbolic authority, legitimacy, and social order; however, the ability to use language to create these symbolic aspects of social order is an important contributor to the creation and maintenance of symbolic power. The individuals who control the dominant language will have access to a significant amount of symbolic power at the institutional level. The value of the linguistic capital theory is associated to the verbal ability of individuals that directly related to economic outcomes such as income, employment, and occupational mobility. Although the study of linguistic capital focus on identity, communication, or cognition. Bourdieu's theory specifically discussed about linguistic capital and other economic activities.

The empirical studies noted conceptual and operational definition of linguistic capital that support to understand the relationship between the verbal ability of individuals and their economic power. Linguistic capital theory also help to analyze the fluency of dominant languages like Nepali and English and its' effect on the job and income of the individuals.

Bourdieu's framework offers a more suitable approach to this study than other theories, such as communication theory or structural functionalism, as it directly addresses power, inequality, and the economic conversion of language. The theory provides both an understanding of why language is important and an explanation of how it affects various groups. Additionally, it offers a critical lens through which to examine language policy and education systems as mechanisms of economic inequality (Phyak, 2016). Bourdieu's framework is particularly useful in the context of multilingualism and uneven development in Nepal, providing both analytical depth and policy relevance to the study. Bourdieu's theory of linguistic capital is highly applicable to the analysis of language and economic power in Nepal, as it views language as a type of capital within social and institutional power structures. The theory also explains how dominant languages give groups with those languages an economic advantage, while associating groups with minority languages as having an economic disadvantage. The focus on linguistic capital allows this study to examine the impact of language proficiency and language group dominance on income, employment, and social mobility in a systematic manner. Thus, Bourdieu's theory provides a strong and relevant basis from which to understand the economic impacts of linguistic inequality and provides a framework for conducting quantitative research in Nepal.

Review of Literature

Only a few studies have been conducted about the interconnection between language and economics. Laitin and Ramachandran (2022) highlighted the relationship between linguistic proficiency and access to education, job opportunities, and market channels. In both global and regional contexts, powerful languages like English and French play important role on placement of emplacement, social prestige, and higher education. These factors are closely connected with income and economic activities (Kaur and Chua, 2025). However, in the context of South Asia issue of linguistic diversities has taken as a matter of identity rather than a means of economic empowerment. The language policy of south Asia tries to explore the language variation as an academic discourse rather than the practical use (Neupane et al., 2025). Language policy talks about pedagogical instruction and sociocultural identities; however, language policy has a direct linked to the economic activities of the speakers. If children feel a linguistic barrier in higher study, they will face the problem of getting a job in the future (UNICEF and CEHRD, 2024). The outcomes of education cannot solve the economic

deprivation of marginalized language speakers. Linguistic capital not only play role in setting the economic background of the speakers, but it also helps to establish social integration in a multilingual nation like Nepal. (Paudel, 2023). Social consolidation, knowledge sharing with different linguistic and cultural group help to establish peace and harmony in a nation, which is important for the economic development of the nation. In the process of suggesting official language in Nepal, the ideology of social domain of language play important role (Adhikari, Adhikari, and Khanal, 2025). However, economic domain of the language is more than the social domain. Without economic domains like access on employment, access of higher education and language reservation is difficult in Nepal. In this regards, Kaur and Chua (2025) discussed about language proficiency and economic wellbeing. Linguistic skills of the dominant language like English helps to get opportunities in jobs. It also support for international migration and social prestige. English proficiency correlates with job performance and employment in specialized fields like engineering (Shrestha, Awasthi, and Pahari, 2020). Aryal and Paudel (2025) note that if someone has not acquired proper English language in the present that creates problem in future employment, business mobility, and higher education. In recent time neo-liberalism language policy concentrates on market driven approach of language teaching that Nepal has been applied in teaching and learning. In Nepal, English has been taught from nursery because of enhancing proficiency of English language. English is being prioritized in teaching because of the intention of getting a job and the hope of economic prosperity (Karki, 2022). In the context of Nepal; language teaching is somehow associated with the labor market. In the context of Sri Lanka, language dynamics are shaped by language choice, and the government provides economic incentives for certain language speakers. The policy is made for the preservation of minority languages (Jayawickrama and Nawarathna, 2024). In Nepal, the person who enrolled in the Sanskrit language and literature she /he also get few amount of cash as a scholarship, which also one of the economic incentives of language reservation. The language policy of Nepal tries to address the issue of social integration, linguistic rights, and also focuses on economic outcomes (Adhikari et al.). The language policy reports made by the UNICEF frame for educational equity (UNICEF and CEHRD, 2024). In the context of Nepal, English is taken as the language of getting economic benefit and other languages are projects as language related to social identities.

Review of literature mentioned above noted that only a few studies focused on the direct relationship between language and economic activities of people; however, all the researcher are agreed that if a person has the skill of a dominant language, she /he can uplift their economic status in the future. After analyzing the reviews, there was a gap in the study subject matter and study area because the reviews did not show the relationship between

language and the economic status of the people, so that the study fulfills the gap in the study and brings new insight into the study of the relationship between language and economy.

Conceptual framework

There is a relationship between language proficiency, the strength of the language group, and economic activities through enhancing access on education, employment, and business opportunities. These factors play an important role in the economic life of the people (Figure 1).

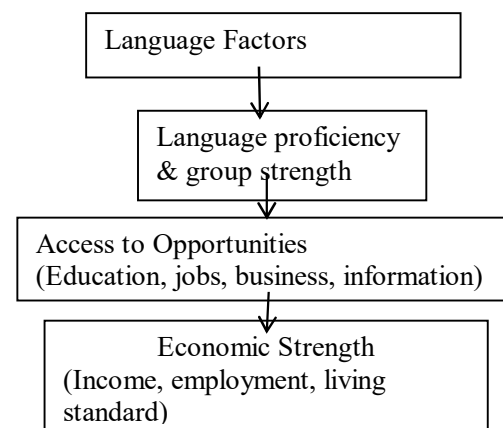


Figure 1: Language proficiency, the strength of the language

METHODOLOGY

The study was based on the descriptive research design and analyzed the quantitative data collected from the field by using five point Likert scale. Statistical analysis pattern was used in quantitative research to show the relationships and trends, making it suitable for assessing the socioeconomic impact of language skills on individuals' economic outcomes (Creswell, 2014). Kathmandu valley was selected as the study area of this study. The study area is selected for this study because there found to have diverse economic activities by the diverse language speakers. From the study area, 100 respondents were randomly selected. The number was sufficient to represent the universe and covered different sociocultural background of the respondents, like age, sex, and language background. Due to limitations of time, cost, and effort of the data collection, it was constrained to 100 respondents and examined their perception on the basis of the objectives. For data collection a structured questionnaire was used to collect data from the study area. Likert -scale based on Strongly Disagree (SD) to Strongly Agree (SA) was used. There are 20 questions were used to collect the data specially 10 questions are related to the relationship between language proficiency and economic strength, and ten questions are related to language group dominance and economic inequality. These 20 question

Table 1: Age, Sex, Education Status, Caste/Ethnicity.

Variables	Category	Frequency (No.)	Percentage (%)
Age Group (Mean Age: 38.05)	18–30 years	35	35
	31–45 years	40	40
	46–60 years	15	15
	Above 60 years	10	10
Sex Mean = 1.4	Males	60	60
	Females	40	40
Education Status Mean Education Level: 2.87 Standard Deviation: 1.12	Illiterate	1	15
	Basic level	25	25
	Secondary level	55	55
	Bachelor and above	19	19
Caste/Ethnicity Means 1.96	Brahmin/Chhetri	44	35
	Janajati	30	30
	Dalit	10	20
	Madhesi/Others	15	15
-	Total	100	100

Source: Field Survey, 2026

assured the content validity and relevancy to the research objectives. Respondents express their views on the basis of these themes. In the process of analysis, a table was used with numbers, percentage, means, and standard deviation (S.D).

Data Analysis and Presentation

In this section, it analyzed the data collected from the field. Respondents from different socioeconomic background, like various educational background, age group and linguistic background were involved in this study. The following table shows the socioeconomic status of the respondents. Table 1 showed the socioeconomic status of the respondents, including age group, sex, education status, and linguistic background. In this study, respondents above the age of 18 were involved. Data showed that 35% are age group 18 to 30 years and 40% were in the age group 31 to 45 years. In the same line, 15% respondents belong to the 46 to 60 years age group and 10% respondents are above 60 years age group. A mean age of 38.05 years indicates that the respondents are mostly middle-aged adults. Like that, 60% respondents are males and 40% are females. Mean of the sex is 1.4, which indicates males are more than females. Regarding the education status of the respondents, almost half of the respondents have completed the secondary level education, which covers 55% of the total population, and 25% completed basic level. Similarly, 19% passed above

bachelor level education. While analyzing the caste / ethnic composition of the respondents, it is found that 44% are Brahmin/Chhetri (30% are Janajati (30%). In the same way, 10% are Dalit and 15% are Madhesi/Others. The mean value is 1.96 that indicates respondents are slightly more from higher-caste groups. Table 1 illustrates the distribution of respondents according to their mother tongue, occupation, and monthly income levels.

Table 2 highlights the opinion of the respondents about the situation of mother tongue, occupation, and monthly income of the respondents. Data indicates that 45% respondents speak Nepali as their mother tongue and 15% speak Tamang as their mother tongue. In the same way, 10% speak Newari and 11% speak Maithali, and 9% speak the Tharu languages whereas 10 speak other languages like Hindu Urdu and Sherpa languages. Mean value of mother tongue code is 2.65 with a standard deviation of 1.80, indicating moderate diversity in the linguistic composition of respondents. Similarly, 35% are engaged in agriculture (35%), and 20% are involved in service sectors. Like that, 25% are involved in the business sector and 20% followed labor as their main occupation, and 10% are involved in foreign employment. The mean value is 2.55 with a standard deviation of 1.34. It shows that respondents are mostly involved in agriculture and business related work. Respondents involved in this study have earned a low to moderate income because 65 % respondents earn below 65,000 thousands per month. It highlights economic diversity within the sample.

Table 2: Mother Tongue, Occupation, Monthly Income in NPR '000.

Variables	Category	Frequency (No.)	Percentage (%)
Mother Tongue	Nepali	45	40
Mean (Mother Tongue code): 2.65	Maithili	11	10
Standard Deviation: 1.80	Tharu	9	15
	Tamang	15	15
	Newari	10	10
	Others	10	10
Occupation	Agriculture	35	35
Mean Occupation: 2.55	Business	25	25
Standard Deviation: 1.34	Service (Govt/Private)	20	20
	Labor	20	20
	Foreign employment	10	10
Monthly Income (NPR '000)	Below 20	30	30
	20–40	35	35
	41–60	15	15
	Above 60	20	20
Total	-	100	100

Source: Field Survey, 2026

There is relationship between language proficiency and economic status of the respondents. Table 3 presents language proficiency and its role in the economic strength of speakers. There asked 10 questions to the respondents and shows the relationship between language proficiency and economic strength that measure the perception of the respondents by using five points Likert scale (Strongly disagree, (SD,1), disagree (D,2), Neutral (N,3), Agree (A,4) and Strongly Agree (SA,5). 3.64 to 3.96 is the mean values of the statement indicates that respondents generally agree that language proficiency positively affects job opportunities, business success, access on job to government and private sector employment, and overall economic development. The highest mean of 3.96 is notes the contribution of language skills in education to economic enhancement has a strong connection, while the lowest mean of 3.64 is seen for the statement on obtaining better job opportunities, which still indicates a general perception. The standard deviation values range from 0.94 to 1.01, indicating moderate variation in responses. Lower SD values, such as 0.94, notes that respondents' opinions are closely clustered around the mean, reflecting high consensus, whereas higher SD values, such as 1.01 for the statement on multilingual individuals being more economically successful. It indicates the diversity in the opinion that is not all respondents perceive multilingualism as tools of economic opportunities. The majority of the respondents agree that Skill of languages like Nepali and English play a significant role in improving employment opportunities, business success, and economic stability in Nepal. The moderate variation in responses also indicates that while the majority agrees, some respondents remain

neutral or hold differing views, highlighting the nuanced perception of language's role in economic advancement. In the context of Nepal, the dominance of a single language group has been identified as a contributing factor to inequality, largely due to the historical implementation of a monolingual policy. Under this policy, speakers of non-dominant languages faced limited access to opportunities across various sectors. However, the data presented in the following table do not adequately capture this disparity. Table 4 projects the perception of respondents related to language group dominance and its impact on economic inequality in Nepal. The responses of the respondents were measured in five-point Likert scale and presented in the table with the number and percentage mean values and SD values. It shows 3.57 to 3.90, the mean values indicate respondents are agreed that language helps to control access to economic resources, mobilization of resources including employment opportunities, facilitation on higher education, and social power. The highest mean of 3.90 is for the statement that dominant language speakers have better access to higher education, which notes the situation of getting a strong consensus on the advantages of major language groups. The lowest mean of 3.57 is for promoting multilingualism as a means to reduce economic inequality, indicating that respondents are neutral on the policy recommendations. Standard deviations range from 0.93 to 1.02 shows the moderate variation in opinions. SD values of 0.93 indicate that responses are similar to the mean; however, higher SD values of 1.02 note diversities on the opinion about the role of language on economic inequality. In these study respondents clearly perceive the relationship between

Table 3: Relationship between Language Proficiency and Economic Strength.

S. N.	Statements	SD No.(%)	D No.(%)	N No.(%)	A No.(%)	SA No.(%)	Total
1	Language proficiency helps individuals obtain better job opportunities in Nepal. Mean: 3.64, SD: 0.04	3 (5%)	5 (8%)	12 (12%)	45 (45%)	35 (35%)	100
2	People who speak dominant languages earn higher than minority language speakers. Mean: 3.92, SD: 0.95	6 (6%)	10 (10%)	26 (14%)	30 (42%)	28 (28%)	100
3	Knowledge of Nepali and English improves economic stability. Mean: 3.77, SD: 0.99	4 (4%)	6 (6%)	14 (14%)	46 (46%)	30 (30%)	100
4	Language skills play an important role in business success. Mean: 3.79 SD: 0.99	5 (5%)	7 (7%)	19 (19%)	44 (44%)	25 (25%)	100
5	Individuals with strong language skills have more employment choices. Mean: 3.89, SD: 0.97	4 (4%)	6 (6%)	17 (17%)	43 (43%)	30 (30%)	100
6	Language barriers reduce chances of economic advancement. Mean: 3.79, S.d.0.99	5 (5%)	9 (9%)	17(17%)	45 (45%)	25 (25%)	100
7	Multilingual people are economically more successful than monolingual people. Mean: 3.65, SD: 1.01	6 (6%)	10 (10%)	18 (18%)	40 (40%)	25 (25%)	100
8	Language proficiency increases access to government and private sector jobs. Mean: 3.79 , SD: 0.97	4 (4%)	7 (7%)	20 (20%)	44 (44%)	25 (25%)	100
9	Poor language skills limit participation in economic activities. Mean 3.77, SD. 0.99	5 (5%)	8 (8%)	17(17%)	45 (45%)	25 (25%)	100
10	Language education contributes to overall economic development. Mean: 3.96, SD: 0.94	3 (3%)	6 (6%)	13 (13%)	48 (48%)	30 (30%)	100

Source: Field Survey, 2026

Table 4: Language Group Dominance and Economic Inequality.

S. N.	Statements	SD No.(%)	D No.(%)	N No.(%)	A No.(%)	SA No.(%)	Total
1	Strong language groups control more economic resources in Nepal. Mean: 3.69, SD. :0.98	7 (7%)	9 (9%)	17 (17%)	42 (42%)	25 (25%)	100
2	Minority language speakers face economic disadvantages. Mean: 3.75 SD. :0.95	5 (5%)	8 (8%)	19 (19%)	43 (43%)	25 (25%)	100
3	Language-based discrimination affects income levels. Mean: 3.71, SD. : 0.99	6 (6%)	9 (9%)	19 (19%)	40 (40%)	26 (26%)	100
4	Dominant language speakers have better access to higher education. Mean: 3.90 SD. :0.94	4 (4%)	7 (7%)	14 (14%)	45 (45%)	30 (30%)	100
5	Language influences social and economic power. Mean: 3.88 SD. :0.94	5 (5%)	6 (6%)	15 (14%)	44 (44%)	30 (30%)	100

Source: Field Survey, 2026

6	Government language policy benefits major language groups more than minority groups. Mean: 3.68, S.D. :100	6 (6%)	10 (10%)	19(19%)	40 (40%)	25(25%)	100
7	Economic inequality is linked with language differences. Mean: 3.68, SD. :1.02	5 (5%)	8 (8%)	23 (23%)	42 (42%)	22 (22%)	100
8	Language group identity affects employment opportunities. Mean: 3.73, SD. :0.99	6 (6%)	9 (9%)	17 (17%)	42 (42%)	26 (26%)	100
9	Weak language groups have fewer chances for economic growth. Mean: 3.79 SD. :0.97	5 (5%)	8 (8%)	17 (17%)	43 (43%)	27 (27%)	100
10	Promoting multilingualism can reduce economic inequality. Mean:, 3.57 SD. :0.93	3 (3%)	7 (7%)	40(40%)	30(30%)	20(20%)	100

language and economic activities of people living in study area.

Conclusion

Nepal is a constitutionally multilingual nation, and all the languages spoken in Nepal are known as the languages of the nation; however, the dominant languages of Nepal like Nepali and English, language speakers are getting opportunities in employment, access to higher education, and establish business network across the nation. The respondents of this study focuses on the benefit of multilingualism and noted that a person who has knowledge of multiple languages has more opportunities in jobs and business, as well as that increase the social prestige of the speakers. People can use linguistic capital as material capital to use economic growth and sustainable development in this study. It is analyzed the perception of 100 respondents about the relationship between language proficiency and the economic status of the respondents. From the analysis of the data, it is found that language proficiency and language group dominance play a significant role in shaping economic opportunities and outcomes in Nepal. The mean scores above 3.5 noted that language proficiency play role on the economic activities of the respondents. The variation of the standard deviations notes that language is a critical form of human capital influencing economic strength. The majority of the respondents noted that the majority or powerful language groups have greater control over economic resources, access to education, and social power, while minority language speakers face economic disadvantages and limited mobility. The highest mean scores noted that dominant language speakers have access on higher levels, which will play high role in future' job and other opportunities that respondents recognize structural advantages associated with linguistic hierarchies.

However, respondents are believed that a person who has knowledge of many languages with dominant languages can get more job opportunities. In the context of Nepal, too, people want to know more than one language to achieve success in social and economic life. Through an analysis of respondents' perceptions regarding the relationship between language and economic activities, this study addresses an important gap in the existing literature. Previous studies have not systematically examined the role of language proficiency in shaping economic participation. Consequently, this study provides new insights into the interplay between language proficiency, dominant language dynamics, and economic activities.

Recommendations

In the context of Nepal government should make a policy to provide quality school education that can enhance the language proficiency of the students because the language proficiency is associated with the economic activities of people. The government should concentrate on multilingual education with the majority language, like English and Nepali. Non-Nepali and non-English mother tongue speakers hate the dominant language and neglect to get competency, which is not good for getting economic opportunities in Nepal, so it should be conscious of the matter. Through translation, there is a possibility to enhance the knowledge system of all minority languages so that the government create job in minority languages through translation. Government should manage sufficient budget to enhance the language competence of the students and preserve the endangered language. Academicians, policy makers, and researchers should think of language as a wider horizon and will observe the issue of language with economic enhance and sustainable livelihood.

Implications

Language proficiency is the factors that contributes on economic performance in Nepal through income, jobs, and social mobility, which is essential for economic success. Policymakers and educators should think about language inequality as an economic issue rather than just a cultural one. Education and vocational training programs should also focus on language because that helps to mobilize for job both at the national and international level. Achieving equitable access to employment and social inclusion across various linguistic communities throughout the country is critical for the long-term sustainable development of Nepal as a whole.

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