

STUDY OF PROBLEMS FACED BY LEARNERS DURING LEARNING OF ENGLISH SPEAKING AND LISTENING SKILLS IN RURAL CONTEXT OF DISTRICT SHAHEED BENAZIR ABAD, SINDH

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ABSTRACT

The study was carried out to explore the problems faced by the students in speaking and listening English in public sector primary schools. In Pakistan English is being taught as second language in educational institutions. The rural areas of Taluka Nawab Shah District Shaheed BenazirAbad was selected for present study. The main objective was to study the problems faced by students in learning listening and speaking English. Close ended questionnaire comprised of Likert scale was designed to collect data. Questionnaire contained eight problems regarding speaking and listening skills were designed for study based on the literature review. 25% from total population of Students, of class 4th and 5th, from various primary schools running in rural areas of Taluka Nawab Shah were selected randomly. Collected data was analyzed by using statistical software SPSS 22. The data collected from students showed that students faced problems in learning English language skills.

Keywords: English, Speaking skill, proficiency, vocabulary, grammar, exposure.

INTRODUCTION

Background of the Study

English has been a common in our society. Every student of school is seemed to be dependent on English language. In many countries, English, has become the source of education. Many under developed countries including Pakistan, English is being taught as secondary language in various schools. In our common society, English, has achieved its high states of social life. English has also become the source of commerce, business and educational knowledge etc. Every country of the world is promoting English as language of communication within their society and it is being taught in schools particularly in primary schools.

In Pakistan, particularly in Sindh, students are facing number of problems in learning or improving skills in English. English is being taught in various levels of schools in Sindh as a compulsory subject. As per government policies English was put as one of the major subjects and a part of syllabus to be taught from class 1st to class 5th. The aim of the Sindh education department was to teach English language in such a manner so that students belonging to poor families should also improve their skills in speaking, reading, writing and listening.

As for as the matter of students belonging poor families and from rural areas is concerned they are unable to gain skill and knowledge of English, though, government has also introduced English subject to be taught in primary and elementary schools from grade 1st onward in rural areas schools. But it has been observed that students belonging to rural areas are unable to improve their English even they are weak in listening and speaking English.

A study was carried out to find and to observe the problems facing by the students belonging to rural areas of the Sindh province specially District Shaheed Benazir Abad of the Sindh.

LEARNING ENGLISH

In cities of Pakistan, there are number of schools running in public and private sector. Students living in urban areas and cities use various facilities like computer, mobile phone, getting trainings from various training centers.

According to the Pinker (1995), language is the piece of biological makeup of our brains, it is very complex and specialized skill. Heba Awadh Alharbi (2015) says that main hurdle to learn English is deficiency of communication skill.

RATIONAL

The study was comprised to find the problems faced by the students of district Shaheed BanazirAbad in learning English language and development of basic skills, the reasons behind the study was. to find the facts why the primary school students do not meet to the significant standard of English.

RESEARCH QUESTION OF THE STUDY

What problems faced by the learners during learning of speaking and listening skills of English language in primary schools of rural areas of Taluka Nawab Shah Shaheed Benazir Abad.

JUSTIFICATION OF THE STUDY

The purpose of the study was to find the problems which the students of rural areas usually face during learning English in school. It has been noticed and observed that local students of villages who are not competent to speak, to read and even to write English always stand in background. They always are not given opportunities and chances to compete in Public Service Examinations and to join Military Services and to seek other high slandered status in society. The main objective of the study was to find the solutions of these problems and make the students, belong to backward areas, able to stand among those who have proper skills and knowledge of English language

LIMITATION

Population area was selected from rural areas of Taluka Nawab Shah which is famous in many Educational Institutions.

RELATED LITERATURE REVIEW

Teaching can be defined as it the process of transferring and sharing the English knowledge in very discipline manner. (Paul.H . Hirst , 1971) It can also be said that teaching is the process of rendering facilities to students and other learners to acquire the education. In other words, teaching is specialized application of knowledge to meet necessary needs of people of our society. Teaching is also process to provide opportunity to meet curriculum. Teacher do the work in class room in which interaction between student and teacher is very important element in teaching. "In Pakistan, traditional methods of teaching are in practice. Aisha BiBi, (2002). According to the Sayah Abdullah (2015) teaching has been very difficult task particularly when teacher teaches English to the students who comes from different areas and they have different cultural and traditional back ground.

Listening is the way of accurate communication between speaker and listener. Listening is very important factor of effective communication. In class room, mostly students apply their hearing sense to receive their teachers' voice to understand his massage accurately. Good listening power always makes the man satisfied on fully interpretation of massage. Body

language of teacher always helps the students to understand the sound of teacher. Continuous eye contact towards the teacher makes the students easy to listen. There are many ways to be good listener. First listener must keep eye contact to speaker. He should be relaxed and open minded. “Theories about the nature of language and language learning that serve as the source of practice and principles in language teaching” Richards and Rodgers, (1986:16).

Speaking skills can be defined as it is vocalized form of language which need listener to listen the speaker. Speaking is the delivery of language or words by mouth. Speaking is second of four skills. Smira Al Hosni (2014).

RESEARCH METHODOLOGY

Study was carried out to find and explore the problems faced by the primary students of rural areas of Nawab Shah to seek English language skill particularly speaking and listening skills.

The study was based to get the data from primary school students of class 4th and class 5th. Students. Researcher framed the tool of the research work to get the data by using close ended questionnaire including the questions relating to the subject. The questionnaire was composed by having eight problems with five options as “Likert scale “

Population was selected from rural areas of Taluka Nawab Shah district Shaheed Benazir Abad. Students belonging to primary schools of rural areas were selected randomly. As district Shaheed Benazir Abad comprises of four Talukas, research population was selected only from Nawab shah taluka.

Close ended questionnaire was designed for study of primary schools in rural area of Nawab Shah who were randomly selected. Questions were based on objective about speaking and listening skills of English language. Questions were selected according to the literature review, objectives regarding the study and the keeping the circumstances of the primary school’s education level. Students I.Q level was also put into consideration. Questionnaire was contained eight items of objective about speaking listening skills. Keeping in a view the traditional aspects of rural context of Nawab shah. Mother tongue of the Students of rural areas of Taluka Nawab Shah was Sindhi, the tool was translated from English to Sindhi for to make them understand the questions in the questionnaire. Researcher also took ideas from conducting pilot study for constructing the questionnaire.

Questionnaire was distributed among the students of the primary schools of rural areas of the Taluka Nawab Shah. Questionnaire was bilingual, it was printed in English and in Sindhi language, because the mother tongue of students was Sindhi .

Data collected from the students of primary schools was put in SPSS 22 for analyses. To make frequencies about strongly agreed, Agreed, Disagreed, and Undecided, strongly disagreed.

The percentage tables picture showed the result. According the 08 tables majority of Students seemed to coincide and agreed on the objective given in the questionnaire and result was clear and indicate the real problems regarding English speaking and listening in class room.

DATA ANALYSES

Question of the Study

What problems faced by the learners during learning of speaking and listening skills of English language in primary schools of rural areas of Taluka Nawab shah Shaheed Benazir Abad?

Table 1. Responses of learners during learning of speaking skills

		Frequency	Percent	Valid Percent	Cumulative Percent
I feel hesitation in speak English.	Strongly agree	145	58.0	58.0	58.0
	Agree	33	13.2	13.2	71.2
	Undecided	34	13.6	13.6	84.8
	Disagree	24	9.6	9.6	94.4
	Strongly disagree	14	5.6	5.6	100.0
	Total	250	100.0	100.0	

Table 2. Responses of learners during learning of listening skills

		Frequency	Percent	Valid Percent	Cumulative Percent
I can only understand clear English speaking.	Strongly agree	118	47.2	47.2	47.2
	Agree	33	13.2	13.2	60.4
	Undecided	43	17.2	17.2	77.6
	Disagree	44	17.6	17.6	95.2
	Strongly disagree	11	4.4	4.4	99.6
	Total	250	100.0	100.0	

Table 3. Responses of learners during learning

		Frequency	Percent	Valid Percent	Cumulative Percent
When I try to speak English, People discourage me in this regard.	Strongly agree	95	38.0	38.0	38.0
	Agree	20	8.0	8.0	46.0
	Undecided	16	6.4	6.4	52.4
	Disagree	62	24.8	24.8	77.2
	Strongly disagree	57	22.8	22.8	100.0
	Total	250	100.0	100.0	

Table 4. Responses of learners regarding Course books

		Frequency	Percent	Valid Percent	Cumulative Percent
Course books do not help us in speaking English.	Strongly agree	119	47.6	47.8	47.8
	Agree	21	8.4	8.4	56.2
	Undecided	29	11.6	11.6	67.9
	Disagree	62	24.8	24.9	92.8
	Strongly disagree	18	7.2	7.2	100.0
	Total	249	99.6	100.0	

Table 5. Responses of learners during learning about speaking English

		Frequency	Percent	Valid Percent	Cumulative Percent
I Like To Speak English.	Strongly agree	130	52.0	52.0	52.0
	Agree	38	15.2	15.2	67.2
	Undecided	16	6.4	6.4	73.6
	Disagree	47	18.8	18.8	92.4
	Strongly disagree	18	7.2	7.2	99.6
	Total	250	100.0	100.0	

Table 6. Responses of learners about confidence about speaking English

		Frequency	Percent	Valid Percent	Cumulative Percent
I feel shy to speak English.	Strongly agree	133	53.2	53.2	53.2
	Agree	28	11.2	11.2	64.4
	Undecided	34	13.6	13.6	78.0
	Disagree	33	13.2	13.2	91.2
	Strongly disagree	20	8.0	8.0	99.2
	Missing	2	.8	.8	100.0
	Total	250	100.0	100.0	

Table 7. Responses of learners during learning about sound of letters

		Frequency	Percent	Valid Percent	Cumulative Percent
I cannot recognize sound of letter.	Strongly agree	84	33.6	33.6	33.6
	Agree	48	19.2	19.2	52.8
	Undecided	14	5.6	5.6	58.4
	Disagree	93	37.2	37.2	95.6
	Strongly disagree	8	3.2	3.2	98.8
	Missing	3	1.2	1.2	100.0
	Total	250	100.0	100.0	

Table 8. Responses of learners about understanding the words

		Frequency	Percent	Valid Percent	Cumulative Percent
I cannot understand the meaning of words.	Strongly agree	51	20.4	20.4	20.4
	Agree	121	48.4	48.4	68.8
	Undecided	11	4.4	4.4	73.2
	Disagree	60	24.0	24.0	97.2
	Strongly disagree	7	2.8	2.8	100.0
	Total	250	100.0	100.0	

Regarding the study based on the eight items which are about speaking and listening skills of the students of primary schools which are running in the rural area of Taluka Nawab shah District Shaheed Benazir abad indicate number of factors relating to cultural, social, economic and traditional aspects of the population of rural areas of Nawab Shah. Students enrolled in primary schools are experiencing problems happen in class room studies. English is being taught as nonnative language in Pakistan. Children mostly of the age group between 6 to 10 years of age do not have proper skill to speak and are not able to listen English fluently.

Students have desire to speak English but people discourage them because of some traditional aspects of our rural culture. Item no. 06 shows that 64.4 % students feel shy to speak English because the lake of proper class room activities.

Course books which are being taught in the schools do not support to enhance English vocabulary. item No. 4 indicates that course do not help the students to improve their language. capacity

FINDINGS

1. According to the students of primary schools that they feel shy when they try to speak English. It was found that students showed least will power in speaking English frequently.

2. Students were agreed that they only understand slow speak English. Investigator found that this only happens due to weak vocabulary of English and non-familiarity with sounds of English letters. English is nonnative language for our local students.
3. It has been seen and most students said that when they try to speak English people discourage them in this regard. It was found that because of our social environment and attitude of society. Some conservative societies have some traditional aspects to show such type of negative attitude. Such a manner is due to illiteracy and lack of education. Students are not given civilized atmosphere to learn English.
4. Students of elementary schools were agreed to this statement that course book do not help them to improve speaking skills. It was found according to received data that books provided and syllabus prescribed do not full fill the need of students.
5. Number of the students showed their interest in this statement regarding language proficiency and they want to speak English, Teachers were also in this opinion that they like to speak English. It was found that proper academic atmosphere was not provided to student to make them prepared to speak English fluently.

CONCLUSION

Researcher found that students had interest to speak English with each other but they always discouraged by some villagers because of some traditional aspects of our rural culture. In some cases, students feel shy to speak English because the lack of proper class room activities by teachers.

Students belonging to villages are of that view that they always are discouraged by local people when they try to speak English. This is due to common cultural environment and illiterate customs of rural areas. Majority of students have interest to speak English in their class room but they have not proper knowledge about English. Study shows that mostly students come daily and regularly in schools but face learning obstacles in this regard.

Students of primary schools are being taught in three stages. At first stage the students let to practice for listening and understanding the sounds of English vocabulary. Speaking is the basic feature of language. English as a secondary language is being taught in Pakistani schools.

RECOMMENDATIONS

Keeping in view the finding and conclusions, the recommendations are:

1. Teacher should adopt class room activities to motivate students for speaking.
2. There should be class room practice and group work activities, teacher should talk in English, he must put the questions in English from the students.
3. Teacher must make classroom activities. To make the students familiar about English vocabulary, it is also necessary to speak in the class for understanding basic voice of the word
4. English teachers should be given proper training to enhance their English language skills.

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