



Journal of Education & Humanities Research (JEHR)

Institute of Education & Research (IER), University of Balochistan, Quetta-Pakistan

Volume: 10, Issue II, 2020; ISSN:2415-2366; (Print) 2710-2971 (Online)

URL: <http://web.uob.edu.pk/uob/Journals/jehr/jehr.php>

Email: jehr@uob.edu.pk

Problems in Learning English Language in Rural Areas of Sindh, Pakistan

Salma Begum Bhurgri¹, Abdul Sattar Gopang², Seema Sultana bhurgri³, Wahid Zehri⁴

1. PhD. Scholar at Faculty of Education, University of Sindh Jamshoro, Pakistan¹
2. Assistant Prof. Faculty of Education, University of Sindh Jamshoro, Pakistan²
3. PhD. Scholar, University of Sindh Jamshoro, Pakistan³
4. Institute of Management Sciences (IMS) University of Balochistan, Quetta

To cite this article: Salma, Bhurgri. et al. (2020); Problems in Learning English Language in Rural Areas of Sindh, Pakistan; JEHR, Volume 10, Issue II

Received: 04th March, 2021, **Accepted:** 12th March, 2021, **Published:** 18th March, 2021

KEY WORDS

English Language Learning (ELL), Public Secondary Schools, Environmental Aspects, Rural Areas

ABSTRACT

Various difficulties and hindrances are faced by Pakistani students in English language learning (ELL). The aim of current research work is to find out different aspects that affect English language learning in Pakistan. The targeted population of the current study were public schools of Tehsil Matli Sindh and sample of 60 students has been chosen from grade 10th including both girls and boys their age was among 12 to 18 years old. The data has been collected through a survey using a questionnaire about environment aspects that affect the English language learning. After that data has been analyzed through statistical process by using tables and graphs to figure out difficulties. This current research work and its findings supports teachers of English language, designers of curriculum, as well as educationalists to engulf different difficulties that creates continuous causes of risk to the rural areas students.

Introduction

The Great Britain had been ruled sub-continent for decades. At that time English was the language of offices and some of the institutions as well. English language, even after independence of this territory, maintained its position and rank in Pakistan as an official language. Pakistan is country where different languages are spoken. But English has been used in offices and other institutions. One study highlighted that the development of human capital depends on quality education and is associated with a person's welfare and opportunities for good living standards (Battle & Lewis, 2002). English language in Pakistan has been spreading fast for decades. In words of a researcher that varieties of spoken English language, as 11% of Pakistani speaks English language among 180 million population, and in Asia, it is on number third (Parveen, 2013).

The basic aim of the current study is to point out these external aspects that are having a direct effect on the English language leaning. The external factors are going back to the seventeenth century (Mann, 1985), additionally these types of factors are commonly can be discussed beneath the umbrella of demography (Batteline, 1993). The quality and standard of education in Pakistan has got a rich improvement. Various beneficial researches have been conducted to sort out the cause and effect of English language leaning. The school level there may be factors like parental or family, school and group or peer factors (Farooq, Chaudhry & Shafique, 2011). The current

study is a little endeavor to investigate the factors that are from family, on the students of rural areas in Sindh, Pakistan.

The main purpose of the study is only to provide additional description for these particular problematic areas in rural side of province Sindh, Pakistan. A significant help has been provided to the researchers to bring healthy solutions in reduction of these effects from family environment. Procedures could have been established to bring forth these problems on top stage.

It is well-known reality and a fact that leaning is a dynamic process (Martin, Niemann, & Dick, 2009). Consequently, in this study learning has been categorized into two main levels (a) Natural and (b) Institutional. But here, institutional learning would have been given focus to achieve target of English language learning. While the drop out ratio is very high in secondary schools in rural areas because learning English language has to be understood the main challenging task for teachers as well as students.

This study would find out those aspects and factors which affect English language learning process. English language has an eminent value in every field of life such as commercial, marketing, information technology, different scientific fields, communication as well as all educational fields. The view for this study and the importance of learning English language, even government has brought various plans for learning English language as an essential and compulsory subject in every grade.

Nevertheless, in this regard, not any development has to be pragmatic. English is an international language and measured the greatest and distinguished as well as ruling language all over the world, (Khan, 2016).

Objectives

1. To find out the difficulties faced by students in English language learning
2. To explore the factors that are responsible in English language learning

Review of Related Literature

Pakistan is an under-developed state (Ahmar, 2011). Being an agriculture country (Naqvi, 2012), most of the people live in countryside areas (Qadeer, 2006). Poverty is one of the basic reason for low literacy ratio in Pakistan (Chaudhry. I.S, 2006). The result in a study shows that both external and internal aspects a view for the learning language as well as its procedure that the atmosphere of any family, public contacts even the aspects of school contribute a vital role for English language learning (Nariswariatmojo, 2011). Another study emphasized that there is a strong bonding between social class with respect to social class factor and second language acquisition (Rathod, 2012).

Besides, many studies have also observed in the case of those children who belong to high class society and it seemed that they were successful in English language learning than that of middle or lower-class society children. Studies however show that the academic and institutional performance of students has also been affected by the

home environment (Arshad, Attari & Elahi, 2012). Only educated parents can provide a healthy environment to their children that suits best for their academic success.

Social position of parents got appropriately straight influence on the learning of their children (Jerrim, & Micklewright, J., 2009). As well as the resources that have been used for institutional purposes (Shamim, 2008). In one of the study in Australia in 2011, from the education department, the difference between scores obtained from children that were from poor and rich families have been practiced. The students' educational outcomes were measured by the level of educated parents so it showed a great influence on students' performance. Mostly the level of students understanding was high those were from rich families and their parents were educated. Moreover, influence of learning shows a great change when parents are educated and children from high socio-economic backgrounds.

Methodology

Research Design

The quantitative research design has been applied in this current study. the data was analyzed through statistical methods.

Population and Sampling

Through this, data was collected from the target population. 60 students were the participants (boys and girls) and their feedbacks have been collected from Matli Tehsil. Participants responded freely. The sample of the study was chosen from grade 10th. They have been selected randomly from various schools of Tehsil Matli in rural areas.

Instrument

A questionnaire has been applied as a research tool. The researcher guided the participant while filling the questionnaire. There were 15 questions in the questionnaire. Parents’ qualification, family’s earning, background of family, relatives, family’s involvement in English language learning. The questionnaire has been made to understand easily. The close ended questions were used in the questionnaire. The data has been analyzed in percentage, graphs and frequencies system.

The following respective categories have been illustrated to discuss each factor accordingly.

Data Analysis and Interpretation

The data has been analyzed in this study through the participants. Students responded were 12 in 14 years old, 40 in 15-17 years old and 08 in 18 years old age groups. This questionnaire was used to collect the data and has been arranged into graphs and tables. It has been analyzed statistically to indicate the level of Frequencies and percentages of participants’ responses. Whereas the data has been illustrated in percentages in pie as well as bar graphs.

Table 1. Earning of Family

<i>Earning Resource</i>	<i>Percentages</i>	<i>Frequencies</i>
Businessmen	12%	09
Farming	42%	25
Laborer	28%	15
Jobless	18%	11



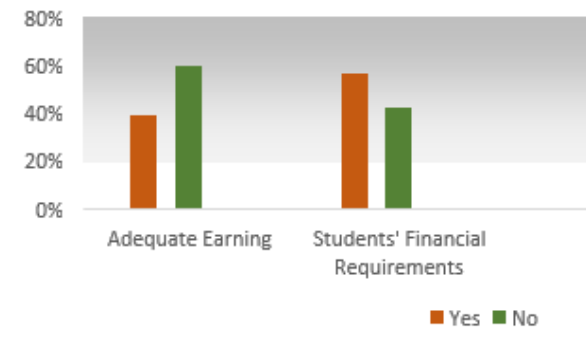
Graph 1.

Analysis

Agriculture has a direct relation to the rural areas people. The above table and graph depicts that 42% families have a direct relation to farming, besides 28% earn their livelihood by farming. Furthermore, the jobless ratio of parents is 18%.

Table No. 2. Earning Position

Item	Frequencies in Yes	% (Yes)	Frequencies in No	% (No)
Adequate Earning	25	41%	35	59%
Students’ Financial Requirements	33	57%	27	43%



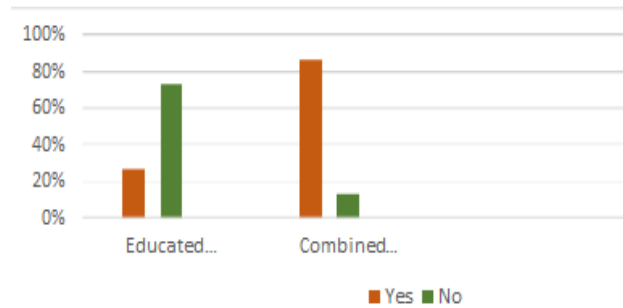
Graph 2. Earning Position

Analysis

The table and graph no. 2 demonstrations that majority have given response that the parents having not adequate earning that is total ratio of 59%. From the given option of inadequate financial requirements students selected the ratio of 43%.

Table 3. Background of Family

Item	Frequencies in Yes	Percentages (Yes)	Frequencies in No	Percentages (No)
Educated Family	15	26.66%	45	73.33%
Combined Family System	52	86.66%	08	13.33%



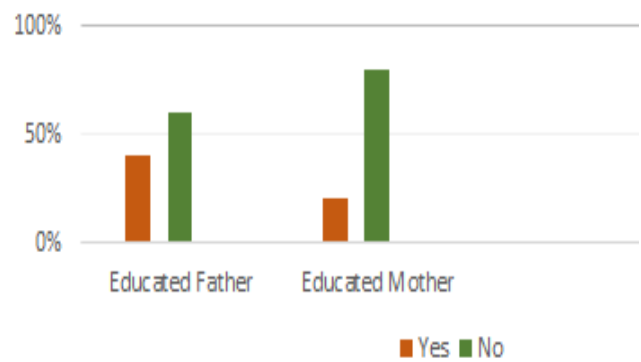
Graph 3. Family Background

Analysis

The given data in the above table and Graph no. 3 illustrates according to the responses of students about the educated background of family is 73.33%. when they were asked about living in a cluster and combined family together, the ratio of 86.66% gave their feedback in positive.

Table 4. Parents' Education

Item	Frequencies in Yes	% (Yes)	Frequencies in No	% (No)
Educated Father	24	40%	36	60%
Educated Mother	12	20%	48	80%



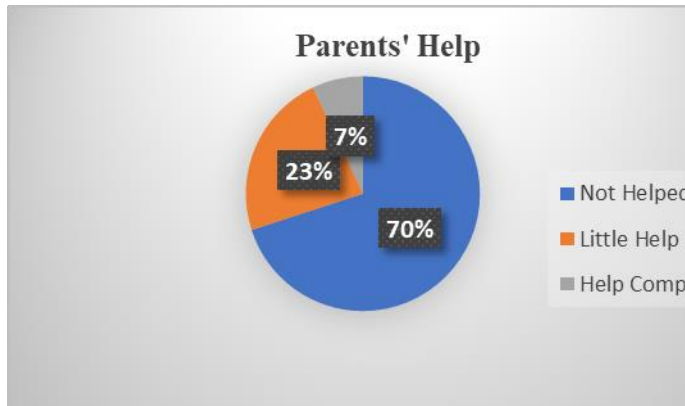
Graph 4. Parents' Education

Analysis

The educated parents play a vital role to and for their children with respect to inspiration, determination and guidance. The data which is given in table and graph no. 4 depicts the educations of father and mother. The data shows that 60% father are uneducated while on the other hand 80% mothers are uneducated.

Table 5. Parents' Help in Studies to Children

Item	Frequencies	% (Yes)
Not Helped	42	70%
A Little Help	14	23%
Help Completely	04	7%



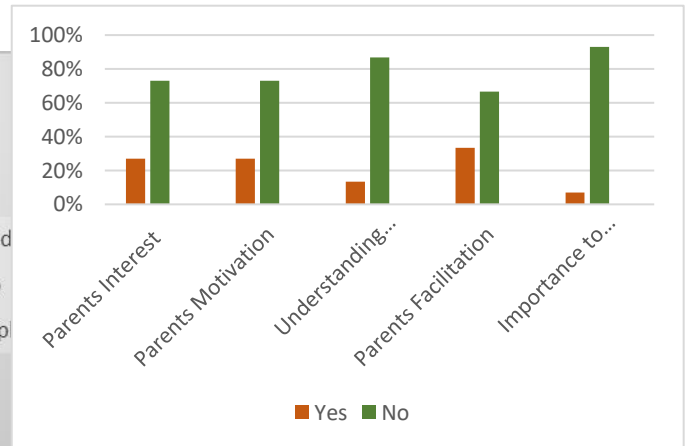
Graph 5.

Analysis

This question was about the parents' support to their children's studies, 70% students gave their responses about their parents, that are unable to assist them in their education. 23% of the students were helped little by parents and remaining responded about parents that they assist them completely that is the ratio of 7%.

Table 6. Parents' Interest in English Language Learning

Item	Frequencies in Yes	% (Yes)	Frequencies in No	% (No)
Parents Interest	16	26.66%	44	73.33%
Parents Motivation	16	26.66%	44	73.33%
Understand Difficulty	08	13.33%	52	86.66%
Parents Assistance	20	33.33%	40	66.66%
Importance to English Language	04	6.66%	56	93.33%



Graph 6. Parents' Interest

Analysis

The above given data in table and Graph no. 6 displays the ratio of 73.33% of the parents are uninterested in learning ESL and the same ratio depicts that children are not motivated by their parents to learn ESL. 86.66% was the ratio of the parents that they are unable to understand difficulty in the matter of students of learning ESL. Similarly, 66.66% parents are unable to provide any facility to the children and on the other hand 93.33% parents are not giving importance for learning the English language.

Table 7. Language Used by Parents & Students at Home

Item	Frequencies	Percentages
Sindhi	50	90%
Urdu	10	10%
English	Nil	0%

Analysis

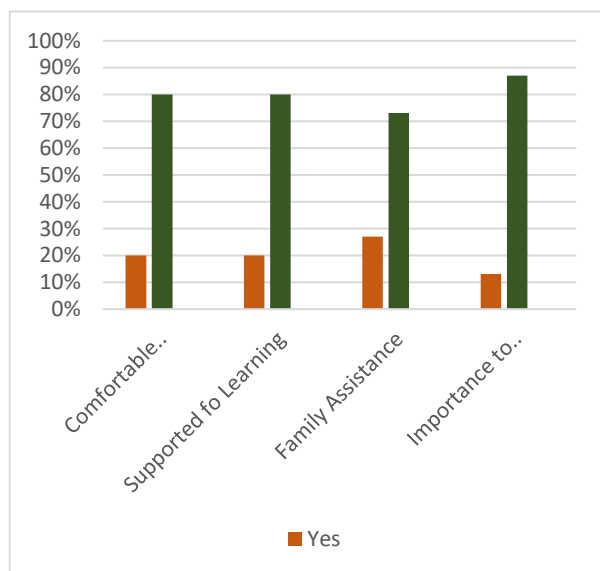
This factor relates to the language used by parents and students at home. Because of uneducated and rural background 100% of

the parents and students speak in their own native language (Sindhi and Urdu) at home. All time communication in their native language got affected students' English language learning process.

Table 8.

Home Environment

Item	Frequencies in Yes	% (Yes)	Frequencies in No	% (No)
Comfortable Home Environment	12	20%	48	80%
Supported for Learning	12	20%	48	80%
Family Assistance	16	27%	44	73%
Importance to Child's Opinion	08	13%	52	87%



Graph 8. Home Environment

Analysis

The data given in the table and Graph no. 8 displays the home environment. 80% of the students gave the responses that the environment of their home is not comfortable besides, no any assistance is provided for learning. While 73% students gave opinions that they are not given any assistance from their family in learning ESL. Remaining of the students responded that that their parents do not give any importance to their views and opinions in learning language.

Discussion and Conclusion

Healthy environment is the core of learning. Learning ESL can only be acquired when there is a suitable and helpful atmosphere around the learners. Generally rural areas lack this factor for the student learning. There are many factors responsible against learning such as rural, agricultural, poverty, native language and uneducated environment. Due to these factors the education has no got much importance by parents of their children. Parents zero involvement in English language learning of their children as well as the surroundings and atmosphere depict deteriorated impression on the leaning of children. One of the study opines that if the learners live in proper and well-educated culture the efficiency of learning of the students would be increased definitely. Parents' education, interest, home atmosphere and family background perform an essential and vital part during the learning of ESL. Learning can only be enhanced when these important factors play positive role. In this scientific age, English is only the key to the successful life and ahead. English language in Pakistan

has been considered the language of elite and officers only (Rehman, 2006). Furthermore, English is an international language and it helps the learners to read the modern and scientific books of almost every field like engineering, trade, medical, agriculture, commerce, literary books etc. English is only language that gives smooth path where progress can be achieved easily. It is commonly believed that the world is global village besides, effective means by which the communication can be done with international community and it is only possible through English language.

The researchers have chosen the family factor only this can provide a stepping step towards learning. Obviously if the learners have not been encouraged and interested at their home then of course students' abilities and qualities would remain dormant. It is the only reason that rural environment and non-supportive behavior of parents significantly have impact on the ESL learning process towards learners especially rural side areas.

Implementation

The current research study might be implemented in rural side areas different provinces of Pakistan particularly Sindh province and partially Punjab province. On the other hand, KPK, Baluchistan, FATA and Gilgit state have different cultural and traditional background. Feudal Lords Tribal Chiefs and other religious leaders are against the fundamental education and more importantly the education of females as well as the English language in particular.

References

- Ahmar, M. (2011). The Challenge of Extremism in Pakistan : Lessons to be learnt from the experience of Singapore. *IPRI Journal*, 11(2), 44-63.
- Arshad, Attari & Elahi. (2012). Impact of Parents' Profession on Their Children's Learning English in Pakistan (The Department of Education, The Islamia University Bahawalpur, Pakistan).
- Batteline, J. (1993). *The Sociology of Education, a Systematic Review*. Englewood Cliffs: Prentice Hall.
- Battle & Lewis. (2002). The Relative Effects of Race and Socio-economic Status on Academic Achievements. *Journal of Poverty*, 6(2), 21-35.
- Chaudhry. I.S, M. A. (2006). Rural Poverty in Pakistan . Some Related Concepts, Issues and Empirical Analysis. *Pakistan Economic and Social Review*, 259-276.
- Farooq, Chaudhry & Shafique. (2011). Factors Affecting Students' Quality of Academic Performance: A Case of Secondary School Level (University of Punjab). *Journal of Education*.
- Jerrim, & Micklewright, J. (2009). Children's Education and Parents' Socio-economic Status: Distinguishing the Impact of Mothers and Fathers: August 2009 Seminar Participants at IRP for Comments.
- Khan, T. (2016). Obstacles in Learning English as a Second Language among Intermediate. *Open Journal of Social Sciences*, 4, 154-162.
- Mann, M. (1985). *Macmillan Students Encyclopedia of Sociology*. England: Anchor Brendon Limited.

Salma, Bhurgri, et al: (2020); Problems in Learning English Language in Rural Areas of Sindh, Pakistan

- Martin, Niemann, & Dick, a. (2009). Education for A Different World: How International Education Respond to Change. Research in International Education.
- Naqvi, S. A. (2012). Indus Waters and Social Change: The Evolution and Transition of Agrarian Society in Pakistan.
- Nariswariatmojo, S. N. (2011). Factors Which Affect Language Learning and Language Learning Process (Surabaya Indonesia). European Journal of English Language and Literature, 22-36.
- Parveen, S. (2013). A Study on Attitudes Towards Varieties of Spoken English in Pakistani Context . Journal of Social Sciences .
- Qadeer, M. (2006). Pakistan Socio-cultural Transformations in a Muslim Nation.
- Rathod, N. (2012). Social Factors in Second Language Acquisition Vivekanand Institute of Technology, Jaypur, in an International Conference on Global English.
- Rehman, t. (2006). Language Policy, Multilingualism and Language Vitality in Pakistan. Trends in Linguistics Studies and Monographs, 1(2), 22-35.
- Shamim, F. (2008). Trends, Issues and Challenges in English Language Education in Pakistan. Asia Pacific Journal of Education. Retrieved from <http://www.informaworld.com/smpp/title~content=t713724324>