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Investigating the Impact of Urdu Language Barriers on the Academic Learning of Elementary Students of Gilgit-Baltistan

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Abstract

The fundamental element of any civilization is language. It relates to how individuals interact, form relationships, and foster a feeling of community. Language difficulties significantly impact academic learning, including formal education, and affect both students and educators. The major objective of the study was to examine the impact of the Urdu language barrier on the academic performance of elementary pupils in Gilgit. A descriptive design was utilized to accomplish the study objective. The study population included all elementary students registered in the 2023-2024 academic year at public sector schools in Chillas, district Diamer. The study focused on a population of 150 students from five schools, with a sample size of 80; the data were examined by descriptive statistics. The results of this study demonstrate that the Urdu language barrier adversely impacts elementary students in reading, writing, speaking, listening, grammar, pronunciation, and vocabulary, hence obstructing their academic progress.

Keywords: Academic Learning, Language Barrier, Native Language, Urdu Language

Introduction

Language constitutes a communication system that conveys meaning by symbols, such as words and gestures, governed by established norms. This is a unique human trait that facilitates the articulation of thoughts and feelings. Language comprises several elements, including phonology (speech sounds), syntax (structural rules), semantics (meaning of words and sentences), and pragmatics (language usage) (Gandara & Rumberger, 2019). Language is an essential component of each culture. It functions as a conduit for intercultural communication and promotes Forge connections and foster a sense of community. Language is a fundamental and indispensable attribute of every community. It promotes cultural exchange, forges ties, and fosters a sense of community.



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Presently, more than 6,500 languages are spoken globally, each displaying various differences. UNESCO indicated that the count of overseas students hit 8 million by 2020. Even with the existence of language, humans utilize it in various ways. Any finite-order language proficiency may encounter total communication failure when senders and receivers change throughout the action phase and payoffs violate a self-signaling constraint (Ali, 2018). Gibson (2023) contends that an elementary priority for school administrators in developing curriculum and instructional approaches to address achievement disparities is vocabulary enhancement. Telbis (2022) contends that students who displayed confidence in their acceptance by the community also demonstrated this confidence in attaining their theoretical degrees.

Remote students seem to encounter loneliness stemming from their challenges in rapidly acclimating to a new environment while maintaining academic progress, leading to stress and despondency. Hussain and Sultan (2019) contend that linguistic limitations foster shyness, anxiety, and isolation in remote learners. This form of isolation generally leads to sadness, negatively impacting academic performance. Forming new social networks for young children is frequently challenging, especially when a language barrier exists. Financial stress profoundly impacts the academic performance of distance learners and affects their decisions on whether to drop out or continue their education (Bennett, 2023). Language, as a manifestation of sound produced by the vocal apparatus, serves as a medium of communication among members of society (Masood & Yasmin 2022).

The term "language barrier" refers to the considerable difficulties individuals face when they are unable to proficiently communicate or understand a language that is not their native tongue. This barrier may occur in several contexts, including educational settings. Language limitations profoundly impact academic learning, including formal education, and affect both students and educators (Nawaz et al., 2024). This introduction analyzes the complex relationship between linguistic hurdles and academic success, highlighting the challenges they provide and possible strategies for overcoming them. Language serves as a crucial instrument for transmitting information and facilitating the exchange of ideas (Pavlenko, 2022).

Gilgit, situated in the northeastern region of Pakistan, holds a distinct status within the northern borders of the nation. The area is presently designated as Gilgit-Baltistan, with Gilgit city functioning as its capital. This region is marked by a variety of cultures, ethnicities, languages, and family structures. It functions as the core for all populations inside Gilgit-Baltistan, as well as for other urban regions in Pakistan and abroad. Gilgit serves as the administrative hub of Gilgit-Baltistan, housing various important departments.

Shina is the principal and most extensively spoken language in this region. The Urdu language barrier poses a considerable challenge in Gilgit-Baltistan. Urdu serves as the secondary language for the population. They cannot focus on the Urdu language. In educational institutions, instructors employ both Urdu and English; nevertheless, students do not engage in Urdu communication. In Gilgit-Baltistan, individuals value their native language, Shina. They exhibit reluctance to engage in Urdu conversations with each other, especially in the presence of the class and instructors. They have a deficiency in confidence when conversing in Urdu.



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Statement of the problem

The academic progress of elementary students in Gilgit-Baltistan is impeded by language difficulties stemming from the use of Urdu as the medium of instruction. Although Urdu is an official language in Pakistan, it may not be the elementary language spoken by numerous pupils in the region, particularly in the remote areas of Gilgit-Baltistan, where various local languages prevail. A significant number of elementary pupils in Gilgit-Baltistan choose to communicate and think in their local languages, including Shina, Burushaski, Balti, and Wakhi, among others. The linguistic disparity adversely affects pupils' understanding, involvement, and overall academic achievement. Research in this domain is essential to elucidate the academic learning challenges posed by the Urdu language barrier among students.

Objectives of the Study

The ultimate purpose of the study was to ascertain the influence of Urdu language barriers on students' academic learning.

Research Question

What is the effect of Urdu language barriers on students' academic learning?
Study

Hypotheses of the study

H₀: Urdu language barriers do not significantly affect the academic learning of elementary school students in Gilgit-Baltistan.

H₁: Urdu language barriers significantly affect the academic learning of elementary school students in Gilgit-Baltistan.

H₂: There exists a substantial correlation between vocabulary and reading proficiency.

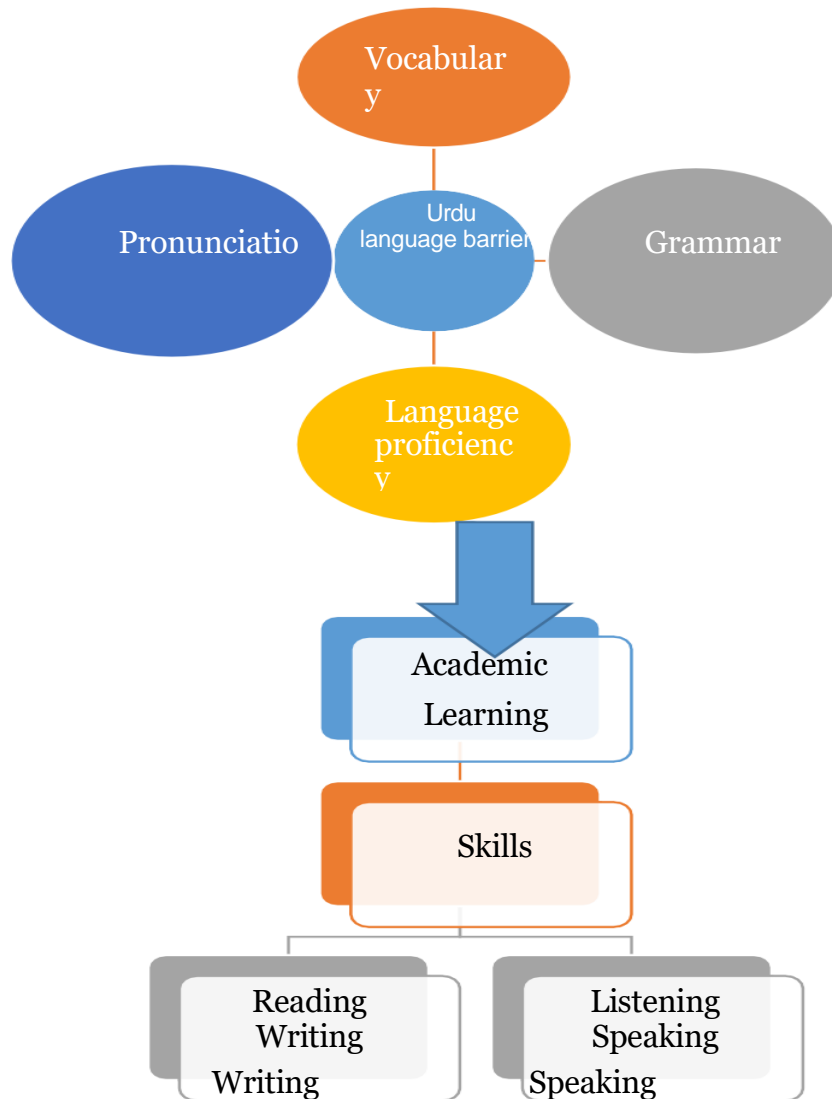
H₃: There exists a significant correlation between pronunciation and speaking proficiency.

H₄: There is no significant correlation between language proficiency and writing abilities.

H₅: A significant correlation exists between grammar and speaking proficiency.



Conceptual Framework of the Study



The preceding graphic depicts the study's conceptual structure. This framework includes the dependent and independent variables. The conceptual framework was developed using existing literature. The researcher identifies multiple difficulties concerning linguistic barriers that impact pupils' academic progress. The framework delineates various indicators of Urdu language obstacles that impede students' academic progress, encompassing their reading, writing, listening, and speaking competencies.

Literature Review

The topic of language barriers in academic settings has been extensively documented over the last few decades. McCleary (1982) brought attention to the additional difficulties that Third World scientists face in the current inequitable environment. According to McCleary, articles published in French, German, and Russian were only published in local journals, whereas articles published in



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English were indexed in databases and cited worldwide. From what I can tell, this problem has become far worse since that time (for some examples, see Ammon, 2001).

The languages that Scandinavian psychologists use to disseminate their research findings were investigated in a separate study conducted by Baldauf and Jernudd in 1983. They realized that the majority of articles were written in English to encourage scientific collaboration with students from other countries. Jernudd and Baldauf (1987) conducted a further study to determine the overall communication patterns that are prevalent among Scandinavian psychologists.

Their goal was to accomplish this to appreciate and improve human resource development in specific scientific contexts. It was determined from the data that the selection of language was a barrier to communication in the research process, which consequently limited the participation of individuals belonging to smaller linguistic groups. When confronted with their deficiencies in foreign languages, psychologists reported experiencing emotions of sadness.

Additionally, they reported a lack of appreciation for their work that was published in Swedish translation. Several enquiries have been made on the proposition that English ought to be regarded as "the natural language of communication" (Jernudd & Baldauf, 1987: 149; O'Driscoll, 2001). Publishing in a prominent Scandinavian journal that features articles in English, publishing in international journals beyond Scandinavia, or collaborating with a colleague who possesses the necessary language proficiency are the three options available to Scandinavian psychologists who wish to establish a presence on the international stage.

The authors argue that in order to improve communication among scientists, it is necessary to have an understanding of the decision-making process that scientists use. Before the possibility of successful information exchange can be considered, the recognition of language repair procedures must first be established (Fishman, 1972: 19).

A study is conducted to investigate the academic performance of elementary school students in Gilgit-Baltistan, taking into consideration the difficulties that are brought about by the Urdu language. The ability to acquire and make use of a complex communication system is what we mean when we talk about language. The distinction between language and dialect is necessary to arrive at an accurate estimation of the total number of languages spoken across the globe. Natural dialects are communicated through spoken or sign language; however, any dialect can be identified by the use of auditory, visual, and tactile inputs to produce a supplementary medium, such as writing, braille, or vocalization.

Gilgit-Baltistan is a hilly territory bordered by the three highest mountain ranges in the world: the Hindukush, Himalayas, and Karakoram. Biodiversity and linguistic diversity create a captivating mosaic of nature in this region. The languages spoken in this territory include Shina, Burushaski, Wakhi, Domaki, Balti, and Khowar.

These indigenous languages are profoundly afflicted by antonymic and economic ignorance. Their essence is profoundly injured, suffering silent and incurable wounds that are progressively evolving into ulcers, so bringing them closer to death incrementally. Individuals ranging from laypersons to intellectuals, students to farmers, housewives to educators, and even scholars have intrinsic motivation for language shift due to linguistic pressure, perceiving their native



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language as suppressed and devoid of value (Fishman, 2021).

The monetization of languages, together with its relationship with social status, political power, and financial advantages, has thoroughly convinced people that adherence to their indigenous tongue is only an emotional, sentimental, and aesthetic gratification (Siddiqui, 2017; Rahman, 2001). Languages that yield economic, social, and political benefits are essential in the current era, and individuals are willing to endure challenges to attain them (Channa, 2017). Acquiring and imparting education in one's native language appears to be a farce and an unsubstantiated pledge, akin to numerous others provided by the privileged class. The ability to speak, read, and write in English is a common aspiration for many individuals, while for others, it signifies prestige, sophistication, and a marker of social elite status (Marie, 2013).

Predominant languages specifically the alterations that English speakers have made to their languages are an implausible and inconceivable notion to them, and even if they possess any awareness of it, they remain indifferent. Their pets' names have been altered from Guroo, Chunkut, Matum, and Bambula to Tomy, Shaggy, Wappy, Sweety, and Tigress. The traditional kinship terms such as ayaa, mama, aaji, kasal, shugulu, and api have mostly evolved into papa, daddy, uncle, brother, sister, friend, ami, bhai, dada, and nani. The indigenous nomenclature for proper nouns and traditional household items is hardly recognised by the younger generation". (Mansoor, 2020).

Schools and other educational institutions are regarded as language nests; nevertheless, regrettably, they are transforming into operation theatres where indigenous languages are excised in favour of global and national languages. The successful acquisition of a foreign word, phrase, or sentence by students is a notable accomplishment for educational institutions, while its repetition at home by the child signifies a triumph for the parents (El-Fiki, 2023).

All of this has transpired imperceptibly; the speakers are overwhelmed by the commodification of the predominant languages (Róbert, 2003). The codification and documentation of these vernaculars have consistently been influenced by political, social, and religious intrigues. Researchers are disheartened and readily labelled as foreign operatives pursuing their own objectives. Research efforts, primarily conducted by foreign scholars, are regrettably limited to academic journals. This report explicitly identifies the reasons contributing to the deterioration of these indigenous languages (Shamim, 2021).

According to Preece (2009), the fact that human language is not dependent on modality lends credence to this assertion. The rules of a communication system are sometimes referred to as "language" in common parlance. The language that an infant learns for the first time while being held by their mother is referred to as the mother tongue. Bloomfield is of the opinion that the language that is acquired later in life is essentially unpredictable. An individual is considered to be a native speaker of the language that they learnt as their mother tongue, which is the elementary language that they learn for communicative purposes. According to Cummins (2023) and Imberti (2010), Pakistan is home to a total of 58 minor languages, in addition to the six core languages that are spoken there.

According to Nazir and Nafees (2019), the cultural and ethnic diversity of the region that was formerly known as the Northern Area of Pakistan and is now generally referred to as Gilgit-Baltistan is acknowledged. It is common knowledge that many people in this part of Pakistan speak more than five different



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languages, and that the linguistic landscape here is quite diverse. Shina, Balti, Brushaski, Wakhi, and Khawar are an example of the languages that are included. An official written system does not exist for any of the languages, which means that they are only available in their oral form.

It is important to note that Gilgit-Baltistan was ruled by the federal government in a roundabout way from the time it gained its independence until the early 1970s, when Prime Minister Zulfikar Ali Bhutto put an end to this arrangement. To add insult to injury, residents of the region hail from a wide variety of Pakistani regions. A civilization that speaks multiple languages does not have a commonly used vernacular. Disadvantages of communication are referred to as in situations where individuals or groups that speak different languages experience problems in communicating with one another, linguistic barriers may emerge. Challenges in the realm of language include difficulties in linguistic proficiency, pronunciation, grammar, and vocabulary. In a specific language, a person's vocabulary is comprised of the phrases that they are familiar with and use in that language (Rahman, 2019).

The terminology, their definitions, pronunciations, spellings, and usage in a variety of contexts are all included in this document. For the sake of communication, comprehension, and articulation, vocabulary, regardless of how basic or extensive it may be, is absolutely necessary. Increasing one's vocabulary and developing one's language skills are both necessary for efficient communication and language proficiency. To put it another way, vocabulary is similar to the essential components of language in that it provides the necessary words to communicate ideas, feelings, and thoughts (Shaheen & Tariq, 2018).

Having a large vocabulary helps increase one's ability to communicate, assists in the comprehension and expression of complex ideas, and enhances one's ability to read and write with greater clarity. The ability to communicate effectively in a language is necessary in any circumstance. It is possible for individuals to accurately describe their ideas and feelings by selecting the best appropriate words from a large variety of choices (Telbis, 2022).

According to Cummins (2023), the structure, arrangement, and utilization of languages are all governed by a set of principles and rules that belong to the field of grammar. For example, morphology, which refers to the structure and construction of words, semantics, which refers to the meanings that are conveyed by words and sentences, phonology, which refers to the sound system of a language, and syntax, which refers to the arrangement of words in phrases, are all components that are included in it. The regulation of the combination of words and phrases to make cohesive sentences is the function of grammar. As a result, grammar strengthens the ability of speakers and writers to communicate effectively.

As stated by Abbas et al. (2023), it offers instruction on the correct utilization of language, spelling, syntax, and pronunciation, which enables individuals to communicate their thoughts in a manner that is both clear and succinct. During the process of pronunciation, many features of a word's articulation, including accent, emphasis, intonation, and others, are taken into consideration. Because it contributes to the development of mutual comprehension, having the ability to correctly pronounce words is an absolute requirement for good communication.

According to Paul and Elder (2016), in order to improve one's pronunciation, it is necessary to take into consideration a number of things that are considered to be



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crucial components. It is essential to have a strong command of the language in order to achieve academic success and successfully overcome obstacles related to the language. Especially when they are learning in a language that is not their native tongue or when they are studying abroad, students can face considerable obstacles as a result of language hurdles. This is especially true when they are learning in a language that is not their native tongue. In order to overcome these problems and achieve success in educational environments, the purpose of this section is to analyze the crucial role that language skills play within the equation. Due to the fact that language is the elementary medium through which individuals interact in educational environments, it is a crucial component of efficient communication.

Mirza (2019) asserts that students who already possess a high level of proficiency in the language of instruction are in a position to communicate successfully with their academic instructors, classmates, and staff members.

It has been suggested by Ali (2018) that a language barrier can have a number of different negative consequences on academic learning in a variety of different ways. When children have difficulty managing their language skills, it may have a negative impact on their overall educational experiences. Language is a crucial tool for communication and cognition, and children who struggle with language may have a more difficult time acquiring an education. This is the reason why this is the case.

It has been suggested by Laufer and Nation (2021) that language barriers can have a major impact on an individual's capacity to comprehend what is read. This is true regardless of whether one is attempting to learn a new language or dealing with content written in a foreign language; in order to be successful in overcoming these hurdles, one must be dedicated and apply strategies that are effective. The majority of the time, challenges with reading are the result of a linguistic barrier. One of the most critical issues that has to be addressed is the deficiency of vocabulary that is sufficiently present.

According to Masood and Yasmin (2022), people who are learning a second language often read at a slower rate, which has an impact on their overall understanding. This is because reading faster is more difficult for them to comprehend. The challenge is made significantly more challenging to solve by the intricacy of Urdu grammar, which includes rules pertaining to the conjugation of verbs, the gender of nouns, and the structure of sentences. Those individuals who are accustomed to talking in a range of language circumstances will find this to be of particular relevance.

Graham and Harris (2018) discuss the challenges that can be encountered when writing in Urdu. Urdu, much like other languages, has a few challenges that make it difficult to communicate effectively in writing. These challenges are similar to those that other languages have. These difficulties could be of a linguistic or societal origin, and there is a possibility that they are both. There are several challenges, but one of the most significant ones is the difficulty of the Urdu script, which requires a significant amount of practice and effort in order to correctly interpret.

According to Nagy and Anderson (2018), authors of Urdu may have trouble conveying their perspectives in a manner that is both clear and succinct if they do not possess an adequate vocabulary and a high level of grammatical skill respectively. Furthermore, socioeconomic concerns, such as restricted access to



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resources and expertise, may make these hurdles even more difficult to overcome, particularly for those who are marginalized.

Barro and Lee (2023) state that there are a variety of obstacles that can inhibit language learners from successfully attaining a greater degree of proficiency in Urdu. These obstacles can be broken down into several categories. According to Khan and Hassan (2018), the complicated phonological system of Urdu, which includes sounds that are strange to speakers of other languages, may cause those who speak Urdu to face difficulties in pronouncing the language appropriately. Students who have not been exposed to genuine settings in which Urdu is utilized may have trouble successfully understanding and articulating spoken Urdu, according to the findings of a study that was conducted in the year 2020 by Ahmed and Malik.

According to Jamal and Khan (2021), the incorporation of cultural allusions and idioms that are specific to Urdu adds an additional degree of complexity to the discussion. It is also possible for the pace and clarity of the language to have an effect on comprehension, particularly for persons who are not native speakers of the language. The employment of language study programs, participation in cultural immersion, utilization of technology, and seeking clarification from native speakers are all potential solutions that persons might implement in order to address these challenges.

Research Methodology

Study Design

This research study is quantitative and uses a descriptive research design.

Data collection tools

Data was collected by distributing a questionnaire survey to elementary students.

Target Population

Elementary students in Gilgit- Baltistan

Sample size

80 Elementary students from five Schools in District Diamer, Chillas, Gilgit-Baltistan

Sampling Technique

A random sampling technique will be used

Measurement

The validity of the questionnaire was ensured through pre-testing conducted by four social sciences teachers. The researcher solicited feedback to verify that the questionnaire items were suitable and comprehensible, aiming to minimize ambiguity and enhance clarity in the wording. As a result, items were added, modified, and deleted after the pretest. Cronbach's alpha and composite reliability were employed to assess the internal consistency of all variables. Therefore, the reliability of all variables was confirmed to be adequate. All variables were assessed utilizing a five-point Likert scale (1=Always, 2=Often, 3=Sometimes, 4=Seldom, 5=Never). Survey variables were derived from contemporary educational research and literature.



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Pilot Testing

Prior to the distribution of the formal questionnaire, a pilot test was conducted. Thirty elementary students were randomly selected for this pilot test, resulting in the removal or rewording of questions exhibiting low reliability and validity. The final items of the questionnaire are presented in the Appendix.

Data Analysis

This quantitative study employed mean, frequency, percentage, standard deviation, chi-square test, and regression analysis after deriving the statistical findings. Frequencies were calculated and presented as percentages in tabular form. Additionally, the mean score and standard deviation were computed to discern positive and negative responses. Cronbach's alpha was calculated to assess the consistency of student responses, with a cut-off of 0.71 established to indicate good reliability. A five-point scale was utilized, where a score of 1 indicated 'Always' associated with the question, 3 represented 'Sometimes,' and 5 denoted 'Never' associated with the questions.

Reliability of the Instrument

The Cronbach Alpha reliability approach was employed to assess reliability using SPSS version 16. The result was 0.7. Cronbach's alpha and composite reliability were employed to evaluate internal consistency for all variables.

Instruments of Measurement

Instrumentation refers to the comprehensive process involved in the preparation for data collecting. A questionnaire is a tool that enables the researcher to engage directly with the subjects. The researcher developed a questionnaire regarding the Urdu language barrier and its impact on elementary-level academic learning. The 64-item MSLQ is a self-report questionnaire with a Likert-type scale. The instrument was developed based on five criteria: always, often, sometimes, seldom, and never. Various equipment are employed for data collection and development, including laptops, workbooks, and surveys.

Table 1: Hypothesis Testing

Variables			R - S q u a r e		T	Sig
Urdu language barriers <academic learning			. 3 7 1		1 1 . 2 5 4	.000



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The research reveals a significant correlation between Urdu language hurdles and academic learning, evidenced by an R-Square value of .371, indicating that around 39.1% of the variance in academic learning is attributable to these language barriers. The beta coefficient (B) of .440 indicates the intensity and direction of the association, suggesting that as Urdu language hurdles intensify, academic learning tends to diminish. The t-value of 11.254 signifies a statistically significant link ($p < .001$), underscoring the robustness of the findings. This indicates that Urdu language obstacles considerably affect academic learning outcomes, highlighting the necessity of eliminating these barriers to improve educational efficacy.

Table 2

Variables	N	R	R-Square	B	T	Sig
Vocabulary< Academic learning	80	.471	.241	1.128	7.923	.000
Grammar<Academic learning	80	.307	.096	.781	4.572	.000
Pronunciation<Academic learning	80	.532	.264	.768	8.402	.000
Language proficiency<Academic learning	80	.435	.191	.895	6.830	.000

Table 2 displays the outcomes of the regression analysis about the variables. Each independent and dependent variable has either a positive or negative connection, as shown by the sign of the coefficient. The coefficient denoting the link between the independent and dependent variables is termed the original sample. A positive coefficient indicates that a rise in independent variables correlates with an increase in the mean of the dependent variable. A negative coefficient signifies that an increase in independent variables results in a reduction in the mean value of the dependent variable. The results demonstrate a statistically significant and considerable favorable effect, corroborating the study's assertions to the researcher's satisfaction. The T-statistics and P-value demonstrate statistical significance, informing the decision to accept or reject the null hypothesis. The findings indicate that hurdles in the Urdu language positively influence students' academic learning.

Table 3: Chi-Square Analysis

V a r i a b l e	F	C a l X 2 v a	C r i t X 2 v	Decision



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	s				l u e	a l u e	
	V = R S			. 0 0 0	3 . 5 3	3 . 8 4	Accepted
	P = S S			. 0 0 0	3 . 5 3	3 . 8 4	Accepted
	L P = W S			. 0 0 0	6 . 9 1	3 . 8 4	Rejected
	G = S S			. 0 0 1	3 . 4 2	3 . 8 5	Accepted

V = Vocabulary, RS = Reading, P = Pronunciation, ST = Speaking, LP = Language Proficiency Writing, grammar, and speaking skills. For hypothesis testing, Table 1.5 shows chi-square statistics to reject or accept the null hypothesis. The essential and calculated chi-square values are in the table above. The values determine whether we accept or reject our null hypothesis. The null hypothesis is accepted if the computed chi-square value is less than the essential value and rejected if it exceeds it. Chi-square analysis of V=RS yielded significant results. The research showed an extremely significant relationship between V and RS with a p-value (P) of .000, 80 samples, and 1 degree of freedom (df). The estimated chi-square value was 3.53, below the necessary 3.84.

This result showed a statistically significant association between V and RS. The two variables are strongly correlated, suggesting that changes in one will affect the other. P=SS chi-square analysis yielded many significant results. The analysis found a surprisingly low p-value. With a N of 80 and 1 degree of freedom, the value (P) is .000, demonstrating a substantial correlation between P and SS. The estimated chi-square value of 3.53 was below the threshold limit of 3.84. The relationship between P and SS is statistically significant. This suggests a strong correlation between the dataset's two variables. Changes in one variable are likely to affect the other. Due to their close relationship, understanding P is essential for interpreting SS data. Chi-square analysis of LP=WS yielded significant findings. With 80 participants and 1 degree of freedom, the study found a very significant association between LP and WS with a p-value (P) of .000. The calculated chi-square value of 6.91 was not 3.84. This led to the end of the WS-LP partnership. Even if the correlation is statistically significant, the measured chi-square value deviates from the null hypothesis. It implies that the relationship between LP and WS may be more complex than previously thought or that other factors may be involved.



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The chi-square analysis of G=SS showed a substantial relationship between the variables. With a sample size (N) of 80 and 1 degree of freedom (df), the analysis found a highly significant correlation between G and SS ($P = 0.001$). The estimated chi-square value of 3.42 is slightly below the crucial value of 3.84, yet it still deviates significantly from the null hypothesis. The link between G and SS is statistically significant. This shows a strong correlation between G and SS in the dataset, suggesting that changes in one will effect changes in the other. Understanding variable G is essential for analyzing or assessing SS data due to their close association.

Results and Discussion

This study aimed to examine the impact of Urdu language barriers on the academic performance of elementary school students. The study's findings indicate that students encounter difficulties in structuring their essays, articulating their ideas clearly, and maintaining academic coherence (Cabanillas, 2020). This may lead to diminished grades and a deficiency in confidence regarding their writing abilities. Focus group participants said that the language barrier necessitated the composition of essays that were twice as lengthy. Lectures: Language barriers might exacerbate the situation when children struggle to comprehend every uttered word.

The educator. The study aimed to identify elementary students who encountered language difficulties pertaining to Urdu. The initial objective was addressed based on participant feedback as follows: The majority of students exhibited a positive disposition towards the linguistic challenges. They experience difficulty with vocabulary. Numerous students recognise that they do not concentrate on acquiring new vocabulary in their second language, Urdu. While a reduced number of kids exhibit comfort in reading Urdu words, the majority of students lacked this comfort before the teacher's teaching. A significant number of students struggle to engage with their peers.

They are unable of communicating ideas with others effectively. Due to difficulties in comprehending a second language, numerous students want their teacher to translate into their native language. 85.5 percent reported difficulties in reading words in Urdu. A majority (59.0%) reported that they infrequently felt at ease responding to questions when asked. Students struggle to articulate concepts and information verbally in a second language. Fifty-five point five percent indicated that they committed numerous verbal blunders.

Moreover, a significant majority of respondents (83.5%) indicated that they requested translations in their native language from their instructor. Students struggle to comprehend phrases, especially when the instructor communicates in a second language. Students seek and request translations from their teachers in their native language, as they comprehend it better. A significant proportion (70.0%) reported difficulties in understanding Urdu grammar. 69.0% of participants indicated difficulty in articulating their intended writing. Students face numerous problems throughout examinations, hindering their comprehension of the statements. Students encountered challenges in articulating their desired expressions. They encounter challenges in articulating their thoughts during oral examinations. When making enquiries or engaging in conversation with their colleagues, 67.0 percent of respondents indicated feeling timid, while 67.5 percent expressed feelings of discomfort.



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Students have a lack of confidence and discomfort in interactions due to poor language and pronunciation, resulting in awkwardness while responding to questions. 67.7% of respondents indicated that they often mispronounce Urdu terms, implying that this is a prevalent issue. They fail to deliver an adequate response. Due to their difficulty in comprehending Urdu, the majority of students request their instructors to translate their assignments into their native language. A minuscule fraction of students can articulate their thoughts to others effortlessly. Participants' responses regarding the influence of the Urdu language barrier on their academic learning. They struggle to comprehend Urdu syntax and cannot differentiate between *mozakr* and *monis*. The second objective was to ascertain the impact of Urdu language barriers on the academic performance of primary school students. The second research question proposed to achieve this objective is: I often err in writing in Urdu because of my inexperience and inadequate grammar. I contend that Urdu writing adversely impacts my academic progress. My low linguistic proficiency hinders my ability to comprehend an Urdu paragraph effortlessly. I struggle to comprehend instructions in Urdu, which hinders my full participation in class activities. To achieve this objective, the

The proposed research question was the study findings revealed that most respondents believe many students do not focus on new Urdu vocabulary. A reduced number of children are at ease reading Urdu words, whereas the majority of students lacked comfort in reading Urdu words before the teacher's teaching. Students experience difficulties in both oral and written communication. Utilising Urdu in the presence of students and the instructor induces discomfort. Language barriers inhibit their participation in school activities. Although most respondents lack confidence in their capacity to address enquiries, a minority of participants express ease in answering questions when presented. A minority of participants could read new Urdu lessons before training, however a majority indicated difficulties in reading Urdu terms. In recent Urdu sentences, a minority group represents neglect.

Some students report that they can occasionally acquire Urdu grammar through reading or listening during class. The majority conveyed a deficiency of confidence in their grammatical skills and requested to commit grammatical errors while conversing in Urdu with their classmates. The majority encounter difficulties in reading Urdu texts without previous preparation. Their hearing skills are adversely affected by insufficient Urdu vocabulary. Respondents struggle to engage effectively in educational activities due to their lack of understanding of Urdu-language instructions. They consistently have difficulties during individual presentations, adversely impacting their academic performance. Conversing in Urdu with peers and educators consistently presents a problem for them. Nevertheless, a few of students are comfortable presenting in Urdu without prior preparation. Their limited proficiency in speaking and comprehending Urdu restricts their participation in class activities.

Conclusion

Language is a communication system that conveys meaning through symbols like words and gestures, which are governed by specific rules. The concept of "language barrier" denotes the significant challenges individuals face when they struggle to communicate or comprehend a language that differs from their



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mother tongue.

The results of this study revealed that a significant number of students encounter difficulties in learning a second language. They experience hesitation when it comes to speaking Urdu in front of their classmates and instructor. The findings of this study indicate that barriers in the Urdu language adversely affect academic learning. Students encounter challenges in grasping Urdu grammar. Some participants indicated that they occasionally managed to grasp Urdu grammar through reading or listening to a lesson, though this was not a consistent experience.

A significant number of students exhibit grammatical mistakes when conversing in Urdu with their peers, indicating a lack of confidence in their grammar abilities. Students faced challenges in comprehending the meaning of sentences during exams, encountering difficulties in articulating their thoughts in writing. Students often experience shyness linked to their pronunciation difficulties, leading to hesitation in speaking Urdu during class and reluctance to read passages aloud. The challenges presented by the pronunciation and accents of one's native language further intensifies these emotions.

Participants indicated that their peers frequently correct their errors during reading sessions, which enhances their comprehension of the concepts in their native language compared to their second language. A significant number of respondents acknowledge that they have overlooked educational activities because of different speaking barriers, highlighting the wider implications of language challenges on academic involvement and achievement. Most respondents recognize that their perceived inadequacy in speaking Urdu restricts their engagement in class discussions. A limited number of respondents indicate a sense of ease when presenting in Urdu before the class. A significant number of participants report challenges in understanding academic concepts when they are conveyed in Urdu.

Recommendations

In light of the data presented, the following recommendations are offered for future researchers examining Urdu language difficulties among elementary school students:

Research Parameters: While the present study focused on primary school kids in the tehsil of Punial, district Ghizer, subsequent researchers should broaden the scope by including students from other regions or countries where Urdu is spoken. This would provide a more comprehensive understanding of language hurdles in Urdu and their impact on academic learning in many contexts.

Qualitative Research Methodologies: To gain a comprehensive insight into students' experiences with Urdu language challenges, augment quantitative data with qualitative research methodologies such as focus groups, interviews, or observations. Qualitative approaches can yield rich, contextualized data that encapsulates the nuances of language acquisition and its impact on academic participation.

Parental involvement: Analyze the impact of parental involvement on children's academic achievement and linguistic development. Analyze how parents' ideas, behaviors, and involvement in language-related activities influence their children's proficiency in Urdu and overall academic performance.



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