

Explore The Impact of Urdu Language Barriers on The Academic Learning of Elementary Students of Gilgit-Baltistan

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Abstract

The greatest module of any society is language. It is how beings network with one another, to connections with one another, and nurture a feeling of community. Language obstacles have a significant influence on academic learning, which includes formal education, impacting both students and instructors. The essential objective of the study was to find out the impact of language barrier of Urdu on the academic learning of elementary students of Gilgit. The descriptive design was utilize to fulfill the study objective. Population of the study was all the elementary students (male & female) enrolled in session 2023–2024 of public sector schools in tehsil punial Ghizer. The targeted population of study is including 998 students from 08 schools and the sample size is 200, the data were analyzed through descriptive statistics. The result from the finding of this study showed that, Urdu language barrier have positive impact on elementary students such as reading, writing, speaking, listening, grammar, pronunciation and vocabulary diverting students from their academic learning.

Keywords: academic learning, language barrier, native language, second language, Urdu language

INTRODUCTION

Language can be defined as a communication system that conveys meaning through symbols such as words and gestures governed by rules. This is a uniquely human trait that allows us to express thoughts, feelings and thoughts. Language has many aspects such as phonology (speech sounds), syntax (syntax), syntax (rules of syntax), semantics (understanding of words and sentences), pragmatics (language usage) and so on relevant) (Gandara, & Rumberger, 2019). Language is one of the fundamental components of any culture. It is a way to communicate across cultures, build

connections and foster a sense of community. Language is one of the most basic and fundamental features of any culture. It is a way for cultures to interact with each other, build connections, and foster a sense of community. There are now more than 6,500 languages spoken on the planet, each differing in many ways. According to UNESCO, the number of overseas students was reach 8 million by 2020. Even when language is there, individuals utilize it in a variety of ways. Any finite-order language proficiency may encounter full communication failure when senders and receivers relocate during the action stage and payoffs violate a self-signaling criterion (Ali, 2018). According to Gibson (2023), one of the key areas that school administrators would focus on when developing curriculum and instructional strategies to close achievement disparities is vocabulary development. According to Telbis (2022), students who were confident in their ability to be accepted by their community also shown this confidence in finishing their theoretical degrees. It seems to reason that remote students suffer loneliness as a result of their inability to quickly adjust to a new environment while maintaining academic progress, which leads in tension and depression. According to Hussain and Sultan (2019), language limitations are one of the factors that contribute to shyness, anxiety, and isolation in distant students. Isolation of this kind usually leads to depression, which has an impact on academic performance. Creating new social networks for young children is usually challenging, especially when there is a language barrier. Financial stress has a severe impact on the academic performance of distant students and impacts their decision to drop out or continue their education (Bennett, 2023). Language, as a representation of sound produced by the dialog organ, serves as a means of communication among members of society (Masood & Yasmin 2022).

The term "language barrier" refers to the major difficulties that people have when they are unable to successfully communicate or understand a language that is not their native tongue. This barrier can appear in a variety of settings, including academic learning. Language obstacles have a significant influence on academic learning, which includes formal education, impacting both students and instructors. In this introduction, we were look at the complex link between language hurdles and academic learning, stressing the challenges they generate and solutions for overcoming them. Language is an essential instrument for communicating information and exchanging ideas (Pavlenko, 2022). Gilgit which is situated in the North Eastern region of Pakistan in the northerly regions that have a sovereign status in Pakistan. This region is known as Gilgit-Baltistan nowadays and the capital of Gilgit-Baltistan is Gilgit city. There are many expanded cultures, ethnic groups, languages and different families found in this region. It is the center of all societies belonging to all districts of Gilgit-Baltistan as well as other cities of Pakistan and abroad. As the headquarters of Gilgit-Baltistan; the common of the important offices are situated in Gilgit and

Shina is the local language and most spoken language of this region. In Gilgit- Baltistan Urdu language barrier is one of the key problems. Because Urdu language is second dialect for the people .they can't focus on Urdu language. In schools teachers use Urdu as well as English but the students can't use Urdu; they do not communicate in Urdu. In Gilgit-Baltistan people focus on their native language (Shina). They feel shy to speak Urdu with each other's & specially infant of the class and teachers. So they have lack of confidence to speak Urdu.

Problem statement

The academic learning of elementary students in Gilgit-Baltistan is impeded by the language barriers associated with the use of Urdu as the medium of instruction. Despite being an official language in Pakistan, Urdu may not be the first language spoken by many students in the region, especially in the remote areas of Gilgit-Baltistan, where diverse local languages are predominant. Many elementary students in Gilgit-Baltistan are more comfortable communicating and thinking in their native languages, such as Shina, Burushaski, Balti, and Wakhi, among others. This language disparity negatively impacts students' comprehension, engagement, and overall academic performance. Research in this field is badly needed to uncover the academic learning problem problems caused by Urdu language barrier in students.

Objectives of the study

The main objective of the study were

1. To find out the impact of Urdu language barriers on academic learning of students

Research questions:

1. What is the impact of Urdu language barriers on academic learning of students?

Hypotheses of the study

H₀: There is no significant impact of Urdu language barriers on academic learning of elementary school students in Gilgit-Baltistan.

H₁: There is a significant impact of Urdu language barriers on academic learning of elementary school students in Gilgit-Baltistan.

H₂ There is significant association between vocabulary and reading skills

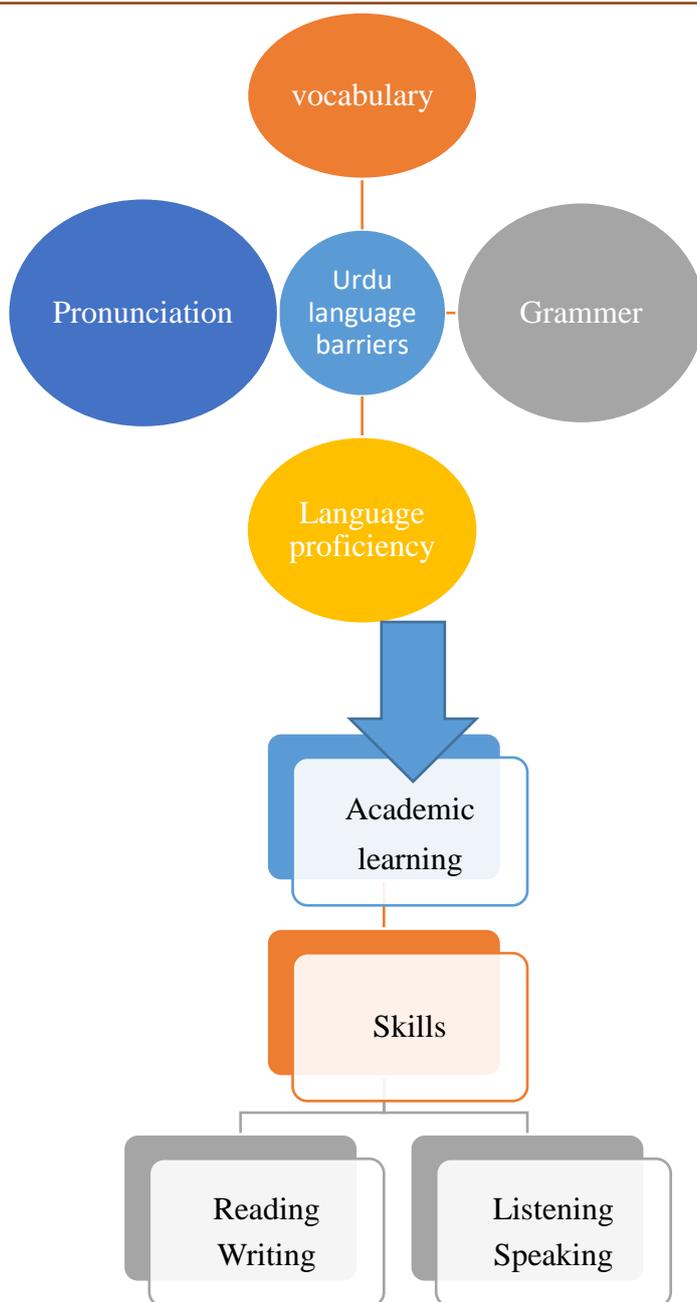
H₃ There is significant association between pronunciations and speaking skills

H₄ There is no significant association between language proficiency and writing skills

H₅ There is significant association between grammar and speaking skills

Conceptual framework:

Figure 1.1: Conceptual Framework of the Study



The above figure shows the conceptual framework of the study. This framework includes the dependent and dependents variables. The conceptual framework developed with the help of literature. The researcher finds out some factors of language barriers that impact on the academic learning of students. In framework there are some indicators of Urdu language barriers which impact on the academic learning (reading, writing, listening and speaking skills of the students).

Demographic profiles of the respondent's

Table 1.1 demographic profiles of the respondents

Grade	7 th , 8 th
Gender	Males, F=94(47.0%), Females= 106(53.0%)
School name	F.G boys school Buber, Girls Government buber, Government School Gahkuch boys/girls, Government school thindas, Government school Singul.
Urdu language	Second, F=93(46.5), third, F=79(39.5), Fourth, F=25(12.5), Fifth, F=3(1.5)
Marks in Urdu subject	above 90=11(5.5), 80-89=14(7.0), 70-79=36(18.0), 60-69=99(49.5), 59- 49=40(20)

The above table shows the personal information of the respondents regarding their grade, gender, school, Urdu language, marks in Urdu subject F=frequency, P=percentage.

LITERATURE REVIEW

This chapter analyzes the impact of Urdu language obstacles on the academic learning of Gilgit-Baltistan elementary school children. Language is the ability to learn and use a complicated communication system. The study of language is known as linguistics. To compute the total number of languages spoken worldwide, it is critical to distinguish between language and dialect. Natural dialects are transmitted by sign or conversation; however any dialect may be identified by using hearing, sight, and touch sensations to produce a minor media, such as writing, braille, or shrieking. Because human language is modality-independent, this is plausible. The term "language" refers to the norms of a communication system in general. The mother tongue is the language that a child learns while sitting on a mother's lap. Bloomfield contends that no one can be certain of the language they learn later in life. The mother tongue is the major language an individual learns to communicate; he is a native speaker of this language. In Pakistan, there are at least 58 minor languages as well as six major ones (see Annexure-A) (Cummins, 2023) (Imberti, 2010). According to Nazir & Nafees (2019), the former Northern Area of Pakistan, now known as Gilgit-Baltistan, is recognized for its cultural and ethnic variety. This region of Pakistan is renowned for its diverse linguistic environment and use of more than five languages. Shina, Balti, Brushaski, Wakhi, and Khawar are some of these languages. All of the languages, sadly, only survive in spoken form and lack official orthography. It is also important to note that Gilgit-Baltistan was indirectly under the jurisdiction of the federal government from the time of its independence until the Zulfiqar Ali Bhutto, who was the prime minister at the time, first abolished it in the early 1970s. Residents from other parts of Pakistan also reside there. There is no common language in multilingual culture. Language hurdles are impediments or barriers to communication

that appear when people or groups that speak different languages find it difficult to understand each other. Language barriers like vocabulary, grammar, pronunciation, language proficiency. The collection of terms that a person is familiar with and utilizes in a given language is referred to as their vocabulary. It includes the terms themselves as well as their definitions, pronunciations, spellings, and use in diverse settings. Vocabulary might be very basic or quite wide, yet it is essential for expression, understanding, and communication. Vocabulary expansion and building are crucial for language competency and efficient communication. Similar to the building blocks of language, vocabulary offers the words required to express ideas, feelings, and thoughts. A large vocabulary facilitates clear reading and writing, improves communication abilities, and aids in the understanding and expression of difficult ideas. It's essential for proficient language communication in every situation. With so many words at their disposal, people are able to precisely express their thoughts and emotions by choosing the best ones (Telbis, 2022). Grammar is the set of guidelines and precepts that control how languages are formed, structured, and used. It includes a number of components, including morphology (the structure and creation of words), semantics (the meaning that words and sentences express), phonology (the sound system of a language), and syntax (the way that words are arranged in phrases). Grammar regulates how words and phrases are combined to form meaningful phrases, texts, and expressions, enabling speakers and writers to communicate effectively. It gives instructions on proper language usage, spelling, grammar, and pronunciation, enabling people to express them clearly and concisely (Abbas et al., 2023). Accent, emphasis, intonation, and other aspects of a word's articulation are all included in pronunciation. Pronouncing words correctly is essential to good communication because it makes it easier for people to understand each other. There are a few core elements that should be taken into account when perfecting pronunciation (Paul & Elder, 2016). In order to successfully navigate language barriers and succeed in academic learning, language competency is essential. Students may face serious difficulties due to language hurdles, especially if they are studying abroad or in a language other than their mother tongue. We'll discuss here how crucial language ability is to getting beyond these obstacles and succeeding in educational environments. Effective Communication: Language is the primary tool for communication in educational environments. Students who are proficient in the language of instruction are guaranteed to be able to communicate with teachers, peers, and staff in an efficient manner (Mirza, 2019).

Impact of Urdu language barriers on academic learning

Ali (2018), a language barrier can have a wide-ranging impact on academic learning. Language is a crucial tool for comprehension and communication, and when children struggle with language competency, it can negatively impact their entire school experience. **1 READING ISSUES**

Laufer, & Nation (2021), language barriers may be significant when it comes to reading comprehension. Overcoming these challenges, whether you're learning a new language or consuming content in a foreign language, requires dedication and practical fixes. Language barrier causing issues with reading. Lack of Vocabulary: One of the most evident issues is a limited vocabulary. According to Masood, & Yasmin (2022) learners of second languages usually read more slowly, which has an impact on their comprehension as a whole. The complexity of Urdu grammar, including rules governing verb conjugation, noun gender, and sentence structure, further the challenge, especially for those accustomed to different linguistic frameworks (Sullivan, 2019). **URDU WRITING ISSUES:** Graham & Harris (2018) Urdu writing, like any language, faces various barriers that hinder effective written communication. These barriers can range from linguistic challenges to socio-cultural factors. One significant barrier is the complexity of Urdu script, which requires a certain level of proficiency and practice to master. Additionally **Nagy, & Anderson (2018)** limited vocabulary and grammar knowledge can impede the expression of ideas fluently in Urdu writing. Moreover, socio-economic factors such as inadequate access to education and resources can further exacerbate these barriers, particularly among marginalized communities. **URDU SPEAKING ISSUES;** According to Barro, & Lee (2023). there are various obstacles that prevent language learners from improving their Urdu speaking abilities. The intricate phonological system of Urdu, which is made up of sounds that are foreign to speakers of other languages, frequently causes pronunciation issues (Khan & Hassan, 2018). Furthermore, learners may find it more difficult to understand and correctly generate spoken Urdu if they have little exposure to real-world contexts where the language is spoken (Ahmed & Malik, 2020). **LISTENING/ UNDERSTANDING ISSUES;** Jamal & Khan (2021), idiomatic terms unique to Urdu and cultural mentions offer still another level of complexity. Furthermore, the clarity and speed of language can may affect understanding, particularly in non-native speakers. People can use technologies, cultural immersion, and language learning programs, and asking native speakers for clarification as ways to get past these obstacles.

METHOD

Data collection and participants

- This research study is quantitative and used descriptive research design. Data were collected by distributing a questionnaire survey in elementary students. The respondents were school students randomly selected from five schools of tehsil Punial distract Ghizer Gilgit- Baltistan. The questionnaire was distributed by researcher and students were encouraged to complete it.
- a total of 200 students answered the questionnaire

Sampling Table

List of targeted schools

Table 1.2

Sr.	'Crbau' Rural	Status Government	Name of School	Tehsil Name	Sample Taken		
					Boys	Girl	Total
1	Rural	Government	Government Girls school buber	Ghizer		-40	40
2	Rural	Government	Government boys school buber	Ghizer	-40		40
3	Rural	Government	Government girls School, Gahkuch	Ghizer		-38	38
4	Rural	Government	Government boys school Gahkuch	Ghizer	26		46
5	Rural	Government	Government girls and boys school Singal	Ghizer	32	24	
TOTAL							200

Measurement

To ensure the validity of the questionnaire, the questionnaire was pre-tested by four social sciences teachers. Researcher sought comments to ensure the questionnaire items were appropriate and understandable to reduce ambiguity in the items, and to clarify the wording. Consequently, items were added, modified and deleted following the pretest. Cronbach's alpha and composite reliability were used to evaluate the internal consistency of all variables. Thus adequate reliability of all variables was confirmed. All variables were measured using a five point Likert scale (1=Always, 2=Often, 3=Sometimes, 4=Seldom, 5=Never). Survey variables were adopted from current education and literature.

Pilot Testing

➤ Before the formal questionnaire was distributed, a pilot test was carried out. Thirty elementary students were selected randomly for the pilot test and questions with low reliability and low validity were deleted or reworded. The final questionnaire items are shown in Appendix.

Analysis

Mean, frequency, percentage, standard deviation, chi square test and regression analysis was used in this quantitative study after these statistical analysis findings of the study were drawn. Frequencies were calculated and presented as percentages via tabulated representation. Moreover, the mean score and standard deviation was calculated in order to identify positive and negative responses. Cronbach's alpha was computed to measure consistency within the responses of students and the cut-off of 0.71 was set to declare good reliability. The following five-point scale was used: a score of 1 was

Always, association towards the question, a 3 Sometimes, and a 5 was a Never association towards the questions.

Reliability of the Instrument

Using SPSS version 16, the Cronbach Alpha reliability method was used to determine reliability. It came to 0.7. Cronbach's alpha and composite reliability were used to assess internal consistency for all variables.

Instruments of Measurement

Instrumentation is the collective term for all stages of data collection preparation. Questionnaire is a tool that's allows the researcher to interact face with the participants. The researcher was created a questionnaire about Urdu language barrier and their academic learning of elementary level. The 64 -item MSLQ, the questionnaire, is a self-report scale using a Likert-type system. The tool was built based on five factors, including always, often, sometimes, seldom, and never. For collecting and developing data, various instruments are used, such as laptops and worksheets, questionnaires, etc.

HYPOTHESIS TESTING

Table 1.3

Variables	N	R	R-Square	B	T	Sig
Urdu language barriers <academic learning	200	.625	.391	.440	11.274	.000

The analysis indicates a substantial impact between of Urdu language barriers on academic learning and the outcome variable, with an R-Square value of .391, suggesting that approximately 39.1% of the variance in academic learning can be explained by Urdu language barriers. The beta coefficient (B) of .440 signifies the strength and direction of this relationship, implying that as Urdu language barriers increase, academic learning tends to decrease. The t-value of 11.274 indicates that the relationship is statistically significant ($p < .001$), highlighting the robustness of the findings. This suggests that Urdu language barriers significantly impact academic learning outcomes, emphasizing the importance of addressing language barriers to enhance educational effectiveness.

Table 1.4

Variables	N	R	R-Square	B	T	Sig
Vocabulary < Academic learning	200	.491	.241	1.129	7.922	.000
Grammar < Academic learning	200	.309	.095	.780	4.571	.000
Pronunciation < Academic learning	200	.531	.263	.769	8.401	.000
Language proficiency < Academic learning	200	.436	.190	.896	6.831	.000

This table 1.4 shows the result of the variables regression analysis. Each independent and dependent variable will be a positive and negative correlation depending on the sign of the coefficient. A coefficient that shows the relationship between independent and dependent variables is called original sample. A positive coefficient means that when independent values increases, so the mean of the dependent variable. If the coefficient value is negative, the mean value of the dependent variable will also decrease same as the independent variables increases. The findings demonstrate the presence of statistically, positive and notably extensive influence, and the finding and validate all of the study's states to the researcher satisfaction. Statistically significant is shown by the T. statistics and P. value. We decide whether to accept or reject null hypothesis that bases on Statistics and P value. It shows that Urdu language barriers positive impact on the academic learning of students.

Table 1.5: Chi-Square Analysis

S.no	Variables	N	Df	P	Cal X2 value	Crit X2 value	Decision
1	V=RS	200	1	.000	3.53	3.84	Accepted
2	P=SS	200	1	.000	3.53	3.84	Accepted
3	LP=WS	200	1	.000	6.91	3.84	Rejected
4	G=SS	200	1	.001	3.42	3.85	Accepted

V= Vocabulary, RS= Reading skills, P= Pronunciation, SS= Speaking skills, LP= Language proficiency, WS= Writing Skills, G= Grammar, SS= speaking skills. The above-mentioned table 1.5 shows the statistical analysis chi-square results for testing hypothesis, weather to reject or accept null hypothesis. In above table there are chi- square calculated and critical values are given. Based on these values we reject or accept our null hypothesis. If the calculated value of chi-square is less than the critical value it means the null hypothesis is accepted same as if the calculated value of chi-square test is greater than the critical value of chi-square it means the null hypothesis is rejected. Several important conclusions were obtained from the chi-square analysis of the variable V=RS. The analysis produced a p-value (P) of .000 with a sample size (N) of 200 and 1 degree of freedom (df), showing an extremely significant association between the variables V and RS. The computed chi-square value was 3.53, which is less than the 3.84 crucial chi-square values. The conclusion that the association between V and RS is statistically significant was reached as a result of this result. Practically speaking, this implies that the two variables are strongly correlated or dependent on one another, and that changes in one are likely to have an effect on the other.

Many important findings surfaced from the chi-square analysis performed for the variable P=SS. The analysis showed a surprisingly low p-

value (P) of .000, showing a very strong association between the variables P and SS, with a sample size (N) of 200 and 1 degree of freedom (df). It was discovered that the computed chi-square value of 3.53 was less than the crucial chi-square value of 3.84. As a result, it was decided to recognize P and SS's association as statistically significant. This result suggests that the two variables in the dataset have a strong relationship or dependence on one another. It implies that there is a strong probability that changes in one variable will affect the other. As a result, given their apparent close relationship, a comprehension of the variable P is essential to understanding or interpreting data pertaining to SS. Notable results have emerged from the chi-square analysis of the variable LP=WS, suggesting a meaningful outcome. The analysis yielded a p-value (P) of .000, indicating a highly significant association between the variables LP and WS, with a sample size (N) of 200 and 1 degree of freedom (df). The necessary chi-square value of 3.84 was not met by the computed chi-square value of 6.91. Consequently, the choice was made to end the partnership between WS and LP. This result implies that the observed chi-square value shows a deviation from the expected value of the null hypothesis, even though the association is statistically significant. Therefore, it suggests that the relationship between LP and WS might not be as simple as first thought or that there might be other factors at play that are influencing this relationship. Significant results from the chi-square analysis of the variable G=SS have been obtained, indicating a noteworthy correlation between the variables. A p-value (P) of .001 was obtained from the analysis with a sample size (N) of 200 and 1 degree of freedom (df), suggesting a highly significant correlation between G and SS. Even though the computed chi-square value of 3.42 is marginally less than the crucial chi-square value of 3.84, it still shows a significant departure from the null hypothesis's predictions. As a result, it was decided to declare the association between G and SS to be statistically significant. This result points to a significant relationship between the variables G and SS in the dataset, suggesting that changes in one will probably have an impact on changes in the other. Since SS and the variable G seem to be closely related, knowing the variable G is essential for interpreting or evaluating data relative to SS.

RESULTS AND DISCUSSION

This study was carried out to explore the impact of Urdu language barriers on the academic learning of elementary students. The result of this study supports Cabanillas (2020), students have difficulties in structuring their essays, expressing their ideas effectively, and obeying to academic connections. This can lead to lower grades and a lack of confidence in their writing abilities. Focus group participants claimed to spend twice the time in writing an essay due to the language barrier. Lectures: Language barriers can intensify the problem when students struggle to catch every word spoken by

the teacher. The first objective of the study was to identify Urdu language barriers elementary students. The answer to first objective was based on the participant's answers: most of the students had a positive attitude toward the language barriers. They have vocabulary problems. A large number of students admit that they do not pay attention to new (words) vocabulary of second language (Urdu language). Fewer students feel confident in reading Urdu words but majority students had not confident in reading Urdu words before taught by the teacher. Many students face problems to communicate with others. They can't effectively share ideas in front of others. Many students ask their teacher to native language translation because they feel difficulty in understanding of second language. (85.5%) expressed difficulty in reading Urdu words. Majority (59.0%) feeling seldom confident in answering questions when someone asked questions. Students can't answer easily they have fail to convey ideas, information's in second language by orally or verbally. (55.5%) admitted to making numerous mistakes in the language. Additionally, a predominant majority (83.5%) reported consulting their teacher for native language translations. Students have not easily grasp the meaning of sentences especially when the teacher delivers in second language. Students want and ask their teacher for native language translations because they easily understand in their native language. A significant proportion (70.0%) expressed difficulty in understanding Urdu grammar. 69.0% reporting difficulty in understanding what they wanted to write. Students cannot easily understand the statements they face a wide variety of difficulties during exams. Students struggled to write what they want. In oral quizzes they struggle to speak. Respondents feeling shy (67.0%) or uncomfortable (67.5%) when asking questions or talking with their peers. Students have lack of confidence and feel shy to answering questions because they have poor grammar and pronunciation skills so they feel shy or uncomfortable to talking with others. 67.7% reported often pronouncing Urdu words incorrectly, indicating a prevalent issue in this regard. They fail to answer effectively. Mostly students ask their teachers for translate in native language translations because they can't easily understand Urdu very a smaller amount students can easily share their ideas to other persons. The responses of participant's Urdu language barrier impact on their academic learning. They can't easily understand Urdu grammar: they fail to differentiate between mozakr monis. Second, objective was to identify the impact of Urdu language barriers on the academic learning of elementary students. For achieving this objective there is second research question was proposed that is, I make many mistakes while writing in Urdu because of poor grammar and lack of proficiency. I feel Urdu Writing negative influence on my academic learning. I can't fluently read a paragraph in Urdu language due to poor language proficiency. I can't participate properly in educational activities in class because I feel difficulty in listening instructions in Urdu language. For the purpose to achieve this objective the

following research question was proposed, Based on the finding of the data it is concluded that majority of the respondents showed that Many students do not pay attention to new words of Urdu language. Rarer students feel confident in reading Urdu words but majority students had not confident in reading Urdu words before taught by the teacher. Students face difficulty in oral or written communication. They feel shy to speak Urdu in front of class and teacher. They can't participate in educational activities because of language barriers. Smaller group of participant feel confident in answering questions when someone asked questions but a majority of respondents have low confident in answering questions. A large group of participants said difficulty in reading Urdu words, while a smaller group being able to read new Urdu lessons before instruction. A minority group represents lack of focus in new Urdu sentences. Some students stated that sometimes they being able to learn Urdu grammar while reading or listening to a lesson. A majority demanded to make grammar mistakes while speaking Urdu with their peers, and not confidence in their grammar skills. Majority of them feel difficulty during reading paragraphs Urdu without prior preparation. Poor Urdu vocabulary adversely affects their listening skills. Respondents face challenging in properly participating in educational activities because of difficulties in understanding instructions are given in Urdu. They always feel difficulty in giving of individual presentation which badly impact in their academic learning. They always encounter difficulties when they speaking Urdu with friends and teachers. But a minority of students feels comfortable in giving presentations in Urdu without prior preparation. They have limited participation in class activities because of poor Urdu speaking and understanding.

CONCLUSION

Language can be defined as a communication system that conveys meaning through symbols such as words and gestures governed by rules. The term "language barrier" refers to the major difficulties that people have when they are unable to successfully communicate or understand a language that is not their native tongue. The findings from this study indicated that majority of students face problems in second language. They feel shy to speak Urdu in front of class and teacher. According to the findings of this study, it became evident that Urdu language barriers negative impact on their academic learning. Students feel difficulty in understanding Urdu grammar. Some respondents described sometimes being able to learn Urdu grammar while reading or listening to a lesson but not always. Many students make grammar errors while speaking Urdu with their peers and not self-reliance in their grammar skills. Students struggled with grasp the meaning of sentences during exams, they difficulty in understanding what they wanted to write. Feelings of shyness related to poor pronunciation were prevalent students feel hesitant to speak Urdu in class and feeling shy to read passage. The discomfort caused by mother tongue pronunciation and accents further

exacerbates these feelings. Respondents, reporting that their classmates often correct their mistakes while reading in class participant's batter understand the concepts in their native language other than in second language. A substantial portion of respondent admit to neglecting educational activities due to various speaking barriers, emphasizing the broader impact of language difficulties on academic engagement and performance. A majority of respondents acknowledge that their perceived lack of proficiency in Urdu speaking limits their participation in class discussions. Very few respondents express comfort in delivering Urdu presentations in front of the class. Major portion of respondents indicates difficulties in comprehending academic concepts when they are presented in Urdu.

Recommendations

Based on the findings provided, here are some recommendations for future researchers interested in exploring Urdu language barriers among elementary school students:

Spread Research Settings: Although the current study concentrated on elementary school students of tehsil punial district Ghizer, future researchers should expand the scope by incorporating pupils from other areas or nations where Urdu is spoken. This would offer a more thorough comprehension of language barriers in Urdu and how they affect academic learning in various circumstances.

Qualitative Research Methods: To obtain a deeper understanding of students' experiences with Urdu language hurdles, supplement quantitative data with qualitative research methods such focus groups, interviews, or observations. Rich, contextualized data that captures the subtleties of language learning and its effect on academic engagement can be obtained through qualitative methods.

Parental participation: Examine how parental participation helps kids succeed academically and develop their linguistic skills. Examine the ways in which parents' beliefs, behaviors, and participation in language-related events affect their children's ability to speak Urdu and their academic achievement in general

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