

EDUA630 Research Project

**Language Barrier and its effect on learning
at the public primary school level in Lahore.**



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Contents

| | |
|--|-----------|
| ACKNOWLEDGEMENTS..... | 7 |
| Abstract | 8 |
| Statement of Problem | 10 |
| Language barrier and its effect on Learning at Public primary school level in Lahore. | 10 |
| 1.1. Introduction: | 10 |
| 1.2 Statement of the problem | 12 |
| 1.3 Objectives of research | 13 |
| Chapter 2 | 14 |
| Review of related literature | 14 |
| 2.1 Introduction | 14 |
| 2.2 Linguistic profile of Pakistan | 18 |
| 2.3 Main influences on language policy and practice in Pakistan | 19 |
| 2.4 The language context in Pakistan | 20 |
| 2.4.1 The language in education context | 21 |
| 2.4.2 Urdu English Policy | 22 |
| 2.4.3 English is an examination subject..... | 23 |
| 2.4.4 English teachers do not use English..... | 23 |
| 2.4.5 Other languages are marginalized..... | 24 |
| 2.4.6 Pakistan: language policy and languages in education..... | 25 |
| 2.4.7 National language policy | 26 |

| | |
|---|-----------|
| 2.5 The politics of language barriers | 27 |
| 2.5.1 The choice of medium | 27 |
| 2.5.2 Urdu Medium Schools | 28 |
| 2.5.3 Language barrier in Curriculum | 29 |
| 2.5.4 provincial language barriers in Pakistan | 30 |
| 2.5.5 Language barrier for teachers | 33 |
| 2.5.6 Public vs Private schools | 34 |
| 2.5.7 Language barrier in religious Learning | 35 |
| 2.5.8 LANGUAGE BARRIERS | 36 |
| 2.6 TIPS TO OVERCOMING LANGUAGE BARRIERS | 37 |
| 2.6.1 CULTURAL BARRIERS | 37 |
| 2.6.2 Is language ability essential to scholarly success? | 38 |
| 2.6.3 Why do migrant children achieve (or not)? | 39 |
| 2.6.4 Language interventions | 41 |
| 2.6.5 Parental involvement and expectation..... | 41 |
| 2.6.6 Language barriers | 44 |
| 2.6.7 Listening | 45 |
| Chapter 3 | 65 |
| 3.1 Methodology | 65 |
| 3.2 Research Design | 65 |
| 3.3 Research Method | 65 |
| 3.4 Population | 66 |

| | | |
|--|--|-----|
| 3.5 | Sampling Technique | 66 |
| 3.6 | Sample Size..... | 66 |
| 3.7 | Instrumentation—Instruments/ Tools Used for the Data Collection..... | 66 |
| 3.8 | Validity and Reliability of the Tools/ Questionnaires | 67 |
| 3.9 | Time frame..... | 67 |
| 4.0 | Ethical Considerations | 68 |
| Chapter No: -4..... | | 69 |
| Data Analysis and Interpretation | | 69 |
| 4.1 | Data Collection | 69 |
| 4.2 | Statistical Analysis | 69 |
| 4.3 | Descriptive Statistical for Demographic Variables | 70 |
| 4.4 | Descriptive Statistical for Statements | 75 |
| 4.4.1 | Frequency Table | 78 |
| Group Statistics..... | | 105 |
| 4.5 | Inferential Statistics for Demographic Variables..... | 105 |
| 4.6 | Inferential Statistics for Statements | 108 |
| Chapter No:5 | | 115 |
| 5.1 | Summary..... | 115 |
| 5.2 | Findings..... | 119 |
| 5.3 | Discussion..... | 126 |
| 5.4 | Conclusion..... | 128 |

| | |
|-------------------------|-----|
| 5.5 Recommendation..... | 129 |
| Reference | 132 |
| Questionnaire..... | 134 |

DECLARATION

Name of the proposed project: Language Barrier and its impact on learning in a public primary school level in Lahore.

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STATEMENT OF FINAL APPROVAL

It is my personal statement that this research report is presented in partial compliance with the degree of Bachelor of Education (B.Ed.) Educational Psychology at the Virtual University of Pakistan.

It is my original and personal research work, which has been conducted under the guidance of Miss Tahira Jabeen. This report has been formally accepted by the Department of Education and the Virtual University of Pakistan in the year 2024 by submitting the report using the Learning Management System (LMS) portal.

The present paper is the final and approved copy of the research project that is intended to be archived in the institution and made publicly available.

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(Official University Acceptance Confirmed via LMS)

(Date: 12 -02-2024)

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Abstract

Context and Purpose: Linguistic shift in general education and the use of English as a medium of instruction (EMI) at the primary level poses a large language barrier to the learners of other languages. This paper particularly examined the academic, psychological and social impacts of this impediment on learning in public primary schools in Lahore, and covered students whose first language comprised of Urdu, Punjabi, Saraiki, and Pushto and also covered the experiences of immigrant and foreign student groups. The study sought to find out the exact dimensions of challenge that students and teachers encounter because of the discrepancy between multiple home languages and high-status language of instruction.

Methodology: This paper utilized quantitative research design approach through a survey instrument. Three primary schools in district of Lahore, one government and two of the privates, had a sample of 200 students, including Class 5 to Class 6. The questionnaire was administered through a survey on Google Forms, and the data thus were gathered into a structured 5-point Likert scale questionnaire (Strongly Agree to Strongly Disagree). The tool was aimed at assessing the self-reported level of comprehension difficulty, academic motivation, self-confidence, and social interaction level of the students in reaction to the language barrier. The analysis of the data was based on descriptive statistics (frequency, mean) and inferential statistics to determine significant correlations between language proficiency and learning outcomes.

Key Findings: The comparison showed that there was a statistically significant negative relationship between the perceived language barrier and the academic performance. The most important findings showed that: (1) learners have huge problems with understanding teacher instructions and content covered in classes and they have to rely on their classmates more than usual. (2) Language barrier negatively affects the motivation of students and reduces self-confidence in classrooms. (3) Most students said that they strongly believed that performance would be improved in case the main medium of instruction was in their mother tongue (Urdu).

Conclusion and Recommendations: The results highlight the fact that the existing EMI policy on the primary level produces considerable drawbacks, making the holistic learning and equity difficult. This paper has found that the language barrier is not just a barrier to academics, but also to psychology and social barriers. It is advised that the educational authorities should adopt dual language scaffolding programs, teacher

training in translanguaging strategies, and another longitudinal study to review the language policy in the Pakistani public primary schools, to encourage learning and conceptual mastery in the English language and conceptual mastery.

Introduction

Statement of Problem

Language barrier and its effect on Learning at Public primary school level in Lahore.

1.1. Introduction

In Pakistan, each province is linked to the single or multiple identities of its people and the languages spoken by the majority. The national language Urdu is limited to educational settings and its function as a lingua franca. English serves people in authority, in offices, and in educational settings. While in the technologically advanced 21st century, some countries still have difficulties when it comes to teaching English. Pakistan is one of these nations where English teachers face a variety of challenges, especially in primary education.

Many children of poverty groups enter our schools with little or no previous relevant language experience in the use of the formal English language - the language of the classroom. Therefore, the distinctive low achievements in school of the educationally deprived child are a continued extension of a reflection of selective retardation in his intellectual development. In considering how the learning needs of the disadvantaged differ from those of other children, when they enter school, and what implications these have for instruction, we find it necessary to examine the selective effects of retardation as they occur in the classroom and the extent to which these are preventive. David P. Ausubel recently argued rather forcefully that neither the contribution of the cultural environment to the intellectual development nor the

modifiability of the children's relative intellectual ability as measured by intelligence tests is seriously disputed any longer; that whatever the individual's genic potentialities are, cognitive 'development occurs largely in response to a variable range of stimulation. The more variable the environment to which individuals are exposed, the higher is the resulting level of effective stimulation. (Betty, n.d.)

The language barrier poses a significant challenge to learning at the public primary school level in Lahore. With a diverse student population, many students may not be proficient in the language of instruction, which can hinder their educational progress and overall learning experience. In this discussion, we will explore the effects of the language barrier on students' learning outcomes and the importance of addressing this issue to create an inclusive and effective learning environment.

This study examines the language practices in educational settings in Pakistan, taking the multilingual groupings in society into account. In Pakistan, each province is linked to the single or multiple identities of its people and the languages spoken by the majority. The national language Urdu is limited to educational settings and its function as a lingua franca. English serves people in authority, in offices, and in educational settings. Through discourse-ethnographic analysis, this study examines the individual and joint actions of policymakers and teachers to understand the role of language in educational policy and its practice in educational settings. The interview data identified issues regarding the relationship between language, identity, nation, region, religion, power, and personal attainment in regional, national, and international settings. Moreover, the power of national education policy to produce adequate results is limited by the regional discourses that policymakers ignore. This study concludes by arguing that policy practices for language-in-education in

multilingual societies require thoughtful planning which should be informed by local conditions and requirements for its better implementation. (Ashraf et al., 2021)

When students are unable to understand the language of instruction, it becomes difficult for them to comprehend lessons, actively participate in classroom activities, and engage in meaningful discussions. This can lead to lower academic performance and hinder their overall educational development. Additionally, the language barrier can impede effective communication between teachers and students, making it challenging for students to ask questions, seek clarification, or express their thoughts and ideas.

1.2 Statement of the problem

Students face a variety of problems because of language barriers. Specifically, those students whose first language is not English. As they cannot understand the language, they are unable to study properly. They must learn English first than read their subjects. Foreign students face language barrier the most the challenge that students who are not fluent in the language of teaching deal with is known as the "language barrier." Lack of proficiency in Urdu or English presents several difficulties for kids attending Lahore's public primary schools, since these languages are frequently used as the medium of teaching.

Most of everything, linguistic barriers make it more difficult for pupils to understand what is being taught and to actively engage in class activities. It is difficult for pupils to understand the material being taught when they are unable to comprehend the language that their teachers are using lower academic achievement and a lack of interest in the learning process result from this. In addition, effective

communication between educators and students is impacted by the language barrier. It could be difficult for students to clarify things, raise questions, etc

As a teacher in primary school in Lahore learning for students in Lahore's public primary schools is seriously impeded by the language barrier. It hinders their ability to understand, communicate, and incorporate socially, which eventually interferes with their ability to learn and progress academically.

1.3 Objectives of research

1. To investigate the impact of the language barrier on students' academic performance and learning outcomes.
2. To explore the challenges faced by teachers in addressing the language barrier in the classroom.
3. To identify the strategies and resources currently available to support students with limited proficiency in the language of instruction.

Research Questions

1. What impact does the language barrier has on students' academic performance and learning outcomes?
2. What are the challenges faced by teachers in addressing the language barrier in the classroom?
3. What kind of strategies and resources are currently available to support students with limited proficiency in the language of instruction?

Chapter 2

Review of related literature

2.1 Introduction

Communication means sharing meaning. With no sharing, there is no communication. To communicate successfully in a team or with others, at work or in the community, we have to understand the communication environment and the barriers which prevent messages being sent and received successfully. A communication barrier is anything that prevents us from receiving and understanding the messages others use to convey their information, ideas and thoughts. There are five of these types of barriers to effective communication, including: Attitudinal Barriers, Behavioral Barriers, Cultural Barriers, Language Barriers and Environment Barriers. A common cause of communication breakdown in a workplace situation is people holding different attitudes, values and discrimination. Valuing people who are different allows us to draw on a broader range of insights, ideas, experience and knowledge. Behaviors like bias, generalizations and stereotyping can cause communication barriers. Empathy is important for overcoming barriers to communication based on culture. Language barriers occur when people do not speak the same language, or do not have the same level of ability in a language. There are many environmental factors affecting the effective communication process. (Pipaş & Jaradat, 2011)

Language is a tool used for communication and emphasizes the close relationship between language and socio-cultural environment. As a prospective elementary school teacher, you need to learn a good language for learning with

students and students who want to talk about language. [6] The process of learning and teaching for effective learning is supported by activities, with reflection and reasoning, collaboration to learn with responsibility. Divide program teaching preparedness into 3 components language, science, and practice that relate to language skill, special knowledge and pedagogy and their teaching ability [8]. The effectiveness of learning can be measured by the level of student achievement. Success in the lesson is measured by the level of student entry. To improve material understanding and mastery of language competence well,

Prospective teachers in Primary School Teacher Education have constraints in the learning process in universities that are identified based on 9 indicators. These indicators consist of curriculum, practicum activities materials/tools, books/modules, initial abilities of prospective teachers, learning resources from outdoor learning, learning resources from outdoor language learning, learning resources from indoor learning, learning environments, motivating teacher candidates, and the ability to judge yourself. So that all the obstacles that arise in the learning process of prospective primary school teachers greatly affect their level of understanding of their language competence. So that these obstacles need to be overcome and improvements will be made in the future because they will affect the learning process when the prospective teacher has been teaching in school.(Asrial et al., 2019)

Through English we can communicate Islam to others, we can learn about Judaism and Christianity, we can achieve harmony, we can learn. (A madrasa teacher from Khyber Pakhtunkhwa) (Coleman, 2010)

As the world expands and flourishes, the personal communication plays a very vital role in student's life because without communication it's not possible to expand

and develop culture and conventions on national and international platform. Personal communication mostly related to the family's side, because mostly students spend their time with their family, so in this context family background is very essential in acquisition of English Language. R. Memons stated that parents that have good education perform better role instead of those parents who are less educated in learning of English language for their children. He also stated that good financial background of parents also especially important for enhancing their reading writing skill in English language. Socio culture, educational background, age, native language also has influence on students' cognition for learning English language.

On the basis of several analysis and research it's clear that most of the social factors have a concern of barriers on the fact that secondary level students of Lahore city is not completely satisfactory because of general or standard level of English. According to Hasan found that curriculum and syllabus of secondary level students completely have a significance impact on learning English as a second language in their academic career. Student's learning progress in second language acquisition the socio-economic factors also play a role in their learning L2 proficiency. In a family, in which mothers do job in private or public sectors of institution have an adverse effect on children's acquisition due to loss of childcare time although their jobs have any other positive impact on their family for financial support of family. In Nigeria, Oni stated that there is a very significant difference for the students to learn English as a second language because of their high and low socio-economic statuses. Gachathi P, expressed that successful occupational background is also one important component of socio-economic status for attaining education because most of the students who belong from high and successful occupational family background abruptly and skillfully learn English language than the students who belong to the low occupational

family background. The objective of the research is to investigate the key factors that affect the socio cultural and educational background in English learning and possible results to the findings are also noted. (Irfan et al., 2021)

International students who come to a foreign country usually face both academic and social transition issues in the first year of university. the author shows that academic adjustment problems for international students tend to focus on language issues. In Sweden the study programs and courses for international students are in English language. To be admitted to these programs and courses, the international students are required to have a certain level of English language proficiency. For example, in Lund University, both international bachelor and master programs require the students to demonstrate their English proficiency in one of the following ways: IELTS score of 6.5 with no less than 5.5 in every section TOEFL paper-based score of 4.5 (scale 1-6) in written test and a total score of 575, TOEFL Internet-based score of 20 (scale 0-30) in written test and a total score of 90, Cambridge Certificate of Advanced English, a Bachelors degree from a university where English is the only language of instruction, a pass on English course B (Swedish upper secondary school)

Although the students have passed English test for a certain level, as non-native speaker who use English as their second, third, or even fourth language, many of them still experience difficulties when they first arrive in a foreign country. The research showed that 76% of the non-native speaking students enrolled in one department at an Australian university were judged to require intensive English language support as based on a writing sample. Besides English writing, , the students have difficulties in understanding lectures in terms of vocabulary and speed. In fact, international students at various institutions have identified English skills, such as

listening ability, oral communication, reading comprehension, vocabulary and writing, as being problematic. In this report, we categorize the language-related problems into four types: listening, speaking, reading and writing. For each type we describe the problems that international students may have and teachers should be aware of, and we discuss possible solutions. (Medved et al., 2013)

The language barrier is defined by Merriam-Webster Dictionary as “a difficulty for people. Communicating that speak different languages and do not have a common tongue for communicating”. The language barrier can exist as a consequence of a psychological factor, like shyness, a lack of sufficient knowledge and skills or articulation and hearing disabilities. It can also be a semantic barrier of communication. (Korytina, 2022)

In this paper, we identify factors that explain the success or failure of migrant children at school, with a specific focus on their potential for use in overcoming **language barriers** and other inherited factors. Our analysis supplements existing migration and school effectiveness literature by expanding the focal discussion on those inherited factors. Our main finding points to a need for schools and parents to pay greater attention to non-conventional factors, such as aspirations, expectations and creativities, in order to improve learning outcomes. (Yu & Shandu, 2017)

2.2 Linguistic profile of Pakistan

My learning journey's first destination was an appraisal of linguistic, cultural and ethnic scenario of the country. The introduction of the study appears imperfect without a brief description of languages spoken in Pakistan. Pakistan is a plural society; each region in Pakistan i.e. Punjab, Sindh, Khyber Pakhtunkhwa (former

Northwest Frontier Post) and Baluchistan has its own language, cultural heritage and ethnic diversity within the group.

Punjab has Punjabi and Seraiki, Sindh has Sindhi in rural Sindh, Urdu in urban Sindh and Gujarati among influential minorities. In Khyber Pakhtunkhwa, Pashto is the language of the majority of the population, though one district, Hazra, uses Hindko. Baluchistan has multiple languages, such as Balochi, Brahui, Pashto, Seraiki and Punjabi.

Many educated Pakistanis speak at least three languages; mother tongue, Urdu and English there are seven major languages (Punjabi, Sindhi, Pashto, Balochi, Brahui, Seraiki and Urdu) in Pakistan which are spoken by nearly 133 million people (85% of the population). The remaining 15% of the population speak 58 different languages. This scenario portrays a complex situation for the formulation and implementation of language in education policy in the country.

2.3 Main influences on language policy and practice in Pakistan

As stated above, EMI is made compulsory for higher education regarding the availability of reading material in English but national education policies have not ensured its implementation because of linguistic, cultural and socio-political priorities. Some writers claim that the government has never given importance to ELT theories for its practice in classroom through methodology, curricula and assessment. Thus, based on language policies and educational infrastructure in this multilingual country, there are difficulties with students' learning at all levels and especially at the higher education level. The study hypothesizes that the following model of research will enable me to present the various stages, decision-making roles and products for ensuring the implementation of EMI in universities. The policy makers determine the

place of EMI in the policy document but to achieve this aim, the services of need analysts, methodologists and material writers are ideally required to ascertain the use of EMI in classroom, curricula and assessment. The teacher-training programme could also be supportive in the successful implementation of EMI through competent teaching and learning acts in classroom. The purpose of this model is to act as a tool for investigation of the students and teachers' perceptions of the extent to which each of these establish the fact that the partial exercise of these crucial aspects is related to the stated policy of EMI in universities. (Khan, 2013)

2.4 The language context in Pakistan

Urdu is Pakistan's national language whilst English has the status of 'official language'. However, there are believed to be 72 living languages in the country, not including English. The numbers of speakers of these languages range from the tiny Aer language (150 speakers) and Gowro language (200 speakers) up to Western Panjabi with nearly 61 million speakers (38% of the population). Table 2 lists all the languages which have at least one million speakers. There are fourteen of these and in total they are spoken by 134 million people (85% of the population). This means that the remaining 58 languages are spoken by a total of 24 million people (15% of the population). It is important to note that Urdu, the national language, comes in fourth place among the languages with the largest number of speakers; fewer than 7% of the population have Urdu as their first language.

Individual languages with over 1,000,000 first language speakers in Pakistan³

(*Rahman, 2002*)

| Language Speakers | Their Percentage in Pakistan |
|--------------------------|-------------------------------------|
| Punjabi | 48.17% |
| Pashto | 13.14% |
| Sindhi | 11.77% |
| Seraiki | 9.83% |
| Urdu | 7.60% |
| Balochi | 3.02% |
| Hindko | 2.43% |
| Brahvi | 1.21% |

Note: other minor languages spoken in Pakistan number more than 50.

Some of the language names listed in Table 2 (e.g. ‘Northern Hindko’ and ‘Central Pashto’) may be familiar only to linguists. Native speakers themselves may group languages differently, in such a way that the differences which would lead linguists to identify distinct languages may be seen by their speakers merely as dialectal differences.(Coleman, 2010)

Now we find that there are just seven languages and macrolanguages in Pakistan which have at least one million speakers. Between them they are spoken by nearly 135 million people (85% of the population). The remaining 15% of the population speak 55 different languages.

2.4.1 The language in education context

During the British colonial era the language in education policy was that Urdu should be the medium of instruction for the masses and that English should be the

medium for the elite. This colonial era policy was criticized as early as the 1880s for effectively divorcing the people of Punjab from their sociolinguistic roots : Punjabis in general were not educated in Punjabi and so lost access to the sources of their folk knowledge; meanwhile Hindu Punjabis were not educated in Sanskrit and Muslim Punjabis were not educated in Persian so that both groups lost contact with the literary sources of their cultures.

2.4.2 Urdu English Policy

In effect, then, the colonial era Urdu + English policy has remained in place throughout independence. It has been argued that this Urdu + English policy contributes to a sense of cultural anomie experienced by many people in contemporary Pakistan. Indeed, one informant said, ‘Pakistan is a nation of people who don’t know who they are. In contemporary Pakistan, then, Urdu is the medium of instruction in government schools, English is the medium in elite private schools and English is claimed to be the medium in non- elite private schools. Of the 71 other indigenous languages only, Sindhi has an official role as medium of instruction in primary schools in Sindh and Pashto is used in government schools in Khyber Pakhtunkhwa Province. English is a compulsory subject from Year 1. In practice, however, much depends on the availability of teachers; a few government schools have an English medium section whilst in other pupils do not get beyond learning the English alphabet in their five years in primary school

The current Urdu + English policy carries with it several characteristics, of which the following three are most prominent:

- 1) English is an examination subject,
- 2) English teachers do not use English and

3) other languages are marginalized.

2.4.3 English is an examination subject

It is widely recognized that the primary function of teaching English in schools in Pakistan is to prepare pupils for examinations. Passing examinations in English then opens doors to higher levels of learning and to employment opportunities. One informant noted: English is a major barrier to entry to white collar jobs. English is very important for social mobility and entry to quality education. Consequently, there is apartheid in education because of language. The poor are excluded.

Repeatedly we are told that English is essential for admission to government service. But ironically there is no discussion of the language or languages which, having become a government officer, one might need to communicate with and serve the public. It appears that in daily life for the majority of the population – especially outside the major cities English actually has no functional value. According to one interviewee, for the population of the Saraiki-speaking area of southern Punjab even Urdu is a ‘foreign’ language. As for English, he claimed, ‘These kids will never in their lives need to speak English. They’ll never read a book in English. Another interviewee, from Islamabad, said, ‘The common people don’t use English.

2.4.4 English teachers do not use English

Observers report that the teaching of English in government schools is highly ritualized. For example, a detailed ethnographic study by Fauzia Shamim found that English teachers made a distinction between ‘doing a lesson’ and ‘doing grammar’. ‘Doing a lesson’ consists of the following stages:

- A text (the ‘lesson’) is read aloud by the teacher or pupils

- The text is explained by the teacher, often in Urdu or a local language
- The meanings of ‘difficult words’ are given in English, Urdu or a local language
- Pupils write follow-up exercises in their notebooks.

Meanwhile ‘doing grammar’ consists of the following steps:

- The form of a grammar item is explained by the teacher
- Pupils write sentences illustrating the grammar item
- The teacher dictates an essay or letter or writes it on the blackboard to be copied by pupils
- Pupils memorize the essay or letter and reproduce it in the examination.

The reproduction of set texts and the provision of memorized written answers to questions about those texts means that the teaching of English neglects speaking, listening and critical reading. Moreover, English teachers – especially in government schools – tend to teach the language through the medium of Urdu or a local language because their own competence in English is poor or because they have so little confidence in their own competence.

2.4.5 Other languages are marginalized

There is a widespread perception that other languages are an inconvenience which prevent people from doing their jobs properly. A senior Pakistani educationist working for an American educational organization operating in Baluchistan and Sindh said that her organization experiences no difficulties in Baluchistan ‘because they [the population] speak either Urdu or English’. However, in Sindh, she said, ‘They’re very attached to their local language so it’s very difficult [for us to do our work.]’

Many teachers feel that their jobs would be easier if children entered school (not only secondary but also primary school) already knowing English. One teacher said that the ‘intellectual level’ of poor children who speak Punjabi at home is lower than that of (middle class) children who speak English at home and this makes teaching the Punjabi speakers difficult for her. Another teacher suggested that parents should speak English at home so that studying in school would be easier for their children. Yet another argued that children should learn English in nursery school so that she and her colleagues in primary school would not face so many problems.

Not surprisingly when a particular language is given no role to play in the education system, many parents respond by not encouraging the use of that language at home. A very effective way of killing a language is to deny it any place in the education system, parents. themselves will then tend to take the next step of marginalizing the local language within the family in favor of the educationally privileged language or languages. The Secretary Schools in the Punjab Ministry of Education recognized that this process is happening in his province when he said, ‘Mothers have struck a fatal blow to Punjabi. This process is not restricted to Pakistan but has been identified in other countries as well.

Medium of instruction policy determines which social and linguistic groups have access to political and economic opportunities, and which groups are disenfranchised. (Coleman, 2010)

2.4.6 Pakistan: language policy and languages in education

Pakistan is a multilingual country. It has no fewer than 25 languages. Of these, Punjabi is spoken as a mother tongue by 44.15%, Pashto by 15.42%, Sindhi by 4.10%, Saraiki by 10.53%, Urdu by 7.57%, Balochi by 3.57% and others by 4.66% of

the population (Government of Pakistan, 2001). The country is affected seriously by poverty, with 49% of its population suffering from multidimensional poverty.

Although the Economic Survey estimates the literacy rate at 57.7% and reports a rise in school enrollments, studies such as Andrabi report poor learning outcomes, specifically in government schools, revealing that there is a large majority of those 'in' schools but 'silently excluded' from any meaningful learning. Participation in higher education is only 5% and is fraught with gender and regional disparities.

2.4.7 National language policy

National language policymaking has been the prerogative of the federal government, while language in education policy is now the domain of the provincial governments. In the absence of any separate document, language policies both national and educational are represented by statements related to language status and roles in official documents including the constitutions of Pakistan, commission reports and educational policies. On the country's independence in 1947, Urdu was declared the national language, while English was allowed to retain its colonial status as the official language until Urdu could assume the latter's functions. The regional languages were ascribed little role, although the provinces were given the right to promote these under the constitution. Though Urdu was the home language of only a small percentage of the population at the time, it was the language of the elite. Since these elite were, additionally, well versed in English, their access to coveted jobs and resources was greatly facilitated, raising much political conflict over the ascribed status of Urdu. Despite the constitutional commitment to replace English with Urdu, English remains a language of prestige, which is used by the elite, bureaucracy, military, higher judiciary, higher education, and all other important official discourse. The languages in education debate in Pakistan can be traced back to the 1780s in

the country's colonial history, and somehow remains relevant today. English medium private schools were established when the British commitment to uphold local cultures and languages melted away into a sense of moral duty to teach western values to the 'uncivilized natives. However, their emergence was also led.

2.5 The politics of language barriers

The politics of language in education by the pragmatics of producing an elite class that would be loyal to the British Empire and provide it with cheap labor. An incentive to join these schools was the opening of civil service positions for the local population in 1832, 41 years after the 1791 Act of Native Exclusion, for which the main selection criteria was competence in English. The government-controlled admission to these well-funded English medium private schools by high fees, while continuing education for the wider public in local languages. This satisfied the nationalists, while providing the public with an education that 'fit them for their position in life' and which need not lead to higher education. After independence, Urdu was introduced as the main medium of education in government schools, though Sindhi was allowed to continue in Sindh, along with private English medium schools. In the early 1970s, the government nationalized private schools to impose Urdu as the medium of instruction. The attempt failed, as even the government's own institutions, such as those run by the Ministry of Defense, resisted the change. The policy was reversed and denationalization in 1979 led to a surge of English medium private institutions, especially in urban areas, which charged varying levels of fees.

2.5.1 The choice of medium

The choice of the medium of education was now left to the provincial governments. However, the issue remains contested as evident in the National

Education Policy. On the one hand, English is advocated in the realization of its global importance and value; on the other, the home languages are emphasized as a means to enhancing conceptual understanding. Fraught with pragmatic concerns, political tensions and little research, the status quo continues.

2.5.2 Urdu Medium Schools

Currently, government schools use mainly Urdu as the medium of instruction, although some provinces also use local languages at lower primary and secondary level (the latter in Sindh only). English is introduced at levels varying from Grade III to VI. Almost all private schools—specifically in urban areas—use English as the medium of instruction and teach Urdu and Sindhi as languages (the latter is restricted to Sindh in schools preparing their students for local secondary school exams).

Government schools are marked by not only poor infrastructure but also by the well-documented poor teaching/learning of English. With access to English restricted on the one hand and the downplayed role of local languages on the other, marginalization is inevitable. However, the extent and nature of this language-based inequality in structuring freedom of opportunities for wider participation and access remain under-researched. In case studies of seven countries using a ‘historical structural’ approach, concludes that language policy acts as a ‘mechanism’ that forges the privilege of the dominant; the study emphasizes the need to recognize language as a basic right. presents the concept of ‘linguicism’—‘a linguistically defined racism’ that has affected the ecology of all coexisting languages. Studies in critical pedagogy in immigrant contexts have also drawn attention to the cosmopolitics of teaching English and issues of power and identity.

A longitudinal study by uses qualitative and quantitative methods to analyze students' lives after secondary school and finds a link between their sense of empowerment and their knowledge of English. Study on widening participation in higher education in the UK reveals that the rejection of working-class participants' 'linguistic and cultural capital' at that level was a source of alienation, stress, and despair among them and led to the construction of negative learner identities. Other studies find that representations of languages indicate an implicit discrimination at work In the Pakistani context, Rahman's historical linguistic study highlights the relationship between language and political power. Another study, restricted to languages in education in higher education, shows the importance of English in higher education and the paradoxically inadequate language support an important dimension missing in these studies, however, is a concern with the individually perceived impact of language policies and practices on wider participation and access. This paper contributes to the current literature by exploring the lived experiences of individuals in terms of their wider participation and access, as affected by languages in education in private and government schools in Pakistan. These language-related issues, intertwined as they are with multiple dimensions of individual life, are best measured in the space of 'capabilities', i.e., the 'freedom of choice' and 'opportunities' to achieve valued goals', with relevance to issues of access and wider participation. (Tamim, 2014)

2.5.3 Language barrier in Curriculum

Participants demonstrated diverse perspectives toward both the languages in the curriculum as well as the language of the curriculum. curriculum. For policymakers, the language of the curriculum has been a very complex issue both in the past and at present. In the past, the idea was that Pakistan is one country, Urdu is

the national language; therefore, Urdu should be the language of the curriculum in state schools. Policymakers strongly approved the implementation of Urdu, which they considered beneficial for all regions in helping to establish their Pakistani identity. They preferred adherence to the Pakistani identity rather than the differently constructed regional identity. As education has been a national matter since 1947, policymakers considered that education should espouse Pakistani identity, and thus the Urdu language was privileged over regional languages. Participating teachers moderately acceded to these decisions, with some differences between regions. Economic impact was the major factor that affected participants' views about language practices as well as the shift from regional and national languages to English. They stressed the importance of the economic impact on language choice, not only for the language of the curriculum, but also as a state language; a *lingua franca*, or as a means of communication. Most participants in this study and the policy documents investigated perceive English as the only route to success for students and the job market as English is required for all good jobs, for high-status leaders, as well as admission to higher education.

2.5.4 provincial language barriers in Pakistan

Sindh

Nevertheless, participants from Sindh seemed to value knowledge of Sindhi and appreciate the significant meaning and role it has in Sindhi society. Several participants stated that they felt comfortable using Sindhi and saw themselves as nationalists of the Sindhi language. However, they believed that it had not been sufficiently developed in the past and thus could not be used as the language of science and technology. They identified different political and administrative

shortcomings that had limited the development of their language. Moreover, the Sindhi language had not been promoted as the language of science and technology, because those in power supported the dominance of English and Urdu.

Sindhi is not pure to be the language of science and technology. Sindhi has been the medium of instruction in Sindh for many centuries. We always feel comfortable with Sindhi. But policies after Pakistani independence restricted the role of Sindhi, by employing Urdu as the medium of instruction. So, we could not develop it as we could have if we had had a chance to develop it.

These interviews revealed the varying positions and views regarding the role of Sindhi as the language of the curriculum. Opinions were divided on whether Sindhi could serve as an adequate medium to deliver scientific knowledge. There was a strong belief, particularly among those who oversaw higher education, that Sindhi was not suited for the teaching of modern complex notions of science. However, some believed that it could have been possible if efforts were made in the past, or even now, making it easier for students and teachers. They gave examples of Sindhi-medium schools, where the language of instruction was Sindhi and the whole curriculum had been developed in Sindhi language. However, they noted that the national government always treated these schools badly.

We have many Sindhi medium schools. If you visit different cities in Sindh, you will be surprised to see the curriculum and development of Sindhi language . . . but they did not get support from national government because they (schools) were using the Sindhi curriculum, which was in contradiction to the national curriculum (Urdu/English).

PASHTO

The Pashto, Balochi, and Punjabi languages have not progressed in Pakistan. Participants from these language groups reflected on how these languages could not be used in the curriculum. One major reason given was that the languages could not adequately handle application to the sciences. A second reason was that these languages did not have any history of practice in official and economic settings. Therefore, constructing the curriculum in these languages was perceived as a huge task with unknown benefits.

The development of Pashto is too poor (in Pakistan). It cannot teach science . . . and math . . . and other subjects at higher (education) levels. It would be difficult or impossible (I think) to apply the Balochi curriculum because it lacks language development in literature, science, technology and in each aspect (compared with English language).

However, this statement does not imply that the Pashto language inherently lacks the potential to teach sciences. Rather, these comments contained a critique of the forces that had impeded development of the Pashto language, along with other languages during the establishment of national control over languages. KPK 2 gave the example of Afghanistan, where Pashto is the national language, and the language of the curriculum. However, in Pakistan, the national government took control of language policy and impeded the development of Pashto inside Pakistan as it had never been used at an official level or for schooling, Pashto had remained a language of communication only. Most of the participants from all regions felt that, at present, when everyone is moving toward English, selecting a regional language for the curriculum would be dangerous.

In addition to the regional languages, different perspectives were also presented on the role of Urdu, and Urdu as the language of the curriculum. After independence, Urdu was adopted as the single national language of Pakistan. Since then, the government has promoted it by stating that it is the language of the curriculum. Furthermore, it has become fashionable for people to adopt words from English into Urdu, not only in daily communication, but also in the curriculum. However, most participants felt that Urdu is unsuited to the curriculum, because while it was promoted at the official level, in practice its use was immature.

Research development, publications, and training of researchers in Pakistan marked another major influence on language development. Most researchers and scientists write in English. They publish in English. It is only possible for Pashto or Urdu when they start writing in Urdu or Pashto.

BALOCHI

Science is not developed in Pakistan. Most companies that work in Baluchistan are foreign. Most resources come from outside. Researchers and scientists write in English. Only researchers of language and literature write in local/national languages.

2.5.5 Language barrier for teachers

Teaching practice in all provinces, including language learning, focused solely on reading and writing. Most participants see reading as a part of speaking, because reading means being able to read and speak. There were no separate classes for speaking, nor any speaking practices inside schools. Most teachers from public schools and some private schools believed that it is very difficult for students to change their language behavior inside the classroom, because class-rooms and

schools are the only places where most students practice speaking Urdu and English. Outside the classroom, students mostly use local languages with their classmates, friends, and families. English is used in the classroom only during learning and memorizing words. It was difficult for teachers to teach primary school students science and math in English because students could not even recognize the English alphabet. Moreover, although high school students have better English proficiency, the medium of communication and lectures was still Urdu.

2.5.6 Public vs Private schools

The differences between private and public schools are the major factors that produce various perspectives and approaches to language practices in teaching. For participants in private schools (i.e., Punjab), language is strictly controlled in both the school and classroom, not only in terms of teaching and learning, but also in terms of practice. They stressed the role of languages in education, which are mainly Urdu and English. All teachers from private schools indicated that their schools require students and teachers to speak only Urdu or English. These schools also request parents to speak Urdu or English with their children at home because doing so affects their speech at school. Our school has a very strict policy about speaking inside the school as well as at home. We ask our students to speak in Urdu or in English only. We do not allow students to speak other languages at school. Besides, we also ask parents to speak Urdu or English at home. Because it will affect their speaking at school.

However, public schools do not have such rules regarding language use at school, nor ask parents to practice any language at home. Nor do teachers have any rules regarding speaking a specific language at school. Most teachers revealed that they often communicate with their colleagues and students in local languages or in

Urdu. The divide between urban and rural areas is the second factor affecting language practices. Participants explained that local languages remain the dominant form of communication among people in rural areas, and students from rural areas face extra problems during language interactions at school as well as in the curriculum. Participants described multiple influences, including parents' education, language practices for communication, and ethnic and cultural values. However, such practices are not limited to rural areas, as they also occur in urban societies. Students from low socioeconomic families practiced local languages with their families and communities. For a few participants, teaching in Urdu appeared easy, but it was difficult to make pupils speak Urdu at school.

Another perception of local languages shared by most participants was that language is associated with behavior. In the Punjab, students from a Punjabi language background mostly spoke Punjabi during violent confrontations. described the use of Punjabi language for emotional behavior. Similarly, other languages were also linked to students' behavior, with local languages also preferred for expressing emotions. KPK 3 shared an example of his individual behavior, saying that he had an impatient personality, a habit he had inherited from his father. He always relaxes by speaking or shouting in Pashto.

2.5.7 Language barrier in religious Learning

Participants in this study share parallel patterns of language practice in society. All participants recognized the association of language with religion, for which they were required to learn the Arabic language.

Arabic In Quran

They use Arabic every day but only for religious purposes, for example, offering prayers, reciting the Quran, during the call to prayer, and in reading Islamic texts. However, they mostly use Urdu to read Islamic literature, translated from Arabic or written by scholars in the Urdu language. In addition to using Arabic for prayer, Urdu is the language most used inside the Mosque or in religious ceremonies. In some regions, local languages are also used in religious ceremonies. Religious scholars mainly use Urdu to communicate during religious gatherings. However, there are still examples of local languages being used during religious ceremonies, where local religious leaders teach religious texts to local people. However, in all scenarios, all participants were only able to read Arabic. They had been taught the Arabic language when they were young, mainly through reading the Quran and a basic introduction to the Arabic alphabet. This explained the current pattern of learning Arabic; even if Arabic is a part of the curriculum, included in the subject Islamiyah (Islamic studies), many parents still prefer to send their children to the mosque or madrassa to learn Arabic. Some parents hire private tutors to teach the Quran to their children at home. Nevertheless, Arabic language learning is mostly directed toward reading the Quran and performing religious practices. (Ashraf et al., 2021)

2.5.8 LANGUAGE BARRIERS

Language barriers occur when people do not speak the same language, or do not have the same level of ability in a language. However, barriers can also occur when people are speaking the same language. Sometimes barriers occur when we use inappropriate levels of language, or we use jargon or slang which is not understood by one or more of the people communicating. Often the situation in which the

conversation is taking place, and whether people have prior experience of the matter being discussed, can also contribute to such barriers being formed.

2.6 TIPS TO OVERCOMING LANGUAGE BARRIERS

- Who we are communicating with
- What their language needs may be.
- Remember that preparation is an important part of communication

Using visuals like photographs, drawings, diagrams can help to overcome language barriers as can using appropriate non-verbal communication. We should be aware that different situations and different cultures have varying interpretations of non-verbal communication. What is acceptable in one culture may be offensive in another. What is clear to us may not be clear to others. The quality of your voice is also important for clear communication. Be sure to speak with appropriate volume for the situation and use clear diction. Listening actively to other people and letting them know that you are listening is an excellent way to overcome language barriers.

2.6.1 CULTURAL BARRIERS

Communication with people of different cultures and backgrounds mean becoming aware of the differences in values, beliefs and attitudes that people hold. Empathy is important for overcoming barriers to communication based on culture. Empathy means sensing the feelings and attitudes of others as if we had experienced them personally. Tips to create empathy • Respecting other's feelings and attitudes • Using active listening skills • Encouraging involvement of others by asking questions while respecting personal privacy.

- Using open body language and an encouraging vocal tone

- Taking other people's fears and concerns into consideration.
- Refraining from giving unsolicited advice
- Not blaming, instead working towards a solution. (Pipaş & Jaradat, 2011)

2.6.2 Is language ability essential to scholarly success

Linguistic skills are generally regarded as critical in a migrant's integration to their host country. (Early) literacy acquisition is often regarded as a prerequisite for academic success and accounts for persisting achievement gaps throughout the grades. In South Africa, inability to use one's home language at school is said to impede a learner's capacity to perform to the best of his or her ability and therefore to result in underperformance. The multilingual policies adopted after the democratic change of 1994 were particularly conceived to promote the usage of indigenous languages in schools and ultimately to improve learning outcomes. But is language ability essential to scholarly success? One strand of migration studies compares different generations of migrant children. Many first- and second-generation comparisons, mostly undertaken in the U.S., find that school outcomes typically improve between these two generations, suggesting that children do perform better when they acquire better language skills and are better adapted to their new homes. Similar results emerge in other studies of college achievement and later life success and in non-English speaking countries. stresses the importance of "a 10- or 20-year adjustment period" for any migrants to achieve success in their new homes. However, a paradox appears when the third and subsequent generations are included in the comparisons: scholastic outcomes for the 3rd generation reach a plateau or decline This suggests a limit to which linguistic competence contributes to academic success, at which point factors such as willingness to do homework or to work hard in school

might supersede fluency the language of the destination country. Alternatively, it is also possible that language competence is not essential to academic success at all.

In the U.S., there are extensive discussions on this topic under the term “immigrant paradox”, a phenomenon observable even after controlling for SES and children’s language skills. The paradox is “more pronounced among the children of Asian and African migrants than other groups, is stronger for boys than for girls, and is far more consistent in secondary schools than in elementary school”. Scholars claim that this phenomenon is not necessarily applicable to all countries. They also suggest reasons such as unsatisfactory performance of the native population; the migrant children’s higher school attendance rates and the migrants’ self-selectivity (that they tend to come from more advantaged and ambitious families than those left behind in their home countries as possible explanations. We are intrigued by the paradox as well as the pockets of success achieved by some migrant children. We seek to understand in this paper how they manage such achievement and what contributes to their successes. We aim to examine whether any factors might potentially be applicable to other developing countries, South Africa included, owing to contextual similarities. Contextual similarities here refer to the language barrier both for the children and their parents; family background where many are low-income parents with demanding work schedules and therefore little time to spend with their children; parents with low school attainment themselves; and limited family resources and support (e.g. financial resources, active parental involvement, ability to locate close to good schools).

2.6.3 Why do migrant children achieve (or not)

Many studies have attempted to explain school success or failure and the academic gap between different groups of students. Since the 1960s, the academic gap

between white and black students in the U.S has prompted sustained investigations. Findings of these studies mainly point to the enduring and substantive impact of SES, including income, education level of the parents, mother's aged first at birth. SES has also been examined extensively in immigrant studies, in addition to other largely inherited factors – such as race, ethnicity and national origins. Other common barriers to migrant children's academic performance include language skills, cultural differences, and the time period since arrival in their new country). Summarizing research on Mexican Americans, Allen suggests that', having intact families and high educational expectations have been shown to be important in predicting school success, [although] these factors do not explain fully the low levels of Mexican-American education". For Tienda and Haskins "the combination of poor parental schooling and not using English at home that is associated with poor scholastic outcomes for immigrant minority youth". Further trying to explain the immigrant paradox, Tienda and Haskins point to a few other factors that could impact on school achievement, including family, school and neighborhood qualities adds that racial stereotyping (both within the society and by the teachers) could also influence children's motivation to do well in school. Lastly, older children may be expected to fulfil various family responsibilities thereby reducing their studying time.

In this article we choose to focus on those relatively flexible factors, those less persistent across generations (e.g. SES) and therefore more malleable. Because our interest is in how children navigate the language barrier, interventions to improve their language proficiency are also included. Our review of the literature found that the following factors assist migrant children to achieve better results in schools: language intervention, parental involvement, parental-school interactions, and school outreaches (to maintain engagement). Each is discussed in detail below.

2.6.4 Language interventions

Different approaches to targeting migrant children's language inefficiency have ranged "from immersion or English-only schooling—where academic lessons are taught only in English – to a bilingual instruction to various strategies in between". Research starts to demonstrate the benefit of a bilingual approach compared to forcing all academic content in English or mother tongue learning. Code switching (within the classroom), after been downplayed by education researchers for decades, has also regained popularity in recent years. These trends are also consistent with another trend towards greater acceptance of ethnic values, cultures and identities and utilizing these as resources instead of eliminating them as burdens as in the assimilationist attitude that prevailed in the early 20th century. Despite consensus among the academics, however, this practice is still not always adopted owing to frequent strong objections from parents, who often believe English education enhances their children's future economic and social benefits. Interestingly, a number of migration studies do confirm that early exposure to English (e.g. speaking frequently at home or watching television) has a positive impact on both literacy and mathematics results. However, what also seems to be the case is that in the absence of this early exposure, children who undergo bilingual education are better off than those forced into English-only schooling.

2.6.5 Parental involvement and expectation

Research has repeatedly demonstrated the role of parental involvement in children's academic success and wellbeing often under the broader concept of 'social capital'. Research suggests that parental involvement enhances student self-esteem;

improves the child-parent relationship; helps parents to get to know the teachers, thereby facilitating joint monitoring of the child's performance; and helps children to have positive attitudes towards schools. Migrant children (and children with high-risk parents or parents with limited English proficiency in general) derive extra benefit from these involvements. In a modelling analysis of survey data (for over 1000 children from migrant families), Eunjoo and Yue conclude that parental involvement – parents' engagement with the child in home and school settings (together with the English proficiency of parents – a factor which is beyond the focus of this paper) are related to academic achievement, sometimes indirectly through children's own educational aspirations.

Literature indicates that parental involvement may have different dimensions and take different forms. A common typology is to distinguish between school-based and home-based parental involvement. Language has been identified as a barrier to the involvement of parents. Not only does limited English proficiency affect parental ability to participate in school events but also it also affects the opportunity to contribute to home learning or even simple tasks such as comprehending their children's school reports or school expectations. This, together with cultural mismatches, often leads to low involvement with the formal school system, especially parents with low SESs. Parental educational values and expectations stand out as the most important factors in parental involvement case studies including those that do not focus exclusively on migrants, and particularly for low SES parents. Regression analysis that includes parental expectation as a factor, such as that conducted by Feliciano and Lanuza confirms that the immigrant paradox could “largely be explained by higher parental expectations, greater interest in school...[in addition to the use of English in early childhood]”. As Hagel Kamp et al. state, “Parental

educational expectations and aspirations [about their children's ability to achieve academically] are among the most commonly studied explanations for both the academic success and the failures of immigrant-origin children" "Parents with scarcer resources may be less active in school activities, [however] they can still be entirely aware and supportive of their children's academic progress" For example, it has been noted that many such parents often engage actively in activities that facilitate home learning (Schneider & Lee, 1990), including allocating time and space for homework, ensuring homework is complete, setting limits on watching TV and arranging private tutoring (sometimes even with borrowed money or money from holding multiple jobs or work long hours) .Interestingly, homework help is not commonly practiced, but instead often takes the form of supervising homework or establishing "rules about maintaining a specific grade point average"

Some parents have also been reported to have used their own life experience to teach their children both the importance of hard work and endurance, and to instill in them the value of higher academic aspiration (Other examples of parents translating high expectations into actions include: reading to children; asking children to read to them regardless of whether the parents can themselves read or understand; taking children to the library and talking about college .Some parents have implemented other practices aimed at enhancing their children's academic performance, for example, reducing all the non-academic related activities of their children such as household chores watching TV, and extracurricular activities unrelated to academic performance . High expectations are common among migrant parents.

Many value education and believe that it is an important tool for their child to improve their status in life. For many, an improved life is the reason why they migrate in the first place. These values are often communicated to the children as a means of

encouragement in overcoming difficulties faced at school. This sometimes results in migrant children feeling “a high family obligation and family cohesion” and in turn results in greater willingness to work hard and spend more time on their schoolwork. Studies with Spanish parents have discussed this under the phrase *Conejos*— advice composed of “spontaneous homilies designed to influence behaviors and attitudes” – regarding success in school, to provide an ongoing conversation about the importance of school. Similarly, appealing to family honor was also an approach identified in a study of Punjabi Sikh children in California’s Central Valley found that even poor, uneducated migrants have often “shown that they have the drive, ambition, courage and strength to move from one nation to another,” and to transmit their determination to their children.(Yu & Shandu, 2017)

2.6.6 Language barriers

As pointed out in previous sections, language difficulties may cause problems in intercultural friendship formation and group work. Language barriers faced by international students are discussed in this section. International students who come to a foreign country usually face both academic and social transition issues in the first year of university. In the author shows that academic adjustment problems for international students tend to focus on language issues. In Sweden the study programs and courses for international students are in English language. To be admitted to these programs and courses, the international students are required to have a certain level of English language proficiency. For example, in Lund University, both international bachelor and master programs require the students to demonstrate their English proficiency in one of the following ways: IELTS score of 6.5 with no less than 5.5 in every section, TOEFL paper-based score of 4.5 (scale 1-6) in written test and a total score of 575, TOEFL Internet-based score of 20 (scale 0-30) in written test and a total

score of 90, Cambridge Certificate of Advanced English, a Bachelor's degree from a university where English is the only language of instruction, a pass on English course B (Swedish upper secondary school). Although the students have passed English test for a certain level, as non-native speaker who use English as their second, third, or even fourth language, many of them still experience difficulties when they first arrive in a foreign country. The research in showed that 76% of the non-native speaking students enrolled in one department at an Australian university were judged to require intensive English language support as based on a writing sample. Besides English writing, according to , the students have difficulties in understanding lectures in terms of vocabulary and speed. In fact, international students at various institutions have identified English skills, such as listening ability, oral communication, reading comprehension, vocabulary, and writing, as being problematic. In this report, we categorize the language-related problems into four types: listening, speaking, reading, and writing. For each type we describe the problems that international students may have, and teachers should be aware of, and we discuss possible solutions.

2.6.7 Listening

International students often have problems with listening to a speaker or lecturer due to their limited vocabulary, the fact that the speaker speaks too fast or in an accent or dialect. Teachers should be aware of those difficulties face by international students, especially those who teach the first year's international class. For better teaching performance, the teachers have responsibility to make some adjustment when they give lectures or talk with international students in and out of classrooms. How can teachers help students with their listening difficulties? In, it gives some suggestions offered.

by international students in United States: 1. The teachers should speak slowly and clearly. By reducing the speaking speed, the teachers are giving the students a chance to perceive and absorb the speech.

2. Repeat key terms and write them on the board. Repeating key terms, writing terms on the board, or preparing a handout can help students follow the lecture. This gives students a baseline to follow if they lose the thread of the discussion.

3. Write homework assignments on the board or use a handout. This is important because the students with trouble in listening may not understand oral assignments, due dates, or changes to assignments, all these things together at the same time.

International students are concerned about possibility of missing assignments and losing credit. Remember that asking if everyone understands the assignment may not be enough, since it is embarrassing for international students to ask in public if they do not understand.

4. Provide copies of notes or make clear which sections of the book are being covered in each lecture. Often students including the local ones who do not understand the lecture go home and try to study class materials by reviewing the textbook. In addition to these four suggestions, we find that when teachers are speaking, it would be good to

limit the use of complicated words, construct short sentences, and avoid slangs or colloquial expressions. Whenever a teacher uses more difficult word, simpler terms or definition should be provided, for example, some technical words, which international students may not know in English. Such a way can help students understand lecture and advance their vocabulary.

2.6.8 Speaking

International students view their oral communication skills as a serious impediment to contribute in class and participate in class discussion. There are many substantial explanations for this, most being that international students feel self-conscious if conversational flow does not come easily in the English language. Lack of confidence in oral communication skills keeps the students from speaking up in class. This is a particularly serious problem in seminar classes or oral exams, in which participation is part of course grade. Suggestions of possible solutions found in are in the following.

1. Provide review questions. Students think in this way they can try to prepare response in advance. However, this is not very practical, since it is often difficult to predict the direction a classroom discussion will take, and prepared responses may be inappropriate.
2. Provide an atmosphere conducive to questions. The teachers should encourage international students to speak up in class but try to avoid embarrassment as much as possible.
3. Give students enough time to reflect. Not everyone think aloud. In some culture, students feel more comfortable to speak up after enough thinking. Allowing enough thinking time, for example, 15 to 20 seconds, can help students participate in class discussion.

In addition, to help international students participate in group discussion, small groups are preferable. Students find it is much easier to speak in a small group than a relatively large group.

2.50 Reading

International students may need much more time to read through materials in English. Considering the extra time they need to spend on reading, teachers should carefully select the text to be studied and discussed in class. If necessary, a glossary with common terms and concepts of the subject should be provided.

2.51 Writing

International students recognize writing as a problem throughout their academic careers. They may experience difficulties with grammar and expressions. Teachers should realize these difficulties, so in evaluation of the students' reports, perfection in writing can not be expected, but certain standards should be set. Before submitting the final reports, proof-reading or peer-review can be helpful. During peer interaction, students can improve their writing skills and communication skills as well. When students evaluate each other's work, additional benefits can occur, such as an increased sense of community and shared responsibility for learning, which could be helpful in integrating.

2.52 Cultural differences

To better teach international students, teachers have to be aware of cross-culture communication relate issues. International students may come from every part of the world with different religions, cultures and backgrounds. Although globalization makes the world smaller, we still cannot ignore differences between cultures. To describe this problem might be very general, so we choose two typical cultures to analyze: east Asian students and western students.

2.53 Characterization of east Asian students

The most common culture source in East Asia is Chinese culture, where most of students are influenced by old Chinese philosophy, called “the golden mean”. The students who are leaded by this philosophy usually do not want to perform very actively in class to attract attention. Additionally, east Asian students are likely to experience lack of confidence in their English ability and thus feel ashamed to express their opinions, as described in Sec. 4. Some teachers in western universities judge east Asian students to be too quiet in class. Not only Chinese philosophy and lack of confidence influence their performances, but also tradition plays an important role in affecting their behavior. From ancient times in East Asia, mentors and teachers have absolute authority, and every student should obey and respect their teacher unconditionally. Students do not have the right to question their teacher, since the teacher and the student do not have equal rights. There is a famous proverb in Chinese reciting “one day as a teacher, a life as a father”; more than half of Chinese students believe this proverb and rely it. Therefore, in the class they don’t want to be critical to the teacher and would like to show their respect to the teacher. Besides the influence from ancient Chinese philosophy, some modern culture, built up after the Second Word War, have strong impact on east Asian students’ behavior. With the explosive increasing of economy in east Asian countries, for instance Japan and Korea since 1960s, and China since 1990s, the populations of these east Asian countries have highly increased. Due to this reason, the competition for the students in east Asian countries has become extremely fierce. Under the pressure of competition, most of east Asian students tend to work hard and motivate to achieve higher grades.

2.54 Characterization of western students

From their childhood, western students were encouraged to think critically, meanwhile in western culture, teachers are positioned as equal as students, thus, in a typical western class, usually disciples are trained to discuss, even energetically, with lecturers, reaching knowledge through confrontation rather than from passive hearing. They think university is the starting point for their career and an important life experience, creating networks will provide to be useful in the future, spending a lot of time in social activities as an icebreaker. Hierarchy is regarded as a challenge rather than an impediment, and superiors are always questioned and challenged, and decisions from groups almost always outrank decisions from single superiors, as the essence of democracy.

2.55 Teaching students with different culture

In order to improve cross-culture communication, teachers should at least know where these students are from. Even though equality in education for every student should be emphasized, he/her should pay attention to culture differences among his/her students. Facing the quiet eastern Asian students, teachers could encourage them and make them feel more confident. In the case of active western students, teachers should balance the discussion and lecture sections. In a class mixed with eastern Asian and western students, teachers should mix them in the same discussion group. In this way students from two completely different cultures would get benefit from each other, and it is easier for them to integrate. (Medved et al., 2013)

2.56 Overcoming language barriers

The language barrier is defined by Merriam-Webster Dictionary as “a difficulty for people communicating that speak different languages and do not have a common tongue for communicating”. The language barrier can exist as a consequence of a psychological factor, like shyness, a lack of sufficient knowledge and skills or articulation and hearing disabilities. It can also be a semantic barrier of communication. Let us discuss the reciprocity of the model applied at the lesson, the task and methods to facilitate overcoming the language barrier by English language learners. The model of passive teaching has a restrict possibility to cope with the language barrier as the connection between the teacher and class where the learners perceive information mordantly is dominated by the educator. The application of this model is acceptable in terms of an academic lecture supplying the students with new material to learn. The aim is to provide maximum information in a limited period.

2.57 Passive learning doesn't affect language barriers

However, in school education this type is ineffective as the children passively perceiving information can neither eradicate their language barrier nor create Critical thinking. As a result, “the sphere of using it in the educational process could be restricted by explaining a new material to learners. The teacher should be more inventive to introduce different teaching techniques to keep the students interested in the learning process” . In order to produce educational effectiveness, it is appropriate to use tables, posters, gestures, objects and intriguing vocabulary. The active teaching model means an individual approach to every pupil varying the tasks. When applying this model, the educator can facilitate students' better speech skills. However, he should be conscientious about taking into account the students' basic abilities and

personal features. For instance, dyslexic, shy pupils or the ones that are afraid of making mistakes cannot be challenged to answer teacher's questions first letting more communicative and willing to speak students start. At the first stage, the students that find it difficult to communicate could be the last to answer the educator's questions. Insensibly, they will be the first to do it but it takes time.

2.58 Responsibility of teachers

The teacher should have the responsibility to accomplish the main task: every student should be asked equal number of times in class. It is advisable to work out a priority list in advance before the lesson starts and bear in mind that shy students asked last at the lesson should be challenged to answer earlier next time. When deploying the active model of teaching gaming is very efficient. Practicing speech work indirectly through a ball game is highly recommended. For instance, using tens of balls in teaching practice as the effect through "Object Novelty" not only provokes speech but also supports the interest in the learning process. It should be acknowledged that we should follow the rule of hygiene, so the educator uses washable balls made of plastic and rubber of different colors, shapes, transforming, sparkling, musical and others. Furthermore, the ball provides the effect of unexpectedness, like coming across a foreigner in the street. More than that, it makes the learner forget about phobias and blocks. Finally, a ball game prevents students from cheating as while catching and returning the object it is impossible to be distracted. The assignments can vary from

"Name the synonyms/ antonyms",

"Answer the questions",

"Disagree with an opinion" or "Interpreting sentences."

in these spheres when the educator throws a ball to a pupil expecting the depending on the task answer with the returned ball. It goes without saying that students' attention could be captured by the educator when he uses the Novelty of the Object principle. The Interactive teaching model is defined as “a means of instructing whereby the teachers actively involve the students in their learning process by way of regular teacher–student interaction, student–student interaction, use of audio-visuals and hands- on demonstrations. The students are constantly encouraged to be active participants” . As a result, we gain a large variety of possibilities to help students cope with the language barrier. It is reasonable to play the “Catch and Say” game accomplishing the task of disposing of communication problems in Teacher–Pupil–Pupil cooperative work.

2.59 Teaching models to overcome language barriers

Interactive teaching is the most efficient model of education to help learners overcome the language barrier as the educator arranges the process using dialogues, polylogues and group work among the learners in a way they are actively involved in the learning process through teacher-student and student-student interaction.

2.60 Teaching Model

2.61 Participants

The study focuses on the application of the three teaching models to teach English demonstrative pronouns were demonstrated in five groups each comprising ten pupils aged nine-ten. The study was conducted at the private language school “Lingua Centre Pro”.

2.62 Materials

This research paper refers to applying the passive, active and interactive teaching models in the classroom environment. As far as we know, the model of passive teaching can be applied in terms of providing a lecture or while explaining new grammar materials to learners. The teaching method applied while using this model was Teacher- Centered as the pupils passively comprehended the information delivered by the educator. Speaking about the active and interactive teaching models, the student- Centered method was performed in the structure of the lesson. The application of the teaching models needed visual resources designed by the teacher. To fulfil the educational task the educator also used resource “English for Children” by Prof. Elena Merkulova. Not forgetting about the importance of the main task to eradicate the language barrier, tactile resources such as balls were used. Moreover, two tables and a video-presentation were demonstrated in class.

2.63 Procedures

At the beginning of the lesson the application of a passive model was successfully done as the teacher used both verbal and non-verbal support by giving a presentation about the usage of the English demonstrative pronouns this, that, these, those followed by the table presenting two trains with “Passenger Words” and highlighting the differences in the structure of the sentences. The application of an active teaching model was inevitable as practicing phonetics (the interdental sounds [θ], [ð] and the vowel length had to be accentuated. Furthermore, the active pattern provokes analytical thinking and the teacher’s question to fill in the blanks using encouraged students to analyze the grammatical structure further deploying the transfer method. The next lesson stage called “Ball Gaming” contributed both to

eradicating the language barrier and practicing the newly- learned rules. Throwing a ball to a student, the teacher asked him to transform a sentence in a singular form into a plural form sentence i.e.

T: This is a pot –

Pl: These are pots.

To avoid pupils' distraction and to make them forget about phobias, shyness and possible unnecessary interference the teacher employed the interactive teaching method thus stimulated the learners to further speaking enhancement. A further "Snowball Game" when students pass the ball to each other adding a word was an efficient task.

To follow the Object Novelty principle different balls were used to capture students' attention from setting the task to the end of the stage of the lesson. It should be acknowledged that the health care issue is significant in the classroom environment. The balls used by the educator should be washable. More than that, the students were advised to change their position from sitting to standing up, to withstand when performing the interactive exercise. Special attention was paid to time consumed by the applied teaching models in the order they followed (considering 100% - 60 minutes).

2.64 RESULTS

The teaching resources were selected from practices that have been applied by the ESL educator for over twenty years and have been proved to be efficient both for overcoming the language barrier and providing new materials. The 15%-40%-45% proportions of time spent applying the above-mentioned teaching models and the logically used combination of them proved a 98% effectiveness of the study as only

one pupil was distracted, and the teacher made effort to attract his attention to the provided grammar material.

2.65 Discussion

Having taken into consideration the results of the study, the data show that the ESL educator should apply the passive, active and interactive teaching models in the educational process. It is hard and insufficient for qualified educational process when only one educational model is used. It should be a logical combination of the above-mentioned models. That means that for explaining the new language material the teacher utilizes the passive model, for systematization and testing the gained knowledge it is more appropriate to use the active teaching model, and for activating, practicing skills and providing a motivation for further learning the most efficacious model is the interactive one. Although all three methods are used in language class, in terms of overcoming the language barrier by learners, the active and interactive teaching models of teaching are effectively used whereas the passive teaching model is an essential aspect of introducing new learning material to students.

(Korytina, 2022)

2.70 Language Barrier is the cause of Stress

The purpose of the current study was to elaborate on the language barrier problem which is a cause of stress in foreign students who are studying in a quite well established and well organized Universitas Airlangga.

There are number of research that has resulted in, foreign students face multiple challenges in a hosting country such as adjustment problem, unfamiliar about culture and people, not socialization, and language barrier, A study by which is

conducted among foreign students who are enrolled in multiple universities and colleges in the United Kingdom, exposed those foreign students experiencing frustration and stress while interacting with natives, faculty members and adaptation of culture. conducted a study with focus of difficulties of language and adopting the culture. Other than language and culture adaptation problems, international has to face economic and socialization problems which also a great challenge to them, it bring the stress and feeling of loneliness among foreign students. International students face number of experiments in their academics while studying in host country. One of them is language barrier which play key role in communication and achieving good academic grades, Current study main focus is language barrier effects on academic attaining among international students which also leads toward stress in learning. A study by institution staff relationship with international students has indicated that, staff of institution does not show concern of language barrier problem facing by international students by stating, international students should have to bring advancement in learning new language.

International students

Numerous research has resulted in favor international students experiencing language barrier. In a study by she shared her personal experience of surviving while studying in Canada. Attaining higher education in abroad is full of challenges, previous studies has proved that foreign scholars face number of challenges while adjusting new environment which they never experienced before and it may affect academics of them because of language barrier. At the other hand, institutions play role in serving to foreign students by supporting them and arranging some events for them to overcome such issues but there are still problems has experiencing by international students in adjustment and learning language in new culture It is all

because of cultural shock and foreign students cannot run away or neglect the reality of this cultural shock, these all are the part of acculturating process while adjusting in new country. This process resulted in changing in biological, physiological, establishing new contact/relationships in host society, and behavioral or psychological changes in international students.

Such programs are beneficial for the foreign students in context of learning basic level of Bahasa Indonesia but at the same time it is a cause of stress among international students in Indonesia. The reason is, Bahasa Indonesia is not an international language and the students who are joining Indonesian education system each year have their previous education in English or their local language. So, this language barrier is a cause of stress for a limit.

2.71 Psychological effects on socio-cultural adjustment

There are two phases of adjustment that international students face while adopting to a new environment.

- (i) psychological adjustment and
- (ii) socio-cultural adjustment,

Both are taking process to some extent in adjustment, Evolving with process about coping stress, satisfaction and wellbeing are related with psychological adjustment. Individual difference matter also in this adjustment because it also relates with personality which means to identify the difference between host culture and home culture. In previous studies it has shown that international students suffering with language barrier with this psychological and socio-cultural adjustment which resulted in stress and effect their academic performance, there is other factor that international students face is discrimination, as per the study of, international students in Canadian

institution experience serious stress about discrimination on having language barrier. Communication between people from different cultural background may swing into progress of language learning and overcoming language barrier that can also help in developing social exchange, contacts, communication and relationship between individuals having different cultural background by sharing. Communication among foreign and local students can help too in developing joint working environment that would help in overcoming stress of being discriminated in host country, investigated that support from the host country community is helping to international students to reduce their feelings of stress and being alone, and helping them to adjusting culture of host country.

2.72 Pressure of studies in United states

From last one decade, each year scholars are moving to other countries like The United States of America, European countries, Canada, Australia and Asia for attaining higher education in multiple fields of education. This experience by scholars or students are not only earn good education but having an international cultural experience by staying these regions and they experience various new culture which they never experienced before such as learning new languages of different ethnic groups on host countries,

Though, while living in host culture foreign students go through with stress while learning, such as academic learning methods and barrier of language because of acculturation of the society. Either they already have in their mind or ready to experience new changes in abroad, still these changes might resulted in cultural shock for students, Recent researches grounded on foreign students indicated that

international students are facing cultural shock in regard of living in host country and make come recommendations for the hosting institution in adjustment in new culture,

2.10.3 Definition of Stress

It is a state of mind where an individual has faced unpredictable challenges and struggle to deal with such challenges that might linked with personal, job, financial crisis, environmental factors, cultural adaptation and so on,

2.10.4 Types of stress

Acute Stress

It is a type of stress that might face by an individual for a short-time and have a peculiar purpose related to any subject. For example, having a task for a limited time duration and compression for a specific condition. Like students have a time frame to complete their assignments in a due time,

Episodic Acute Stress

This type of stress has been face acute stress often by an individual. An individual who lives currently in a constant cause of stress. People who often face “acute stress” might have unstable life. Such individuals all the time in a crisis of psychological pressure

Chronic Stress

Chronic stress involved in demands that are currently ongoing, this type of stress can be psychological damage for an individual mental condition. Sometimes, individuals going through with this but they do not bring into their conscious state of mind,

Method

For achieving the aim of this study, the researcher used self-developed questionnaire in regard of finding the language issues between international students belong to different cultural background, studying in Universitas Airlangga. Alongside this, current investigation uses previous studies literature review as analysis, primary and secondary observation. The researchers “personal data sheet” which covers (nationality, residing time duration in Indonesia, language class course). The self-developed questionnaire is based on two sections; language barrier and adjustment in academics for obtaining their higher education in Universitas Airlangga. The key concentration from the researchers were foreign students currently studying and residing for the last two years in Universitas Airlangga. There were 70 participants who participated in this study. The foreign students belong to 3 continents, Asia, Africa, and Europe. (Ali et al., 2020)

2.11 MULTILINGUAL EDUCATION (MTB-MLE) PROGRAMMES TO OVERCOME LANGUAGE BARRIERS

South-East Asia has witnessed several mother tongue-based multilingual educations (MTB-MLE) programs in recent decades. MTB-MLE is an education program for children who do not understand or speak the official school language when they begin school. MTB-MLE students learn to read and write first in their mother tongue. They use their mother tongue (MT) as the language of instruction for learning to understand, speak, read and write the official school language (and additional languages according to the curriculum). They use both their MT and the official language for learning in later grades. The goal of strong MTB-MLE programs

is that students will become fully bilingual, biliterate and bicultural and achieve a quality education.

Although supported by theory and evidence, formal education systems in the developing world were reluctant to embrace local mother tongues. Stakeholders are skeptical about the program for several reasons, including:

- 1) learning one's mother tongue will hinder children's development of proficiency in the dominant national language.
- 2) receiving instruction in students' mother tongue will result in poor performance in other school subjects, and
- 3) teaching students' mother tongue will result in conflicts and tension among ethnic groups. Several systematic evaluation projects have been conducted to evaluate the effectiveness of MTB-MLE programs while addressing those concerns. To highlight how mother tongue education can have an impact on learning outcomes, two recent studies evaluated the effectiveness of mother tongue based multilingual programs in Thailand and Timor-Leste respectively. Thailand and Timor-Leste are both multilingual societies with many languages of great vitality. However, in the regions where these MTB programmes were conducted, the population is largely monolingual, and speaking an ethnolinguistic minority language different from the dominant language. The background of the programmers (Zhao, n.d.)

2.11.1 Language barrier in Curriculum

Participants demonstrated diverse perspectives toward both the languages in the curriculum as well as the language of the curriculum. For policymakers, the language of the curriculum has been a very complex issue both in the past and at present. In the past, the idea was that Pakistan is one country, Urdu is the national

language; therefore, Urdu should be the language of the curriculum in state schools. Policymakers strongly approved the implementation of Urdu, which they considered beneficial for all regions in helping to establish their Pakistani identity. They preferred adherence to the Pakistani identity rather than the differently constructed regional identity. As education has been a national matter since 1947, policymakers considered that education should espouse Pakistani identity, and thus the Urdu language was privileged over regional languages. Participating teachers moderately acceded to these decisions, with some differences between regions. Economic impact was the major factor that affected participants' views about language practices as well as the shift from regional and national languages to English. They stressed the importance of the economic impact on language choice, not only for the language of the curriculum, but also as a state language; a lingua franca, or as a means of communication (Pomerantz, 2007; Rahman, 2005). Most participants in this study and the policy documents investigated perceive English as the only route to success for students and the job market as English is required for all good jobs, for high-status leaders, as well as admission to higher education.

Nevertheless, participants from Sindh seemed to value knowledge of Sindhi and appreciate the significant meaning and role it has in Sindhi society. Several participants stated that they felt comfortable using Sindhi and saw the selves as nationalists of the Sindhi language. However, they believed that it had not been sufficiently developed in the past and thus could not be used as the language of science and technology. They identified different political and administrative shortcomings that had limited the development of their language. Moreover, the Sindhi language had not been promoted as the language of science and technology, because those in power supported the dominance of English and Urdu.

Sindhi is not pure to be the language of science and technology. Sindhi has been the medium of instruction in Sindh for many centuries. We always feel comfortable with Sindhi. But policies after Pakistani independence restricted the role of Sindhi, by employing Urdu as the medium of instruction. So, we could not develop it as we could have if we had had a chance to develop it.

These interviews revealed the varying positions and views regarding the role of Sindhi as the language of the curriculum. Opinions were divided on whether Sindhi could serve as an adequate medium to deliver scientific knowledge. There was a strong belief, particularly among those who oversaw higher education, that Sindhi was not suited for the teaching of modern complex notions of science. However, some believed that it could have been possible if efforts were made in the past, or even now, making it easier for students and teachers. They gave examples of Sindhi-medium schools, where the language of instruction was Sindhi and the whole curriculum had been developed in Sindhi language. However, they noted that the national government always treated these schools badly.

We have many Sindhi medium schools. If you visit different cities in Sindh, you will be surprised to see the curriculum and development of Sindhi language . . . but they did not get support from national government because they (schools) were using the Sindhi curriculum, which was in contradiction to the national curriculum (Urdu/English).

Chapter 3

Research Methodology/ Instrumentation

3.1 Methodology

This chapter will be discussing the research design and methodology used in the study including method, research design, instruments, population, sampling technique and sample size. The Methodology was applied to conduct the research study on the topic “**language barrier and its effect on learning at public primary school level in Lahore** ” and describes the various phases in detail through which the study has undergone.

3.2 Research Design

The descriptive research design was used in this research. The approach of this study is quantitative to go inside the phenomenon. The research is conducted at primary level. The survey technique was selected to gather intended information by the Questionnaire. The reason for choosing this survey method, convenient sampling, and numerical statistical survey method is many people and short time.

3.3 Research Method

Quantitative research is taken to collect the data by simple random sampling technique, data is collected from students to know the **language barrier and its effect on learning at public primary school level in Lahore.**

3.4 Population

The study population was the students of the primary school level of the public sector. In a short time, the population for this study consisted of selecting three government schools at primary level in district Lahore.

3.5 Sampling Technique

The sample contains a large representative population. The researcher used a convenient sampling technique for the study as it was the most appropriate way to gather data in limited time and resources.

3.6 Sample Size

A sample of 200 respondents was selected using a convenience sampling technique. Where females were in the majority and males were in the minority. Most of the population belongs to the public schools because more population was available in public schools, conveniently.

3.7 Instrumentation—Instruments/ Tools Used for the Data Collection

The selection of the instrument depends on the nature of the problem to study. Based on the literature review, a self-developed Questionnaire was planned to determine the **language barrier and its effect on learning at the public primary school level in Lahore** the instrument used for data collection in this study was a close ended Questionnaire. The Questionnaire consisted of two parts. One of them was the demographic part, and the other one was the part of statements. The demographic part consists of 7 items:

- Name of the respondents that was optional,
- gender of respondent,
- age of respondent,
- grade of the respondent,
- school sector.
- Mother tongue, Bilingual or Multilingual
- ever had a spoken English course?

The other part is a Questionnaire composed of provided with five numeric choices. The provided rating for each view is as follows: 5(Strongly Agree), 4(Agree), 3(Neutral), 2(Disagree) and 1(strongly disagree). The rating average for each categorized factor is computed. The categorized factor with the highest rating average is the factor that greatly affects **the language barrier and its effect on learning at the public primary school level in Lahore.**

3.8 Validity and Reliability of the Tools/ Questionnaires

Instruments are validated by expert opinion. Reliability process applied for that kind of research. The questions are standardized. All respondents are asked the same questions in the same order. This means that the checklist can be replicated easily to check for reliability.

3.9 Time frame

It will take teachers about 5 days to direct the questionnaires. Data will be collected by using online Google Forms. A questionnaire/survey will be developed via links. Links of the questionnaire will be shared with respondents by using social apps (WhatsApp, Facebook, mgs etc.).

4.0 Ethical Considerations

Since this research involved primary school students and teachers a formal permission was obtained from the school administration and informed consent was also taken from the participating teachers and parents of the students and the privacy of all participants and schools were ensured.

Chapter No: -4

Data Analysis and Interpretation

4.1 Data Collection

Data collection was done using a spreadsheet linked to the online Google form. questionnaire.

4.2 Statistical Analysis

Data were exported and analyzed using SPSS. Descriptive statistics were presented as counts and percentages to summarize the collected data. Frequencies Distributions, Means, Standard Deviations (S.D), and Percentages were determined for the Sample. SPSS Statics V-25 was used for Data Analysis which gave me Results and Analysis.

4.3 Descriptive Statistical for Demographic Variables

To gather the Demographic Variables of respondents I collected the data based on gender Grade Institute sector Mother tongue Bilingual or Multilingual Spoken English Course the results are given below:

Table 4.1

| Statistics | | | | | | | | |
|----------------|---------|-------------------|----------------------|---------------------|------------------|---------------|---------------------------|------------------------|
| | | Age of Respondent | Gender of Respondent | Grade of Respondent | Institute sector | Mother tongue | Bilingual or Multilingual | Spoken English Course. |
| N | Valid | 199 | 199 | 200 | 199 | 199 | 199 | 199 |
| | Missing | 1 | 1 | 0 | 1 | 1 | 1 | 1 |
| Mean | | 1.31 | 1.53 | 1.62 | 1.55 | 1.41 | 1.42 | 1.41 |
| Std. Deviation | | .462 | .500 | .581 | .498 | .493 | .495 | .493 |

This table 4.1 shows the mean and standard deviation (S.D) of all demographic variables of the study.

Table 4.2

| Age of Respondent | | | | | |
|--------------------------|--------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 9-11 | 138 | 69.0 | 69.3 | 69.3 |
| | 11-13 | 61 | 30.5 | 30.7 | 100.0 |
| | Total | 199 | 99.5 | 100.0 | |
| Missing | System | 1 | .5 | | |
| Total | | 200 | 100.0 | | |

Table 4.2 shows that there were 69.0% of respondents aged 9-11 Years and 30.5 %

respondents aged 11-13 Years. The majority of the students selected for the study have 10 to 13 years of age.

Table4.3

| Gender of Respondent | | | | | |
|-----------------------------|--------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | male | 94 | 47.0 | 47.2 | 47.2 |
| | Female | 105 | 52.5 | 52.8 | 100.0 |
| | Total | 199 | 99.5 | 100.0 | |
| Missing | System | 1 | .5 | | |

| | | | | |
|-------|-----|-------|--|--|
| Total | 200 | 100.0 | | |
|-------|-----|-------|--|--|

This table 4.3 shows that there were 47% male and 52.5 % female respondents of the study. The majority of the students selected for the study are female.

Table 4.4

| Grade of Respondent | | | | | |
|---------------------|-------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 5 | 80 | 40.0 | 40.0 | 40.0 |
| | 6 | 119 | 59.5 | 59.5 | 99.5 |
| | 6 | 1 | .5 | .5 | 100.0 |
| | Total | 200 | 100.0 | 100.0 | |

This table 4.4 shows that there were 40.0% students of 5th class and 59.5 % students of 6th class of the study. The majority of the students selected for the study are class 6th.

Table 4.5

| Institute sector | | | | | |
|------------------|---------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Public | 89 | 44.5 | 44.7 | 44.7 |
| | Private | 110 | 55.0 | 55.3 | 100.0 |
| | Total | 199 | 99.5 | 100.0 | |

| | | | | | |
|---------|--------|-----|-------|--|--|
| Missing | System | 1 | .5 | | |
| Total | | 200 | 100.0 | | |

This table 4.5 shows that there were 44.5% students of Public and 55.0 % students of Private sector of the study. The majority of the students selected for the study are from Private sector.

Table 4.6

| Mother tongue | | | | | |
|----------------------|---------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Punjabi | 118 | 59.0 | 59.3 | 59.3 |
| | Urdu | 81 | 40.5 | 40.7 | 100.0 |
| | Total | 199 | 99.5 | 100.0 | |
| Missing | System | 1 | .5 | | |
| Total | | 200 | 100.0 | | |

This table 4.6 shows that 59.0% of students' mother tongue is Punjabi and 40.5% of students is Urdu. The Majority of student's mother tongue is Punjabi Language. As this survey was taken in Lahore District the majority of students speaks Punjabi

Table 4.7

| Bilingual or Multilingual | | | | |
|----------------------------------|-----------|---------|---------------|--------------------|
| | Frequency | Percent | Valid Percent | Cumulative Percent |

| | | | | | |
|---------|--------|-----|-------|-------|-------|
| Valid | No | 115 | 57.5 | 57.8 | 57.8 |
| | Yes | 84 | 42.0 | 42.2 | 100.0 |
| | Total | 199 | 99.5 | 100.0 | |
| Missing | System | 1 | .5 | | |
| Total | | 200 | 100.0 | | |

This Table 4.7 shows that 57.5% of students Can not speak more than one language swiftly and 42.0% of students are bilingual or multilingual. The majority of students

Table4.8

| Spoken English Course. | | | | | |
|------------------------|--------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | No | 118 | 59.0 | 59.3 | 59.3 |
| | Yes | 81 | 40.5 | 40.7 | 100.0 |
| | Total | 199 | 99.5 | 100.0 | |
| Missing | System | 1 | .5 | | |
| Total | | 200 | 100.0 | | |

are not bilingual.

This table 4.8shows that 59.0% of students never enrolled in any spoken English course and 40.5% of students are enrolled in spoken English courses to improve their English proficiency. The majority of the students never enrolled in spoken English course.

4.4 Descriptive Statistical for Statements

To gather statements from respondents I collected the data based on different 24 statements based on their opinion as strongly agree, agree, neutral, disagree, and strongly disagree. So, the results are given below:

Table4.9

| Sr. | Statement | Valid | Missing | Mean | ST Deviation |
|-----|--|-------|---------|------|--------------|
| 1 | Your level of proficiency is good in English language of instruction at your school. | 199 | 1 | 2.21 | 1.183 |
| 2 | Do you feel that language barrier affects your ability to understand and learn the subject taught in school? | 199 | 1 | 2.05 | 1.014 |
| 3 | Teachers are supportive in overcoming language barrier by translating content: | 196 | 4 | 2.21 | 1.039 |
| 4 | The language barrier significantly hinder my understandings of subjects taught in school. | 199 | 1 | 2.42 | 1.268 |
| 5 | I struggle to comprehend the content due to the language barrier. | 199 | 1 | 2.33 | 1.164 |

| | | | | | |
|----|---|-----|---|------|-------|
| 6 | The language barrier makes it difficult to grasp complex concepts. | 199 | 1 | 2.33 | 1.18 |
| 7 | I find it challenging to follow along with the lessons because of the language barrier. | 199 | 1 | 2.3 | 1.18 |
| 8 | The language barrier negatively impacts my ability to participate in class discussions. | 199 | 1 | 2.33 | 1.164 |
| 9 | I often feel lost during classroom activities due to the language barrier. | 199 | 1 | 2.6 | 1.239 |
| 10 | The language barrier affects my overall academic performance. | 199 | 1 | 2.6 | 1.239 |
| 11 | I believe my grades would improve if the language barrier was minimized. | 199 | 1 | 2.4 | 1.403 |
| 12 | The language barrier makes it harder for me to ask question and seek clarification. | 199 | 1 | 2.34 | 1.169 |
| 13 | I feel discourages from activity engaging in learning because of the language barrier. | 199 | 1 | 2.42 | 1.142 |
| 14 | The language barrier creates a sense of isolation in the classroom. | 199 | 1 | 2.61 | 1.317 |
| 15 | I struggle to complete assignments and homework due to language barrier. | 199 | 1 | 2.59 | 1.264 |

| | | | | | |
|----|--|-----|---|------|-------|
| 16 | The language barrier affects my motivation to study and succeed academically. | 199 | 1 | 2.21 | 1.245 |
| 17 | I believe i would perform better if the primary language of instructions given by the teachers. | 199 | 1 | 2.51 | 1.29 |
| 18 | The language barrier makes it challenging to understand the instructions given by teachers. | 199 | 1 | 2.4 | 1.193 |
| 19 | I often rely on classmates or friends to help me understand the content due to the language barrier. | 199 | 1 | 2.46 | 1.109 |
| 20 | The language barrier creates a barrier to building strong relationships with teachers. | 199 | 1 | 2.67 | 1.349 |
| 21 | I feel that the language barrier puts me at a disadvantage compared to my peers. | 199 | 1 | 2.42 | 1.268 |
| 22 | The language barrier affects my self confidence in academic settings. | 199 | 1 | 2.69 | 1.161 |
| 23 | I believe additional support or resources would help me overcome the language barrier. | 199 | 1 | 2.12 | 1.155 |
| 24 | My parents provide me support to overcome language barrier. | 199 | 1 | 2.54 | 1.23 |

4.4.1 Frequency Table

| 1- Your level of proficiency is good in the English language of instruction at your school. | | | | | |
|---|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 69 | 34.5 | 34.7 | 34.7 |
| | Agree | 60 | 30.0 | 30.2 | 64.8 |
| | Neutral | 41 | 20.5 | 20.6 | 85.4 |
| | Disagree | 17 | 8.5 | 8.5 | 94.0 |
| | Strongly Disagree | 12 | 6.0 | 6.0 | 100.0 |
| | Total | 199 | 99.5 | 100.0 | |
| Missing | System | 1 | .5 | | |
| Total | | 200 | 100.0 | | |

In summary, a significant portion of respondents (34.7% + 30.2%) feel confident about their English proficiency in the context of school instruction, while a smaller percentage (8.5% + 6.0%) express disagreement with the statement. About 20.6% of respondents maintain a neutral stance on the matter. The total number of respondents is 199, with 1 missing response.

| 2- Do you feel that language barrier affects your ability to understand and learn the subject taught in school? | | | | | |
|--|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 68 | 34.0 | 34.2 | 34.2 |
| | Agree | 78 | 39.0 | 39.2 | 73.4 |
| | Neutral | 32 | 16.0 | 16.1 | 89.4 |
| | Disagree | 17 | 8.5 | 8.5 | 98.0 |
| | Strongly Disagree | 4 | 2.0 | 2.0 | 100.0 |
| | Total | 199 | 99.5 | 100.0 | |
| Missing | System | 1 | .5 | | |
| Total | | 200 | 100.0 | | |

In summary, a significant proportion of respondents (34.2% + 39.2%) acknowledge the impact of a language barrier on their learning, while a smaller percentage (8.5% + 2.0%) disagrees. Approximately 16.1% remain neutral on the issue. The total number of respondents is 199, with 1 missing response.

| 3- Teachers are supportive in overcoming language barrier by translating content: | | | | | |
|--|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 57 | 28.5 | 29.1 | 29.1 |
| | Agree | 69 | 34.5 | 35.2 | 64.3 |
| | Neutral | 46 | 23.0 | 23.5 | 87.8 |
| | Disagree | 20 | 10.0 | 10.2 | 98.0 |
| | Strongly Disagree | 4 | 2.0 | 2.0 | 100.0 |
| | Total | 196 | 98.0 | 100.0 | |
| Missing | System | 4 | 2.0 | | |
| Total | | 200 | 100.0 | | |

In summary, a significant proportion of respondents (29.1% + 35.2%) feel that teachers are supportive in translating content to address language barriers. About 23.5% remain neutral on this aspect, while 10.2% disagree. The total number of respondents is 196, with 4 missing responses.

| 4- The language barrier significantly hinders my understanding of subjects taught in school. | | | | | |
|---|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 56 | 28.0 | 28.1 | 28.1 |
| | Agree | 64 | 32.0 | 32.2 | 60.3 |
| | Neutral | 36 | 18.0 | 18.1 | 78.4 |
| | Disagree | 25 | 12.5 | 12.6 | 91.0 |
| | Strongly Disagree | 18 | 9.0 | 9.0 | 100.0 |
| | Total | 199 | 99.5 | 100.0 | |
| Missing | System | 1 | .5 | | |
| Total | | 200 | 100.0 | | |

In summary, a significant proportion of respondents (28.1% + 32.2%) feel that language barriers have a substantial impact on their understanding of subjects. Approximately 18.1% remain neutral, while 12.6% disagree. The total number of respondents is 199, with 1 missing response.

| 5- I struggle to comprehend the content due to the language barrier. | | | | | |
|--|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 60 | 30.0 | 30.2 | 30.2 |
| | Agree | 56 | 28.0 | 28.1 | 58.3 |
| | Neutral | 49 | 24.5 | 24.6 | 82.9 |
| | Disagree | 25 | 12.5 | 12.6 | 95.5 |
| | Strongly Disagree | 9 | 4.5 | 4.5 | 100.0 |
| | Total | 199 | 99.5 | 100.0 | |
| Missing | System | 1 | .5 | | |
| Total | | 200 | 100.0 | | |

In summary, a significant portion of respondents (30.2% + 28.1%) acknowledge struggling to comprehend content due to language barriers. Approximately 24.6% remain neutral, while 12.6% disagree. The total number of respondents is 199, with 1 missing response.

| 6- The language barrier makes it difficult to grasp complex concepts. | | | | | |
|---|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 52 | 26.0 | 26.1 | 26.1 |
| | Agree | 78 | 39.0 | 39.2 | 65.3 |
| | Neutral | 37 | 18.5 | 18.6 | 83.9 |
| | Disagree | 16 | 8.0 | 8.0 | 92.0 |
| | Strongly Disagree | 16 | 8.0 | 8.0 | 100.0 |
| | Total | 199 | 99.5 | 100.0 | |
| Missing | System | 1 | .5 | | |
| Total | | 200 | 100.0 | | |

In summary, a substantial proportion of respondents (26.1% + 39.2%) believe that the language barrier makes it difficult to understand complex concepts. About 18.6% remain neutral, while 16.0% disagree. The total number of respondents is 199, with 1 missing response.

7- I find it challenging to follow along with the lessons because of the language barrier.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree | 61 | 30.5 | 30.7 | 30.7 |
| | Agree | 61 | 30.5 | 30.7 | 61.3 |
| | Neutral | 45 | 22.5 | 22.6 | 83.9 |
| | Disagree | 20 | 10.0 | 10.1 | 94.0 |
| | Strongly Disagree | 12 | 6.0 | 6.0 | 100.0 |
| | Total | 199 | 99.5 | 100.0 | |
| Missing | System | 1 | .5 | | |
| Total | | 200 | 100.0 | | |

In summary, a significant portion of respondents (30.7% + 30.7%) find it challenging to follow lessons due to language barriers. Another 22.6% remain neutral, while 16.1% (10.1% + 6.0%) disagree. The total number of respondents is 199, with 1 missing response.

| 8- The language barrier negatively impacts my ability to participate in class discussions. | | | | | |
|---|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 60 | 30.0 | 30.2 | 30.2 |
| | Agree | 56 | 28.0 | 28.1 | 58.3 |
| | Neutral | 49 | 24.5 | 24.6 | 82.9 |
| | Disagree | 25 | 12.5 | 12.6 | 95.5 |
| | Strongly Disagree | 9 | 4.5 | 4.5 | 100.0 |
| | Total | 199 | 99.5 | 100.0 | |
| Missing | System | 1 | .5 | | |
| Total | | 200 | 100.0 | | |

A substantial number of respondents acknowledge that the language barrier has a noticeable impact on their ability to participate in class discussions. Specifically, 30.2% strongly agree and an additional 28.1% agree with this sentiment. Together, these percentages demonstrate that over half of the respondents (58.3%) feel that the language barrier negatively affects their active involvement in class discussions. On the other hand, 24.6% express a neutral stance, and only a smaller percentage, 17.1% (12.6% disagree + 4.5% strongly disagree), feel less impacted or disagree with the notion that language barriers hinder their participation. The total number of respondents is 199, with 1 missing response.

| 9- I often feel lost during classroom activities due to the language barrier. | | | | | |
|--|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 44 | 22.0 | 22.1 | 22.1 |
| | Agree | 56 | 28.0 | 28.1 | 50.3 |
| | Neutral | 55 | 27.5 | 27.6 | 77.9 |
| | Disagree | 24 | 12.0 | 12.1 | 89.9 |
| | Strongly Disagree | 20 | 10.0 | 10.1 | 100.0 |
| | Total | 199 | 99.5 | 100.0 | |
| Missing | System | 1 | .5 | | |
| Total | | 200 | 100.0 | | |

The data reveals that a considerable portion of respondents experience feelings of being lost during classroom activities because of language barriers. Specifically, 22.1% strongly agree and an additional 28.1% agree with this sentiment. Together, these percentages indicate that over half of the respondents (50.3%) acknowledge feeling lost due to language barriers. Meanwhile, 27.6% express a neutral stance, and only a smaller percentage, 22.2% (12.1% disagree + 10.1% strongly disagree), feel less impacted or disagree with the idea that language barriers contribute to a sense of being lost during classroom activities. The total number of respondents is 199, with 1 missing response.

| 10- The language barrier affects my overall academic performance. | | | | | |
|--|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 44 | 22.0 | 22.1 | 22.1 |
| | Agree | 56 | 28.0 | 28.1 | 50.3 |
| | Neutral | 55 | 27.5 | 27.6 | 77.9 |
| | Disagree | 24 | 12.0 | 12.1 | 89.9 |
| | Strongly Disagree | 20 | 10.0 | 10.1 | 100.0 |
| | Total | 199 | 99.5 | 100.0 | |
| Missing | System | 1 | .5 | | |
| Total | | 200 | 100.0 | | |

The provided table reflects students' perceptions regarding the impact of language barriers on their overall academic performance. Notably, 22.1% of respondents strongly agree, and an additional 28.1% agree that the language barrier has a substantial influence on their academic performance. This indicates that a significant portion, totaling 50.3%, believes that language barriers play a role in shaping their academic outcomes. On the other hand, 27.6% express a neutral standpoint, neither affirming nor denying the impact of language barriers, while a smaller percentage, 22.2% (12.1% disagree + 10.1% strongly disagree), holds the view that language barriers do not significantly affect their overall academic performance. The total number of respondents is 199, with 1 missing response.

| 11- I believe my grades would improve if the language barrier was minimized. | | | | | |
|---|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 77 | 38.5 | 38.7 | 38.7 |
| | Agree | 40 | 20.0 | 20.1 | 58.8 |
| | Neutral | 28 | 14.0 | 14.1 | 72.9 |
| | Disagree | 34 | 17.0 | 17.1 | 89.9 |
| | Strongly Disagree | 20 | 10.0 | 10.1 | 100.0 |
| | Total | 199 | 99.5 | 100.0 | |
| Missing | System | 1 | .5 | | |
| Total | | 200 | 100.0 | | |

The table illustrates the perspectives of respondents regarding the belief that minimizing language barriers would positively impact their grades. Notably, a substantial portion, comprising 38.7% who strongly agree and an additional 20.1% who agree, indicates a collective belief (58.8%) that their grades would improve with reduced language barriers. On the contrary, 14.1% express a neutral standpoint on this belief. Additionally, 17.1% disagree and 10.1% strongly disagree, forming a combined 27.2% who are skeptical about the direct correlation between minimized language barriers and improved grades. The total number of respondents is 199, with 1 missing response.

| 12- The language barrier makes it harder for me to ask questions and seek clarification. | | | | | |
|---|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 52 | 26.0 | 26.1 | 26.1 |
| | Agree | 77 | 38.5 | 38.7 | 64.8 |
| | Neutral | 33 | 16.5 | 16.6 | 81.4 |
| | Disagree | 25 | 12.5 | 12.6 | 94.0 |
| | Strongly Disagree | 12 | 6.0 | 6.0 | 100.0 |
| | Total | 199 | 99.5 | 100.0 | |
| Missing | System | 1 | .5 | | |
| Total | | 200 | 100.0 | | |

The table provides insights into respondents' perceptions concerning the impact of language barriers on their ability to ask questions and seek clarification. A significant portion, constituting 26.1% who strongly agree and an additional 38.7% who agree, collectively accounts for 64.8% of respondents acknowledging that language barriers make it harder for them to seek clarification. In contrast, 16.6% adopt a neutral stance on this issue. Furthermore, 12.6% disagree and 6.0% strongly disagree, forming a combined 18.6% who do not perceive language barriers as hindering their ability to seek clarification. The total number of respondents is 199, with 1 missing response.

| 13- I feel discourages from activity engaging in learning because of the language barrier. | | | | | |
|---|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 52 | 26.0 | 26.1 | 26.1 |
| | Agree | 57 | 28.5 | 28.6 | 54.8 |
| | Neutral | 53 | 26.5 | 26.6 | 81.4 |
| | Disagree | 29 | 14.5 | 14.6 | 96.0 |
| | Strongly Disagree | 8 | 4.0 | 4.0 | 100.0 |
| | Total | 199 | 99.5 | 100.0 | |
| Missing | System | 1 | .5 | | |
| Total | | 200 | 100.0 | | |

The table illustrates respondents' sentiments regarding the impact of language barriers on their engagement in learning activities. A substantial percentage, comprising 6.1% strongly agree and an additional 28.6% agree, collectively accounting for 54.8% of respondents, feel discouraged from engaging in learning activities due to language barriers. In contrast, 26.6% maintain a neutral stance on this issue. Furthermore, 14.6% disagree and 4.0% strongly disagree, forming a combined 18.6% who do not perceive language barriers as discouraging their involvement in learning activities. The total number of respondents is 199, with 1 missing response.

| 14- The language barrier create a sense of isolation in the classroom. | | | | | |
|---|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 48 | 24.0 | 24.1 | 24.1 |
| | Agree | 57 | 28.5 | 28.6 | 52.8 |
| | Neutral | 44 | 22.0 | 22.1 | 74.9 |
| | Disagree | 25 | 12.5 | 12.6 | 87.4 |
| | Strongly Disagree | 25 | 12.5 | 12.6 | 100.0 |
| | Total | 199 | 99.5 | 100.0 | |
| Missing | System | 1 | .5 | | |
| Total | | 200 | 100.0 | | |

The data in the table reflects respondents' perceptions of the impact of language barriers on creating a sense of isolation in the classroom. A significant portion, with 24.1% strongly agreeing and an additional 28.6% agreeing, collectively representing 52.8% of respondents, acknowledges that language barriers contribute to a sense of isolation. On the contrary, 22.1% maintain a neutral stance, while 12.6% disagree and 12.6% strongly disagree, forming a combined 25.2% who do not perceive language barriers as causing a sense of isolation in the classroom. The total number of respondents is 199, with 1 missing response.

| 15- I struggle to complete assignments and homework due to language barrier. | | | | | |
|---|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 40 | 20.0 | 20.1 | 20.1 |
| | Agree | 72 | 36.0 | 36.2 | 56.3 |
| | Neutral | 41 | 20.5 | 20.6 | 76.9 |
| | Disagree | 22 | 11.0 | 11.1 | 87.9 |
| | Strongly Disagree | 24 | 12.0 | 12.1 | 100.0 |
| | Total | 199 | 99.5 | 100.0 | |
| Missing | System | 1 | .5 | | |
| Total | | 200 | 100.0 | | |

The data presented in the table illustrates the challenges faced by respondents in completing assignments and homework due to language barriers. A considerable proportion, comprising 20.1% strongly agreeing and an additional 36.2% agreeing, representing a total of 56.3%, express struggling to complete academic tasks because of language barriers. Meanwhile, 20.6% maintain a neutral stance, 11.1% disagree, and 12.1% strongly disagree, collectively forming 43.7% of respondents who do not perceive language barriers as hindrances to completing assignments and homework. The total number of respondents is 199, with 1 missing response

| 16- The language barrier affects my motivation to study and succeed academically. | | | | | |
|--|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 68 | 34.0 | 34.2 | 34.2 |
| | Agree | 74 | 37.0 | 37.2 | 71.4 |
| | Neutral | 20 | 10.0 | 10.1 | 81.4 |
| | Disagree | 21 | 10.5 | 10.6 | 92.0 |
| | Strongly Disagree | 16 | 8.0 | 8.0 | 100.0 |
| | Total | 199 | 99.5 | 100.0 | |
| Missing | System | 1 | .5 | | |
| Total | | 200 | 100.0 | | |

The provided data in Table 16 reveals the impact of language barriers on respondents' motivation to study and succeed academically. A substantial portion, consisting of 34.2% strongly agreeing and an additional 37.2% agreeing, totaling 71.4%, acknowledges that the language barrier adversely affects their motivation for academic pursuits. On the other hand, 10.1% express a neutral standpoint, 10.6% disagree, and 8.0% strongly disagree, making up 28.6% of respondents who perceive minimal impact on their motivation due to language barriers. The total number of respondents is 199, with 1 missing response.

T

| 17- I believe i would perform better if the primary language of instructions given by the teachers. | | | | | |
|--|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 48 | 24.0 | 24.1 | 24.1 |
| | Agree | 68 | 34.0 | 34.2 | 58.3 |
| | Neutral | 41 | 20.5 | 20.6 | 78.9 |
| | Disagree | 17 | 8.5 | 8.5 | 87.4 |
| | Strongly Disagree | 25 | 12.5 | 12.6 | 100.0 |
| | Total | 199 | 99.5 | 100.0 | |
| Missing | System | 1 | .5 | | |
| Total | | 200 | 100.0 | | |

Table 17 highlights respondent's perspective on the influence of the primary language of instruction on their academic performance. Approximately 58.3% of the respondents, comprising 24.1% strongly agreeing and 34.2% agreeing, believe that they would perform better if the primary language of instruction by teachers aligned with their language proficiency. Meanwhile, 20.6% express a neutral stance, 8.5% disagree, and 12.6% strongly disagree, forming a combined 28.6% who don't see a significant correlation between language of instruction and academic performance improvement. The total number of respondents is 199, with 1 missing response

| 18- The language barrier makes it challenging to understand the instructions given by teachers. | | | | | |
|--|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 52 | 26.0 | 26.1 | 26.1 |
| | Agree | 69 | 34.5 | 34.7 | 60.8 |
| | Neutral | 37 | 18.5 | 18.6 | 79.4 |
| | Disagree | 29 | 14.5 | 14.6 | 94.0 |
| | Strongly Disagree | 12 | 6.0 | 6.0 | 100.0 |
| | Total | 199 | 99.5 | 100.0 | |
| | | | | | |
| Missing | System | 1 | .5 | | |
| Total | | 200 | 100.0 | | |

Table 18 reveals the respondents' opinions regarding the impact of the language barrier on their ability to understand instructions given by teachers. A significant portion, constituting 60.8%, acknowledges the challenge, with 26.1% strongly agreeing and 34.7% agreeing that the language barrier makes it challenging to comprehend instructions. Additionally, 18.6% express a neutral stance, while 14.6% disagree and 6.0% strongly disagree with the notion that language poses a hindrance to understanding teacher instructions. The total number of respondents is 199, with 1 missing response.

| 19- I often rely on classmates or friends to help me understand the content due to the language barrier. | | | | | |
|--|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 40 | 20.0 | 20.1 | 20.1 |
| | Agree | 73 | 36.5 | 36.7 | 56.8 |
| | Neutral | 53 | 26.5 | 26.6 | 83.4 |
| | Disagree | 21 | 10.5 | 10.6 | 94.0 |
| | Strongly Disagree | 12 | 6.0 | 6.0 | 100.0 |
| | Total | 199 | 99.5 | 100.0 | |
| Missing | System | 1 | .5 | | |
| Total | | 200 | 100.0 | | |

Table 19 provides insights into how students cope with the language barrier, specifically in seeking assistance from peers. Approximately 56.8% of respondents agree (36.7% agree, 20.1% strongly agree) that they often rely on classmates or friends to help them understand the content due to language barriers. A considerable portion, 26.6%, holds a neutral stance on this matter, while 10.6% disagree and 6.0% strongly disagree with relying on peers for language-related challenges. The total number of respondents is 199, with 1 missing response

| 20- The language barrier creates a barrier to building strong relationships with teachers. | | | | | |
|---|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 48 | 24.0 | 24.1 | 24.1 |
| | Agree | 52 | 26.0 | 26.1 | 50.3 |
| | Neutral | 45 | 22.5 | 22.6 | 72.9 |
| | Disagree | 26 | 13.0 | 13.1 | 85.9 |
| | Strongly Disagree | 28 | 14.0 | 14.1 | 100.0 |
| | Total | 199 | 99.5 | 100.0 | |
| Missing | System | 1 | .5 | | |
| Total | | 200 | 100.0 | | |

Examining Table 20 reveals that a significant portion of students acknowledges the impact of the language barrier on building strong relationships with teachers.

Approximately 50.3% of respondents agree (26.1% agree, 24.1% strongly agree) that the language barrier creates a hindrance to fostering strong connections with their teachers. Another 22.6% remain neutral on this matter, while 13.1% disagree and 14.1% strongly disagree. The total number of respondents is 199, with 1 missing response.

| 21- I feel that the language barrier puts me at a disadvantage compared to my peers. | | | | | |
|---|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 61 | 30.5 | 30.7 | 30.7 |
| | Agree | 52 | 26.0 | 26.1 | 56.8 |
| | Neutral | 44 | 22.0 | 22.1 | 78.9 |
| | Disagree | 26 | 13.0 | 13.1 | 92.0 |
| | Strongly Disagree | 16 | 8.0 | 8.0 | 100.0 |
| | Total | 199 | 99.5 | 100.0 | |
| Missing | System | 1 | .5 | | |
| Total | | 200 | 100.0 | | |

Analyzing Table 21 underscores that a substantial portion of students recognizes the impact of the language barrier on their academic experience. About 57.7% of respondents agree (30.7% strongly agree, 26.1% agree) that the language barrier places them at a disadvantage compared to their peers. Another 22.1% remain neutral on this matter, while 13.1% disagree and 8.0% strongly disagree. The total number of respondents is 199, with 1 missing response

| 22- The language barrier affects my self confidence in academic settings. | | | | | |
|--|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 36 | 18.0 | 18.1 | 18.1 |
| | Agree | 50 | 25.0 | 25.1 | 43.2 |
| | Neutral | 69 | 34.5 | 34.7 | 77.9 |
| | Disagree | 28 | 14.0 | 14.1 | 92.0 |
| | Strongly Disagree | 16 | 8.0 | 8.0 | 100.0 |
| | Total | 199 | 99.5 | 100.0 | |
| Missing | System | 1 | .5 | | |
| Total | | 200 | 100.0 | | |

Examining Table 22 reveals that a considerable number of students express concerns about the impact of the language barrier on their self-confidence in academic settings. Approximately 43.2% of respondents agree (18.1% strongly agree, 25.1% agree) that the language barrier affects their self-confidence. An additional 34.7% remain neutral on this issue, while 14.1% disagree and 8.0% strongly disagree. The total number of respondents is 199, with 1 missing response.

| 23- I believe additional support or resources would help me overcome the language barrier. | | | | | |
|---|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 70 | 35.0 | 35.2 | 35.2 |
| | Agree | 72 | 36.0 | 36.2 | 71.4 |
| | Neutral | 37 | 18.5 | 18.6 | 89.9 |
| | Disagree | 4 | 2.0 | 2.0 | 92.0 |
| | Strongly Disagree | 16 | 8.0 | 8.0 | 100.0 |
| | Total | 199 | 99.5 | 100.0 | |
| Missing | System | 1 | .5 | | |
| Total | | 200 | 100.0 | | |

Interpreting Table 23 provides insights into students' perspectives regarding additional support or resources to overcome the language barrier. A significant portion of respondents, 71.4%, express a positive outlook on the effectiveness of additional support or resources, with 35.2% strongly agreeing and 36.2% agreeing. On the other hand, 8.0% strongly disagree with this notion, and 18.6% remain neutral. The total number of respondents is 199, with 1 missing response.

| 24- My parents provide me support to overcome language barrier. | | | | | |
|--|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 41 | 20.5 | 20.6 | 20.6 |
| | Agree | 73 | 36.5 | 36.7 | 57.3 |
| | Neutral | 41 | 20.5 | 20.6 | 77.9 |
| | Disagree | 24 | 12.0 | 12.1 | 89.9 |
| | Strongly Disagree | 20 | 10.0 | 10.1 | 100.0 |
| | Total | 199 | 99.5 | 100.0 | |
| Missing | System | 1 | .5 | | |
| Total | | 200 | 100.0 | | |

Analyzing Table 24 sheds light on the role of parental support in overcoming the language barrier. A significant majority of respondents, 57.3%, either strongly agree (20.6%) or agree (36.7%) that their parents provide them with support. However, 10.1% strongly disagree with this statement, and 20.6% remain neutral. The total number of respondents is 199, with 1 missing response.

4.5 Inferential Statistics for Demographic Variables

T-Test

| One-Sample Statistics | | | | |
|---------------------------|-----|------|----------------|-----------------|
| | N | Mean | Std. Deviation | Std. Error Mean |
| Age of Respondent | 199 | 1.31 | .462 | .033 |
| Gender of Respondent | 199 | 1.53 | .500 | .035 |
| Grade of Respondent | 200 | 1.62 | .581 | .041 |
| Institute sector | 199 | 1.55 | .498 | .035 |
| Mother tongue | 199 | 1.41 | .493 | .035 |
| Bilingual or Multilingual | 199 | 1.42 | .495 | .035 |
| Spoken English Course. | 199 | 1.41 | .493 | .035 |

| One-Sample Test | | | | | | |
|---------------------------|----------------|-----|-----------------|-----------------|---|-------|
| | Test Value = 0 | | | | | |
| | t | df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
| | | | | | Lower | Upper |
| Age of Respondent | 39.875 | 198 | .000 | 1.307 | 1.24 | 1.37 |
| Gender of Respondent | 43.057 | 198 | .000 | 1.528 | 1.46 | 1.60 |
| Grade of Respondent | 39.449 | 199 | .000 | 1.620 | 1.54 | 1.70 |
| Institute sector | 43.944 | 198 | .000 | 1.553 | 1.48 | 1.62 |
| Mother tongue | 40.300 | 198 | .000 | 1.407 | 1.34 | 1.48 |
| Bilingual or Multilingual | 40.516 | 198 | .000 | 1.422 | 1.35 | 1.49 |
| Spoken English Course. | 40.300 | 198 | .000 | 1.407 | 1.34 | 1.48 |

Group Statistics

4.5 Inferential Statistics for Demographic Variables

Table 4.1

Independent sample t-test on the Language barriers and its effects of age.

| Variable | Categories | M | S. D | df | t | p |
|------------|-------------|--------|--------|---------|---------|-------|
| | 9-11 Years | 2.1605 | .58870 | | | |
| Age | | | | 129.723 | -10.195 | 0.000 |
| | 11-13 Years | 3.0150 | .52153 | | | |

The table shows the p value is .000 which is less than .05, so the difference between the ages 9-11 Years and 11-13 Years is significant.

Table 4.2

Independent sample t-test on the Language barriers and its effects on gender.

| Variable | Categories | M | S.D | df | t | p |
|---------------|------------|--------|--------|-----|-------|-------|
| | Male | 2.6613 | .65232 | | | |
| Gender | | | | 194 | 4.813 | 0.000 |
| | Female | 2.2100 | .65928 | | | |

The table shows the p value is .000 which is less than .05, so there is a difference between the gender male and female, so it is significant.

Table 4.3

Independent sample t-test on the Language barriers and its effects on grade.

| Variable | Categories | M | S.D | df | t | p |
|--------------|-----------------|--------|--------|---------|-------|-------|
| | 5 th | 2.5688 | .59994 | | | |
| Grade | | | | 188.543 | 2.511 | 0.013 |
| | 6 th | 2.3283 | .73584 | | | |

The table shows the p value is .013 which is less than .05, so there is a difference between the grades 5th and 6th, so it is significant.

Table 4.4

Independent sample t-test on the Language barriers and their effects on the institute sector.

| Variable | Categories | M | S.D | df | t | p |
|------------------|------------|--------|--------|-----|--------|-------|
| | Public | 2.3440 | .68841 | | | |
| Institute | | | | 194 | -1.479 | 0.141 |
| | Private | 2.4909 | .69147 | | | |

The table shows the p value is .0141 which is less than .05, so there is a difference between the public institute and Private Institute, so it is significant.

Table 4.5

Independent sample t-test on the Language barriers and their effects on the mother tongue.

| Variable | Categories | M | S.D | df | t | p |
|----------------------|------------|--------|--------|-----|--------|-------|
| | Punjabi | 2.3319 | .69151 | | | |
| Mother Tongue | | | | 194 | -2.304 | 0.022 |
| | Urdu | 2.5607 | .67489 | | | |

The table shows the p value is .022 which is less than .05, so there is a difference between Punjabi and Urdu as the mother tongue, so it is significant.

Table 4.6

Independent sample t-test on the Language barriers and their effects on the Bilingual or multilingual.

| Variable | Categories | M | S.D | df | t | p |
|------------------|------------|--------|--------|---------|-------|-------|
| | No | 2.5804 | .53564 | | | |
| Bilingual | | | | 126.971 | 3.577 | 0.000 |
| | Yes | 2.2078 | .82260 | | | |

The table shows the p value is .000 which is less than .05, so there is a difference between who is bilingual or multilingual and who is not bilingual, so it is significant.

Table 4.7

Independent sample t-test on the Language barriers and their effects on the spoken English course.

| Variable | Categories | M | S.D | df | t | p |
|------------------------------|------------|--------|--------|---------|-------|-------|
| | No | 2.4859 | .65710 | | | |
| Spoken English course | | | | 151.559 | 1.448 | 0.150 |
| | Yes | 2.3365 | .73744 | | | |

The table shows the p value is .150 which is greater than .05, so there is no difference between those who enrolled in the spoken English course and those who didn't enroll in the spoken English course, so it is insignificant.

4.6 Inferential Statistics for Statements

T Test

One-Sample Statistics

| | N | Mean | Std. Deviation | Std. Error Mean |
|--|-----|------|----------------|-----------------|
| Age of Respondent | 199 | 1.31 | .462 | .033 |
| Your level of proficiency is good in English language of instruction at your school. | 199 | 2.21 | 1.183 | .084 |
| Do you feel that language barrier affects your ability to understand and learn the subject taught in school? | 199 | 2.05 | 1.014 | .072 |
| Teachers are supportive in overcoming language barrier by translating content: | 196 | 2.21 | 1.039 | .074 |
| The language barrier significantly hinder my understandings of subjects taught in school. | 199 | 2.42 | 1.268 | .090 |
| I struggle to comprehend the content due to the language barrier. | 199 | 2.33 | 1.164 | .082 |
| The language barrier makes it difficult to grasp complex concepts. | 199 | 2.33 | 1.180 | .084 |
| I find it challenging to follow along with the lessons because of the language barrier. | 199 | 2.30 | 1.180 | .084 |
| The language barrier negatively impacts my ability to participate in class discussions. | 199 | 2.33 | 1.164 | .082 |

| | | | | |
|---|-----|------|-------|------|
| I often feel lost during classroom activities due to the language barrier. | 199 | 2.60 | 1.239 | .088 |
| The language barrier affects my overall academic performance. | 199 | 2.60 | 1.239 | .088 |
| I believe my grades would improve if the language barrier was minimised. | 199 | 2.40 | 1.403 | .099 |
| The language barrier make it harder for me to ask question and seek clarification. | 199 | 2.34 | 1.169 | .083 |
| I feel discourages from activity engaging in learning because of the language barrier. | 199 | 2.42 | 1.142 | .081 |
| The language barrier create a sense of isolation in the classroom. | 199 | 2.61 | 1.317 | .093 |
| I struggle to complete assignments and homework due to language barrier. | 199 | 2.59 | 1.264 | .090 |
| The language barrier affects my motivation to study and succeed academically. | 199 | 2.21 | 1.245 | .088 |
| I believe i would perform better if the primary language of instructions given by the teachers. | 199 | 2.51 | 1.290 | .091 |
| The language barrier makes it challenging to understand the instructions given by teachers. | 199 | 2.40 | 1.193 | .085 |

| | | | | |
|--|-----|------|-------|------|
| I often rely on classmates or friends to help me understand the content due to the language barrier. | 199 | 2.46 | 1.109 | .079 |
| The language barrier creates a barrier to building strong relationships with teachers. | 199 | 2.67 | 1.349 | .096 |
| I feel that the language barrier puts me at a disadvantage compared to my peers. | 199 | 2.42 | 1.268 | .090 |
| The language barrier affects my self confidence in academic settings. | 199 | 2.69 | 1.161 | .082 |
| I believe additional support or resources would help me overcome the language barrier. | 199 | 2.12 | 1.155 | .082 |
| My parents provides me support to overcome language barrier. | 199 | 2.54 | 1.230 | .087 |

| One-Sample Test | | | | | | |
|--|----------------|-----|-----------------|-----------------|---|-------|
| | Test Value = 0 | | | | | |
| | t | df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
| | | | | | Lower | Upper |
| Age of Respondent | 39.875 | 198 | .000 | 1.307 | 1.24 | 1.37 |
| Your level of proficiency is good in English language of instruction at your school. | 26.364 | 198 | .000 | 2.211 | 2.05 | 2.38 |
| Do you feel that language barrier affects your ability to understand and learn the subject taught in school? | 28.529 | 198 | .000 | 2.050 | 1.91 | 2.19 |
| Teachers are supportive in overcoming language barrier by translating content: | 29.774 | 195 | .000 | 2.209 | 2.06 | 2.36 |
| The language barrier significantly hinder my understandings of subjects taught in school. | 26.938 | 198 | .000 | 2.422 | 2.24 | 2.60 |
| I struggle to comprehend the content due to the language barrier. | 28.266 | 198 | .000 | 2.332 | 2.17 | 2.49 |
| The language barrier makes it difficult to grasp complex concepts. | 27.811 | 198 | .000 | 2.327 | 2.16 | 2.49 |
| I find it challenging to follow along with the lessons because of the language barrier. | 27.504 | 198 | .000 | 2.302 | 2.14 | 2.47 |

| | | | | | | |
|---|--------|-----|------|-------|------|------|
| The language barrier negatively impacts my ability to participate in class discussions. | 28.266 | 198 | .000 | 2.332 | 2.17 | 2.49 |
| I often feel lost during classroom activities due to the language barrier. | 29.585 | 198 | .000 | 2.598 | 2.42 | 2.77 |
| The language barrier affects my overall academic performance. | 29.585 | 198 | .000 | 2.598 | 2.42 | 2.77 |
| I believe my grades would improve if the language barrier was minimised. | 24.104 | 198 | .000 | 2.397 | 2.20 | 2.59 |
| The language barrier make it harder for me to ask question and seek clarification. | 28.205 | 198 | .000 | 2.337 | 2.17 | 2.50 |
| I feel discourages from activity engaging in learning because of the language barrier. | 29.848 | 198 | .000 | 2.417 | 2.26 | 2.58 |
| The language barrier create a sense of isolation in the classroom. | 27.935 | 198 | .000 | 2.608 | 2.42 | 2.79 |
| I struggle to complete assignments and homework due to language barrier. | 28.888 | 198 | .000 | 2.588 | 2.41 | 2.76 |
| The language barrier affects my motivation to study and succeed academically. | 25.043 | 198 | .000 | 2.211 | 2.04 | 2.39 |
| I believe i would perform better if the primary language of instructions given by the teachers. | 27.467 | 198 | .000 | 2.513 | 2.33 | 2.69 |

| | | | | | | |
|--|--------|-----|------|-------|------|------|
| The language barrier makes it challenging to understand the instructions given by teachers. | 28.352 | 198 | .000 | 2.397 | 2.23 | 2.56 |
| I often rely on classmates or friends to help me understand the content due to the language barrier. | 31.266 | 198 | .000 | 2.457 | 2.30 | 2.61 |
| The language barrier creates a barrier to building strong relationships with teachers. | 27.911 | 198 | .000 | 2.668 | 2.48 | 2.86 |
| I feel that the language barrier puts me at a disadvantage compared to my peers. | 26.889 | 198 | .000 | 2.417 | 2.24 | 2.59 |
| The language barrier affects my self confidence in academic settings. | 32.678 | 198 | .000 | 2.688 | 2.53 | 2.85 |
| I believe additional support or resources would help me overcome the language barrier. | 25.829 | 198 | .000 | 2.116 | 1.95 | 2.28 |
| My parents provide me support to overcome language barrier. | 29.170 | 198 | .000 | 2.543 | 2.37 | 2.71 |

Chapter No:5

Summary, Findings, Discussion, Conclusion and Recommendation

5.1 Summary

This study was carried out at the Virtual University of Pakistan's Awan Town campus. A total of 200 respondents, ranging in class from fifth to sixth, were randomly chosen to gather data from the school from three distinct public and private sectors in the district of Lahore. The main research of the study was on the Language barriers and its effect , the researcher used a 5 points grading questionnaire via a Google form survey in which

- 1: Strongly Agree,
- 2: Agree,
- 3: Neutral,
- 4: Disagree and
- 5: Strongly Disagree

were used in order to know the relationship between the variables.

I conducted a study survey with students to find out what they thought about language obstacles and its effects. This allowed me to discover more about the students' learning styles, areas of interest, and perspectives on language barriers.

The main objectives of my research were:

1. To investigate the impact of the language barrier on students' academic performance and learning outcomes.

2. To explore the challenges faced by teachers in addressing the language barrier in the classroom.
3. To identify the strategies and resources currently available to support students with limited proficiency in the language of instruction

The main problem was conducted to determine the factors and the effect of language barriers on students this research main aim was to find the appropriate answer to the following questions:

1. What impact does the language barrier has on students' academic performance and learning outcomes?
2. What are the challenges faced by teachers in addressing the language barrier in the classroom?
3. What kind of strategies and resources are currently available to support students with limited proficiency in the language of instruction?

In this study we got a clear concept that the Language barrier in an educational setting refers to challenges students face when there is a mismatch between the language of instruction and the students' proficiency in that language. This mismatch can impede effective communication and understanding, affecting various aspects of the educational experience.

Here is a brief description of language barriers and their effects on students:

1. **Understanding and Learning:**

- *Challenge:* Students may struggle to comprehend lessons and course materials delivered in a language they are not proficient in.
- *Effect:* This can hinder their ability to grasp key concepts, leading to difficulties in understanding subject matter.

2. Participation and Engagement:

- *Challenge:* Language barriers may make it challenging for students to actively participate in class discussions and activities.
- *Effect:* Students might feel hesitant to engage, impacting their overall participation and hindering their ability to interact with peers and teachers.

3. Academic Performance:

- *Challenge:* The language barrier can have a negative impact on students' academic performance.
- *Effect:* Struggles in understanding lessons and assignments may lead to lower grades and hinder overall academic achievement.

4. Motivation and Confidence:

- *Challenge:* Language barriers can affect students' motivation to study and succeed academically.
- *Effect:* A lack of confidence in their language proficiency may lead to decreased motivation, potentially influencing their attitude toward learning.

5. Communication with Teachers:

- *Challenge:* Students may find it harder to ask questions or seek clarification due to language barriers.
- *Effect:* This can create a barrier in communication between students and teachers, impacting the support students receive.

6. Relationships and Isolation:

- *Challenge:* Language barriers may contribute to a sense of isolation in the classroom.
- *Effect:* Students may feel disconnected from their peers and teachers, affecting their overall sense of belonging in the academic community.

7. Homework and Assignments:

- *Challenge:* Language barriers can make it difficult for students to complete assignments and homework.
- *Effect:* This challenge may result in incomplete or lower-quality assignments, affecting their overall academic progress.

8. Parental Support:

- *Challenge:* Language barriers may extend beyond the classroom, affecting communication between students and their parents.
- *Effect:* Parental support, crucial for academic success, may be impacted if there are challenges in communicating effectively.

Understanding the multifaceted nature of language barriers is essential for educators and institutions to implement effective strategies that support students facing these challenges. Providing additional resources, fostering inclusive environments, and

encouraging open communication can contribute to mitigating the impact of language barriers on students.

5.2 Findings

The majority of respondents were found to be well aware of the impact of the language barrier. For my study, survey data was gathered from 200 participants in three separate private and public schools. Table 1 shows that 94 of the participants were male and 106 were female, with 138 of them being between the ages of 9 and 11 and 62 of them being between the ages of 11 and 13. Eighty of the participants were from class 5 and the remaining 119 were from class 6. There were 110 students from private institutions and 90 from the public sector. Of the respondents, 118 identified their mother tongue as Punjabi, and 82 as Urdu. The majority of students—115 replied yes and 84 said no—are multilingual. There were 118 respondents who claimed they were enrolled in the spoken English course, and there were 81 respondents who declined.

After analysis of data, we further got to know that a significant portion of respondents (34.7% + 30.2%) feel confident about their English proficiency in the context of school instruction, while a smaller percentage (8.5% + 6.0%) express disagreement with the statement. About 20.6% of respondents maintain a neutral stance on the matter. The total number of respondents is 199, with 1 missing response.

In summary, a significant proportion of respondents (34.2% + 39.2%) acknowledge the impact of a language barrier on their learning, while a smaller percentage (8.5% + 2.0%) disagrees. Approximately 16.1% remain neutral on the issue. The total number of respondents is 199, with 1 missing response.

In summary, a significant proportion of respondents (29.1% + 35.2%) feel that teachers are supportive in translating content to address language barriers. About 23.5% remain neutral on this aspect, while 10.2% disagree. The total number of respondents is 196, with 4 missing responses. . In summary, a significant proportion of respondents (28.1% + 32.2%) feel that language barriers have a substantial impact on their understanding of subjects. Approximately 18.1% remain neutral, while 12.6% disagree. The total number of respondents is 199, with 1 missing response. In summary, a significant portion of respondents (30.2% + 28.1%) acknowledge struggling to comprehend content due to language barriers. Approximately 24.6% remain neutral, while 12.6% disagree. The total number of respondents is 199, with 1 missing response. A substantial proportion of respondents (26.1% + 39.2%) believe that the language barrier makes it difficult to understand complex concepts. About 18.6% remain neutral, while 16.0% disagree. The total number of respondents is 199, with 1 missing response.

In summary, a significant portion of respondents (30.7% + 30.7%) find it challenging to follow lessons due to language barriers. Another 22.6% remain neutral, while 16.1% (10.1% + 6.0%) disagree. The total number of respondents is 199, with 1 missing response.

A substantial number of respondents acknowledge that the language barrier has a noticeable impact on their ability to participate in class discussions. Specifically, 30.2% strongly agree and an additional 28.1% agree with this sentiment. Together, these percentages demonstrate that over half of the respondents (58.3%) feel that the language barrier negatively affects their active involvement in class discussions. On the other hand, 24.6% express a neutral stance, and only a smaller percentage, 17.1% (12.6% disagree + 4.5% strongly disagree), feel less impacted or disagree with the

notion that language barriers hinder their participation. The total number of respondents is 199, with 1 missing response.

The data reveals that a considerable portion of respondents experience feelings of being lost during classroom activities because of language barriers. Specifically, 22.1% strongly agree and an additional 28.1% agree with this sentiment. Together, these percentages indicate that over half of the respondents (50.3%) acknowledge feeling lost due to language barriers. Meanwhile, 27.6% express a neutral stance, and only a smaller percentage, 22.2% (12.1% disagree + 10.1% strongly disagree), feel less impacted or disagree with the idea that language barriers contribute to a sense of being lost during classroom activities. The total number of respondents is 199, with 1 missing response.

The provided table reflects students' perceptions regarding the impact of language barriers on their overall academic performance. Notably, 22.1% of respondents strongly agree, and an additional 28.1% agree that the language barrier has a substantial influence on their academic performance. This indicates that a significant portion, totaling 50.3%, believes that language barriers play a role in shaping their academic outcomes. On the other hand, 27.6% express a neutral standpoint, neither affirming nor denying the impact of language barriers, while a smaller percentage, 22.2% (12.1% disagree + 10.1% strongly disagree), holds the view that language barriers do not significantly affect their overall academic performance. The total number of respondents is 199, with 1 missing response.

The table illustrates the perspectives of respondents regarding the belief that minimizing language barriers would positively impact their grades. Notably, a substantial portion, comprising 38.7% who strongly agree and an additional 20.1%

who agree, indicates a collective belief (58.8%) that their grades would improve with reduced language barriers. On the contrary, 14.1% express a neutral standpoint on this belief. Additionally, 17.1% disagree and 10.1% strongly disagree, forming a combined 27.2% who are skeptical about the direct correlation between minimized language barriers and improved grades. The total number of respondents is 199, with 1 missing response.

The table provides insights into respondents' perceptions concerning the impact of language barriers on their ability to ask questions and seek clarification. A significant portion, constituting 26.1% who strongly agree and an additional 38.7% who agree, collectively accounts for 64.8% of respondents acknowledging that language barriers make it harder for them to seek clarification. In contrast, 16.6% adopt a neutral stance on this issue. Furthermore, 12.6% disagree and 6.0% strongly disagree, forming a combined 18.6% who do not perceive language barriers as hindering their ability to seek clarification. The total number of respondents is 199, with 1 missing response.

The table illustrates respondents' sentiments regarding the impact of language barriers on their engagement in learning activities. A substantial percentage, comprising 26.1% strongly agree and an additional 28.6% agree, collectively accounting for 54.8% of respondents, feel discouraged from engaging in learning activities due to language barriers. In contrast, 26.6% maintain a neutral stance on this issue. Furthermore, 14.6% disagree and 4.0% strongly disagree, forming a combined 18.6% who do not perceive language barriers as discouraging their involvement in learning activities. The total number of respondents is 199, with 1 missing response.

The data in the table reflects respondents' perceptions of the impact of language barriers on creating a sense of isolation in the classroom. A significant portion, with 24.1% strongly agreeing and an additional 28.6% agreeing, collectively representing 52.8% of respondents, acknowledges that language barriers contribute to a sense of isolation. On the contrary, 22.1% maintain a neutral stance, while 12.6% disagree and 12.6% strongly disagree, forming a combined 25.2% who do not perceive language barriers as causing a sense of isolation in the classroom. The total number of respondents is 199, with 1 missing response.

The data presented in the table illustrates the challenges faced by respondents in completing assignments and homework due to language barriers. A considerable proportion, comprising 20.1% strongly agreeing and an additional 36.2% agreeing, representing a total of 56.3%, express struggling to complete academic tasks because of language barriers. Meanwhile, 20.6% maintain a neutral stance, 11.1% disagree, and 12.1% strongly disagree, collectively forming 43.7% of respondents who do not perceive language barriers as hindrances to completing assignments and homework. The total number of respondents is 199, with 1 missing response.

The provided data in Table 16 reveals the impact of language barriers on respondents' motivation to study and succeed academically. A substantial portion, consisting of 34.2% strongly agreeing and an additional 37.2% agreeing, totaling 71.4%, acknowledges that the language barrier adversely affects their motivation for academic pursuits. On the other hand, 10.1% express a neutral standpoint, 10.6% disagree, and 8.0% strongly disagree, making up 28.6% of respondents who perceive

minimal impact on their motivation due to language barriers. The total number of respondents is 199, with 1 missing response.

Table 17 highlights respondents' perspectives on the influence of the primary language of instruction on their academic performance. Approximately 58.3% of the respondents, comprising 24.1% strongly agreeing and 34.2% agreeing, believe that they would perform better if the primary language of instruction by teachers aligned with their language proficiency. Meanwhile, 20.6% express a neutral stance, 8.5% disagree, and 12.6% strongly disagree, forming a combined 28.6% who don't see a significant correlation between the language of instruction and academic performance improvement. The total number of respondents is 199, with 1 missing response.

Table 18 reveals the respondents' opinions regarding the impact of the language barrier on their ability to understand instructions given by teachers. A significant portion, constituting 60.8%, acknowledges the challenge, with 26.1% strongly agreeing and 34.7% agreeing that the language barrier makes it challenging to comprehend instructions. Additionally, 18.6% express a neutral stance, while 14.6% disagree and 6.0% strongly disagree with the notion that language poses a hindrance to understanding teacher instructions. The total number of respondents is 199, with 1 missing response.

Table 19 provides insights into how students cope with the language barrier, specifically in seeking assistance from peers. Approximately 56.8% of respondents agree (36.7% agree, 20.1% strongly agree) that they often rely on classmates or friends to help them understand the content due to language barriers. A considerable portion, 26.6%, holds a neutral stance on this matter, while 10.6% disagree and 6.0%

strongly disagree with relying on peers for language-related challenges. The total number of respondents is 199, with 1 missing response Table 20 reveals that a significant portion of students acknowledges the impact of the language barrier on building strong relationships with teachers. Approximately 50.3% of respondents agree (26.1% agree, 24.1% strongly agree) that the language barrier creates a hindrance to fostering strong connections with their teachers. Another 22.6% remain neutral on this matter, while 13.1% disagree and 14.1% strongly disagree. The total number of respondents is 199, with 1 missing response.

Analyzing Table 21 underscores that a substantial portion of students recognizes the impact of the language barrier on their academic experience. About 57.7% of respondents agree (30.7% strongly agree, 26.1% agree) that the language barrier places them at a disadvantage compared to their peers. Another 22.1% remain neutral on this matter, while 13.1% disagree and 8.0% strongly disagree. The total number of respondents is 199, with 1 missing response.

Examining Table 22 reveals that a considerable number of students express concerns about the impact of the language barrier on their self-confidence in academic settings. Approximately 43.2% of respondents agree (18.1% strongly agree, 25.1% agree) that the language barrier affects their self-confidence. An additional 34.7% remain neutral on this issue, while 14.1% disagree and 8.0% strongly disagree. The total number of respondents is 199, with 1 missing response.

Interpreting Table 23 provides insights into students' perspectives regarding additional support or resources to overcome the language barrier. A significant portion of respondents, 71.4%, express a positive outlook on the effectiveness of additional support or resources, with 35.2% strongly agreeing and 36.2% agreeing. On the other

hand, 8.0% strongly disagree with this notion, and 18.6% remain neutral. The total number of respondents is 199, with 1 missing response.

Analyzing Table 24 sheds light on the role of parental support in overcoming the language barrier. A significant majority of respondents, 57.3%, either strongly agree (20.6%) or agree (36.7%) that their parents support them. However, 10.1% strongly disagree with this statement, and 20.6% remain neutral. The total number of respondents is 199, with 1 missing response.

5.3 Discussion

In the case of this study, the data collected consisted of responses to a survey questionnaire and semi-structured interviews with secondary school students in District Lahore. The data was analyzed using both descriptive statistics and content analysis techniques.

The study found that while there is a high level of awareness and interest in effects of language barriers Language barriers present a formidable challenge for students in diverse educational settings, affecting their academic experiences and overall well-being. This discussion explores the multifaceted impact of language barriers on students, encompassing academic performance, communication dynamics, motivation, social interactions, and the crucial role of support systems.

Academic Performance: One of the primary consequences of language barriers is the impediment to academic performance. Students facing linguistic challenges may struggle to comprehend subject matter presented in a language in which they are not proficient. This struggle often translates into lower grades, creating a potential barrier to educational achievement.

Communication and Participation: Effective communication is the bedrock of successful learning environments. However, language barriers can inhibit students from actively participating in class discussions. The fear of being misunderstood or the inability to articulate thoughts can lead to reduced engagement, hindering the overall learning experience.

Motivation and Confidence: Language barriers can have a profound impact on students' motivation and confidence. The frustration of not fully grasping academic content may erode their enthusiasm for learning. This, in turn, can lead to a decline in self-confidence, influencing their belief in their ability to succeed academically.

Social and Emotional Impact: Beyond academics, language barriers contribute to social and emotional challenges. Students grappling with communication difficulties may experience a sense of isolation. The inability to express themselves effectively can lead to social exclusion, affecting their overall emotional well-being.

Communication Gap with Teachers: Establishing effective communication channels between students and teachers is crucial for academic success. Language barriers, however, can create a significant communication gap. Students may find it difficult to seek clarification or ask questions, hindering their understanding of lesson materials.

Assignments and Homework: Completing assignments and homework becomes a daunting task for students facing language barriers. The struggle to express ideas and thoughts in a non-native language may compromise the quality of their work, impacting their overall academic progress.

Support Systems: Recognizing the importance of addressing language barriers, educational institutions play a vital role in implementing support systems. These may

include language support programs, additional resources, and strategies to create inclusive environments. Such measures are essential to ensure that all students, regardless of linguistic background, have equal opportunities for success.

Language barriers had an impact on students' learning practices, as demonstrated by previous research and our own data analysis performed using SPSS. Quantitative research was conducted in this study utilizing a random sample approach.

5.4 Conclusion

The purpose of this study was to identify the Language barriers present a formidable challenge for students in diverse educational settings, affecting their academic experiences and overall well-being. This discussion explores the multifaceted impact of language barriers on students, encompassing academic performance, communication dynamics, motivation, social interactions, and the crucial role of support systems.

Academic Performance: One of the primary consequences of language barriers impedes academic performance. Students facing linguistic challenges may struggle to comprehend subject matter presented in a language in which they are not proficient. This struggle often translates into lower grades, creating a potential barrier to educational achievement.

Communication and Participation: Effective communication is the bedrock of successful learning environments. However, language barriers can inhibit students from actively participating in class discussions. The fear of being misunderstood or the inability to articulate thoughts can lead to reduced engagement, hindering the overall learning experience.

Motivation and Confidence: Language barriers can have a profound impact on students' motivation and confidence. The frustration of not fully grasping academic content may erode their enthusiasm for learning. This, in turn, can lead to a decline in self-confidence, influencing their belief in their ability to succeed academically.

Social and Emotional Impact: Beyond academics, language barriers contribute to social and emotional challenges. Students grappling with communication difficulties may experience a sense of isolation. The inability to express themselves effectively can lead to social exclusion, affecting their overall emotional well-being.

Communication Gap with Teachers: Establishing effective communication channels between students and teachers is crucial for academic success. Language barriers, however, can create a significant communication gap. Students may find it difficult to seek clarification or ask questions, hindering their understanding of lesson materials.

Assignments and Homework: Completing assignments and homework becomes a daunting task for students facing language barriers. The struggle to express ideas and thoughts in a non-native language may compromise the quality of their work, impacting their overall academic progress.

Support Systems: Recognizing the importance of addressing language barriers, educational institutions play a vital role in implementing support systems. These may include language support programs, additional resources, and strategies to create inclusive environments. Such measures are essential to ensure that all students, regardless of linguistic background, have equal opportunities for success.

5.5 Recommendation

Recommendations for Addressing Language Barriers and Supporting Students:

1. Implement Language Support Programs:

- Establish specialized language support programs within educational institutions to provide targeted assistance for students facing language barriers.
- Offer language courses, tutoring, or workshops designed to enhance language proficiency and communication skills.

2. Create Inclusive Learning Materials:

- Develop inclusive learning materials that consider diverse linguistic backgrounds. This may involve providing translations, subtitles, or supplementary materials to aid comprehension.

3. Teacher Training on Inclusive Practices:

- Conduct training sessions for educators to enhance their understanding of language barriers and equip them with strategies to adapt teaching methods for diverse language proficiencies.
- Encourage the use of visual aids, interactive activities, and differentiated instruction to accommodate varied learning styles.

4. Promote Peer Support:

- Foster a supportive peer environment where students are encouraged to help each other overcome language barriers.
- Implement buddy systems or peer mentoring programs to facilitate communication and collaboration among students with different language backgrounds.

5. Counseling and Support Services:

- Provide counseling services to address the emotional and psychological impact of language barriers on students.
- Establish support groups where students can share experiences, discuss challenges, and receive guidance on navigating language-related issues.

6. Flexible Assessment Methods:

- Evaluate students using a variety of assessment methods that allow them to demonstrate their understanding beyond language proficiency.
- Consider alternative assessment formats such as project work, presentations, or practical demonstrations.

7. Multilingual Resources and Communication:

- Ensure that key information, such as announcements, policies, and important documents, is available in multiple languages to facilitate understanding.
- Utilize multilingual communication channels to bridge the gap between educators, students, and parents.

8. Advocate for Inclusive Policies:

- Advocate for inclusive language policies at both institutional and governmental levels.
- Encourage the development and implementation of policies that support linguistic diversity and equal access to education.

9. Parental Involvement and Education:

- Engage parents in understanding the challenges their children may face due to language barriers.
- Provide resources and workshops to parents on ways to support their children's language development and academic progress.

10. Continuous Monitoring and Feedback:

- Establish mechanisms for continuous monitoring of the effectiveness of language support initiatives.
- Collect feedback from students, teachers, and parents to make necessary adjustments and improvements.

By adopting a holistic approach that combines educational, emotional, and social support, institutions can create an environment where students facing language barriers can thrive academically and personally.

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- Betty, R. (n.d.). *DOCUMENT RESUME TITLE PUB DATE NOTE The Language Barrier and Its Effects on Learning . 16p .; An unpublished paper MF- \$ 0 . 65 BC Not Available from EDRS . * Culturally Disadvantaged ; Disadvantaged Youth ; * Educational Retardation ; * English (Second Language) English Curriculum ; * Intellectual Development ; Language Development ; Language Handicaps ; Negro Dialects ; * Nonstandard Dialects ; Social Dialects ; Spanish Speaking ; Standard Spoken Usage ; Teaching Methods ; Verbal Communication This paper examines the factors within the environments of the classroom that contribute to intellectual retardation among the disadvantaged . To pinpoint the factors involved , educators must consider (1) the language barrier , (2) how it is formed , (3) at what level is it retarding the pupil , (4) What educational approaches are needed to meet the language needs of the deprived , and (5) how varied must the teaching approaches be , in order to involve the learner . A transitional type of readiness program is needed to help bridge the initial gap that exists when the disadvantaged child enters school . The term disadvantaged encompasses the non-English speaking Hispano , the non-standard-English speaking Hispano , the Negro , the poor-white , the Indian , and the Oriental . The point is not to replace the child ' s language , but to add other forms . Suggestions of how to motivate a disadvantaged child , and interest him in learning are as follows : (1) Give him problems to solve ; (2) Provide manipulative materials to aid him in the solution ; (3) Structure lessons simply ; (4) Set short range goals that are meaningful and functional ; (5) Allow large blocks of working time in physically oriented tasks ; (6) Vary the teaching approach by making a game out of a lesson ; and (7) Utilize the experiences that the child has developed in his poverty culture by beginning instruction at the time he enters school .: (Author / LS) . 2.*
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Questionnaire

Respected Teachers,

I am a student of B.Ed. (Secondary) in Virtual University of Pakistan and working on this research topic titled: **language barrier and its effect on learning at public primary school level in Lahore**. Your opinions will only be used for research purposes.,

Google Form Link :

<https://docs.google.com/forms/u/0/d/e/1FAIpQLScR83CucekgJFFC7Oi5VjZJ6QGqP1n2l5kK2iVITEH6nFZqIg/formResponse>

Part I: Student's Demographic Information

| Information | (A) | (B) |
|---------------------------|--------|---------|
| Age | 9-10 | 11-13 |
| Gender | Male | Female |
| Grade | 5 | 6 |
| Institute sector | Public | Private |
| Mother tongue | Urdu | Punjabi |
| Bilingual or Multilingual | Yes | No |
| Spoken English course | Yes | No |

Part II: Questionnaire Statements for Study**language barrier and its effect on learning at public primary school level in Lahore**

| | | | | |
|--|--------------|----------------|--------------------------|-----------------|
| 1.: Your level of proficiency is good in English language of instruction at your school: | | | | |
| Strongly Agree (5) | Agree (4) | Neutral (3) | Strongly Disagree (2) | Disagree (1) |
| 2. Do you feel that the language barrier affects your ability to understand and learn the subjects taught in school? | | | | |
| Strongly Agree (5) | Agree (4) | Neutral (3) | Strongly Disagree (2) | Disagree (1) |
| 3. Teachers are supportive in overcoming language barrier by translating content | | | | |
| Strongly Agree (5) | Agree (4) | Neutral (3) | Strongly Disagree (2) | Disagree (1) |

| | | | | |
|---|--------------|----------------|--------------------------|-----------------|
| 4. The language barrier significantly hinders my understanding of the subjects taught in school | | | | |
| Strongly Agree (5) | Agree (4) | Neutral (3) | Strongly Disagree (2) | Disagree (1) |
| 5. I struggle to comprehend the content due to the language barrier. | | | | |
| Strongly Agree (5) | Agree (4) | Neutral (3) | Strongly Disagree (2) | Disagree (1) |
| 6. The language barrier makes it difficult for me to grasp complex concepts. | | | | |
| Strongly Agree (5) | Agree (4) | Neutral (3) | Strongly Disagree (2) | Disagree (1) |
| 7. I find it challenging to follow along with the lessons because of the language barrier. | | | | |
| Strongly Agree (5) | Agree (4) | Neutral (3) | Strongly Disagree (2) | Disagree (1) |
| 8. The language barrier negatively impacts my ability to participate in class discussions. | | | | |
| Strongly Agree (5) | Agree (4) | Neutral (3) | Strongly Disagree (2) | Disagree (1) |
| 9. I often feel lost during classroom activities due to the language barrier. | | | | |
| Strongly Agree (5) | Agree (4) | Neutral (3) | Strongly Disagree (2) | Disagree (1) |
| 10. The language barrier affects my overall academic performance. | | | | |

| | | | | |
|--|--------------|----------------|--------------------------|-----------------|
| Strongly Agree (5) | Agree (4) | Neutral (3) | Strongly Disagree (2) | Disagree (1) |
| 11. I believe my grades would improve if the language barrier was minimized. | | | | |
| Strongly Agree (5) | Agree (4) | Neutral (3) | Strongly Disagree (2) | Disagree (1) |
| 12. The language barrier makes it harder for me to ask questions and seek clarification. | | | | |
| Strongly Agree (5) | Agree (4) | Neutral (3) | Strongly Disagree (2) | Disagree (1) |

| | | | | |
|--|--------------|----------------|--------------------------|-----------------|
| 13. I feel discouraged from actively engaging in learning because of the language barrier. | | | | |
| Strongly Agree (5) | Agree (4) | Neutral (3) | Strongly Disagree (2) | Disagree (1) |
| 14.. The language barrier creates a sense of isolation in the classroom. | | | | |
| Strongly Agree (5) | Agree (4) | Neutral (3) | Strongly Disagree (2) | Disagree (1) |
| 15.. I struggle to complete assignments and homework due to the language barrier. | | | | |
| Strongly Agree (5) | Agree (4) | Neutral (3) | Strongly Disagree (2) | Disagree (1) |
| 16.The language barrier affects my motivation to study and succeed academically. | | | | |
| Strongly Agree (5) | Agree (4) | Neutral (3) | Strongly Disagree (2) | Disagree (1) |

| | | | | |
|--|--------------|----------------|--------------------------|-----------------|
| 17.I believe I would perform better if the primary language of instruction was Urdu language. | | | | |
| Strongly Agree (5) | Agree (4) | Neutral (3) | Strongly Disagree (2) | Disagree (1) |
| 18.. The language barrier makes it challenging to understand the instructions given by teachers | | | | |
| Strongly Agree (5) | Agree (4) | Neutral (3) | Strongly Disagree (2) | Disagree (1) |
| 19.I often rely on classmates or friends to help me understand the content due to the language barrier | | | | |
| Strongly Agree (5) | Agree (4) | Neutral (3) | Strongly Disagree (2) | Disagree (1) |
| 20.The language barrier creates a barrier to building strong relationships with teachers. | | | | |
| Strongly Agree (5) | Agree (4) | Neutral (3) | Strongly Disagree (2) | Disagree (1) |
| 21. I feel that the language barrier puts me at a disadvantage compared to my peers. | | | | |
| Strongly Agree (5) | Agree (4) | Neutral (3) | Strongly Disagree (2) | Disagree (1) |
| 22.The language barrier affects my self-confidence in academic settings. | | | | |
| Strongly Agree (5) | Agree (4) | Neutral (3) | Strongly Disagree (2) | Disagree (1) |
| 23. I believe additional support or resources would help me overcome the language barrier. | | | | |
| Strongly Agree | Agree | Neutral | Strongly Disagree | Disagree |

| | | | | |
|--|-------|---------|-------------------|----------|
| (5) | (4) | (3) | (2) | (1) |
| 24. My parents provide me support to overcome language barriers. | | | | |
| Strongly Agree | Agree | Neutral | Strongly Disagree | Disagree |
| (5) | (4) | (3) | (2) | (1) |

*******The End*******