PalArch's Journal of Archaeology of Egypt / Egyptology

SOCIOLINGUISTICS FACTORS AFFECTING THE PAKISTANI ENGLISH GRADUATES LEARNING IN UNITED KINGDOM

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Abstract

This study was an exploration of the religious problems and sociolinguistics issues faced by the Pakistani students who are getting higher education at international universities that is in the universities of United Kingdom. The study was conducted and demonstrated in public universities in United Kingdom to dig out the crucial issues of students facing at the moment. The population and sample was extracted through the purposive random sampling aiming the effectors of the problems. The ratio of sample was equal having 50% of males and 50% of females. This division also helped to reach to the variety and intensity of the problems variably faced by the participants. A structured questionnaire was postulated for the collection of data. For data analysis statistical software (SPSS) was applied and a semi structured interview was conducted online. Conclusively the results showed that the double standard of teaching medium have very strong impact on the higher studies. Similarly religious and cultural differences create difficulties regarding international studies and coping up with the new environment and religious community. Moreover, students face some psychological issues which hinder their ways of achieving goals.

Keywords: Religious influence in foreign culture, ELT, Sociolinguistic Issues, ELT

INTRODUCTION

Globalization has placed a great importance on higher education. Many students choose to get education abroad in countries like UK. Australia, Germany etc. where universities provide world-class education. Along with the higher education international students face various difficulties due to different reasons which place a huge amount of obstacles to reach the goals set by the students at early stages. The problems can be linguistic competence, economic, psychological, religion adjustment problems. And there must be some intrinsic reasons behind them. Such issues and problems have impact on the lives of international students, their compatibility and their adjustment levels in the new and different environments of foreign countries. Therefore, research into such problems is foreseeable for their successful adjustment. This study shed the light on the difficulties and problems of international students at international universities and in what way they hinder them to cope up with the new environment. UK universities chosen for research are well known and famous for their attraction for cross borders students.

The term 'international student' includes different types of students attending the classes of postgraduate, graduates, students for short courses, technical diplomas and so forth. All the groups are different from each other in age, education, experiences, gender, educational and cultural backgrounds and religions as well. This is why the level and types of difficulties faced by them is also different. Foreign countries also have their peculiar rules and regulations for new and international Muslim students which pose a serious hindrance for students. *It is hoped that the study*

will help the students to invent new strategies to cope up with the difficulties of new environment. The findings of the present study are useful for linguists, education policy makers and English language teachers.

Schumann's Acculturation Theory

In addition acculturation is any other time period used for the cultural adjustment at international universities. Acculturation has been defined in a different way by unique writers and researchers. Early on Redfield et al (1936) counseled that acculturation is a phenomenon that takes place when businesses of parents having unique cultures come into constant first-hand interaction, with consequent adjustments in the specific subculture styles of any or each companies. More lately the worldwide organization for Migration identified acculturation as the revolutionary popularity of elements of a foreign culture that can be thoughts, phrases, values, norms, conduct, institutions by men and women, corporations or training of a new culture (IOM, 2004). Nadya et.al (2019) argued that the IOM definition ignores the fact that acculturation may also contain rejection of or resistance to cultural elements, and that it can't be absolutely described as the "adoption of overseas cultural elements.

Burns (1991) extended Samuelowicz's studies in a huge manner. He compared a set consisted of first-year worldwide college students from some of countries with a set of first-12 months Australian students, and argued that overseas students tended to have such troubles as Islamic values to be practiced in foreign culture, lack of finance, English language issues, tertiary look at approach necessities, private worries, lack of assist networks, social loneliness and cultural variations. He additionally paid attention to the study shock faced by way of global students, which may be because of loss of important wondering abilities and self-governing study talents, mastering through memorization or repetition grilled method, and one-of-a-kind approaches of structuring educational writing differentiating among loose, holistic, rounded dialogue shape followed through Asian college students and logical, linear argument structure primarily based on pivot information desired in western society.

If we look at the studies by Li and Kaye (1998) in which they asked the global students to rank the eight highly disturbing issues at international institutes were financial trouble, religious morals and preaching blending with UK students, academic progress, English language talent, lodging, teaching and tutoring, homesickness and isolation. The authors mentioned unique rankings of these troubles in line with college students' religion, nationalities, sex, age and educational areas. Interactions between the troubles had been also analyzed. Results of these studies put forward that the problems encountered by global students with the aid of students from Asia and other developing countries are greater stronger than those of Western EU college students who move for diverse training in special countries.

Linguistic Displacement

Language being a hard and fast of symbols does not only serve the most effective to hold those cultural norms and values but also transmits them from one technology to every other. As a consequence socialization of every member of a network through language is obligatory in order that each member may additionally look at the cultural norms and values. Some researchers have also mentioned the significance of learner's perception gadget in knowledge ways in which novices approach their language learning for example, Wenden, Horwitz, and White (1999) Benson and Lor (1998) Yang (2002). Language novices possess a hard and fast of ideals about the nature of language learning. These beliefs have the capacity to influence both their studies and actions as language freshmen. (Filemen, 2019)

METHODOLOGY

This research used the mix method for the data collection and data analysis. Quantitative method was used when straightforward information is required through the structured questionnaires. Interpreting the online interviews required the qualitative method that was somehow subjective in nature.

Research tools

A questionnaire with close ended questions was formed Questionnaire was formed out in accordance with the subject of the study.

The types of closed ended questions which were used in these questionnaires are:

1. Yes/no questions or dichotomous questions where only two options i.e. yes and no are given and the respondents have to select one option.
2. Likert scale questions in which 5 options are given.

Population and Sample

Pakistani students of English who were getting higher education from the British universities are the population of the present study. Students of first year and final year are included in the population of this research. It has been seen that when students, even graduates are new in the environment and surroundings, they face multi types of difficulties and the intensity of such problems is great.The names of the universities have been kept anonymous intentionally. The students were asked and then they shared their views voluntarily for the present research.

Data Collection and Analysis tool

The data are collected through mailing the questionnaires to the overseas students. They were provided with the cover latter to explain the nature of the study, so that they may get the proper understanding of the topic. After the questionnaire was got filled, the semi structured interviews were held online.

Quantitative data was analyzed through SPSS software for tabulations and results. This is statistical analysis software to show the results in the form of tabulation or graphical representations. The degree oriented questions are answered from strongly disagree to strongly agree. To make the study more objective statistical methods is applied for data assessment.

DATA ANALYSIS

Q. 1.Pakistani students face problems to understand the native stress pattern at international universities.

Responses	Frequency	Percentage	Mean
Strongly Agree	24	24%	0.24
Agree	48	48%	0.48
Neutral	19	19%	0.19
Disagree	8	8%	0.08
Strongly disagree	1	1%	0.01

Result: Pakistani students, mostly speak Urdu language so the stress pattern in Urdu language is different from the English language. The native speaker of Urdu language could not speak exact English language. 72% students agree with this issue which is faced by Pakistani students. There is another issue that in Pakistan people use many and different dialects and pronunciation patterns of English language which do not let them speak the accurate English. Similarly both English and American pronunciation patterns are being used in Pakistan. So when the students go to the UK universities they are less fluent to speak and understand the native accent and stress patterns.

Q.2 Pakistani culture is richer than United Kingdom in greeting manners as prescribed by Islam.

Responses	Frequency	Percentage	Mean
Strongly Agree	30	30%	0.30
Agree	35	35%	0.35
Neutral	18	18%	0.18
Disagree	15	15%	0.15
Strongly disagree	2	2%	0.02

Result: Pakistani people do use more greeting styles and manners as compare to United Kingdom. Honour and respect for elders and love for younger in Islamic teachings has brought different words and manners respectively in our culture that makes Pakistani culture richer than United Kingdom in Greeting. 65% students agreed to this statement. This response was mainly given by the first year students. This may be the result of their biasness and more influence of recent Pakistani culture on them. The neutral and negative response depicts the other side of the coin.

Q.3 Learning of Pakistanis is influenced by religious influenceof Islam in UK.

Responses	Frequency	Percentage	Mean
Strongly Agree	20	20%	0.20
Agree	50	50%	0.50
Neutral	14	14%	0.14
Disagree	12	12%	0.12
Strongly disagree	4	4%	0.04

 Result: Religious differences also affect the learning of the students. In United Kingdom people are liberal as compared to Pakistani students. Pakistani students speak, behave and perform in social settings as per Islamic values. Many cultural and religious words and customs shed influence on the learning activities. Here cultural effects include all the linguistic features and social settings which may help or hamper the coping up strategies. 70% students have this learning gap which hinders their communication process.

Q. 4. Dress code and Cultural breach because of religious influence prevents to participate confidently in the class discussions.

Responses	Frequency	Percentage	Mean
Strongly Agree	20	20%	0.20
Agree	35	35%	0.35
Neutral	23	23%	0.23
Disagree	17	17%	0.17
Strongly disagree	5	5%	0.05

Result: Different cultural words, religious values, customs and traditions of both countries obstruct the student's level of confidence and his/her participation in the class. They could not communicate fluently in discussion. The other 45% students have acquired numerous ways of adjustment and have acculturated themselves in the foreign environment.

Q. 5. Semantic interpretation (meanings) of cultural words is often different from Pakistan in UK.

Responses	Frequency	Percentage	Mean
Strongly Agree	20	20%	0.20
Agree	47	47%	0.47
Neutral	20	20%	0.20
Disagree	8	8%	0.08
Strongly disagree	5	5%	0.05

Result: Semantic interpretation of the words is also varying from culture to culture. Some words are especially associated with one culture. They are not found in another culture so the interpretation of these words cannot be seen in the other culture. 67% of the students agree with this term or statement while 20% students have given a neutral answer. The high ratio show the understanding of the regarding the cross-cultural and intercultural difference and peculiarities.

Q.6 . Lack of vocabulary keeps Pakistani students from getting mixed up with the foreign students.

Responses	Frequency	Percentage	Mean
Strongly Agree	22	22%	0.22
Agree	45	45%	0.45
Neutral	20	20%	0.20
Disagree	11	11%	0.11
Strongly disagree	2	2%	0.02

Result: Pakistani students could not use vocabulary as native speakers. Their knowledge on that particular second language is limited as compared to the first language. 22% students strongly agree and 45% students just agree with this statement. This is because of their demographic situation, background schooling, learning medium and their method of teaching and learning which have deep rooted and basic effects over the higher studies.

Q.7. Pakistani students feel marginalized in UK universities.

Responses	Frequency	Percentage	Mean
Strongly Agree	15	15%	0.15
Agree	40	40%	0.40
Neutral	30	30%	0.30
Disagree	11	11%	0.11
Strongly disagree	4	4%	0.04

Result: 15% students strongly agree while 40% students just agree with Pakistani students feeling marginalized in UK universities. The ratio of agreed students is based on the environment provided by the university for the foreign students and the native community in those universities. 11% participants who disagree with the idea of marginalization is showing their feelings indirectly that

they may have some grieve issues regarding adjustment over there. 4% students who are not in favor of the statement show more interest in foreign studies setting aside the respective problems.

Q.7 'In UK; being different roligious community creates psychological issues for Pakistani students.

Responses	Frequency	Percentage	Mean
Strongly Agree	18	18%	0.18
Agree	36	36%	0.36
Neutral	19	19%	0.19
Disagree	23	23%	0.23
Strongly disagree	4	4%	0.04

Result: Pakistan has a different religious community from UK i.e. termed as extremist and outdates. Both have different dress codes, social values, speak different languages and have different accent from each other. When Pakistani students try to adjust into another community, they face psychological issues. They could not adjust easily into another country. 54% students are also in a favor of this statement. 19% students showed no interest and answered neutrally which express their ignorance level and that they take no interest to answer accurately. There may be another side of the picture is that they do not want to share their personal feelings and experiences

DISCUSSION

Both of the countries; Pakistan and UK are different in greeting manners, Islamic values, cultural events and festivals and also in the male and female interaction as per Islamic teaching. In Pakistan, except studying at a same institution, male and female students have to abide by certain limits and boundaries. But when at international universities they have to compromise on their values, they get frustrated and their education gets effected. It was tried that the factors of prejudice and biasness could be kept under control but somehow the answers were the results of these mental settings. It was seen in the results that students of first year showed more positive response for the statement while students of final year were more inclined towards the UK culture being more sophisticated. Here is the psychological footing came forth showing that which students have spent less time in UK are of the view that Pakistani culture is richer and they have biasness in their minds.

On the other hand, in opposite response, 2% strongly disagreed and 15% agreed participants have more comparative mind and they compare the customs and traditions of both countries and then decide their point of views. The reason behind this ratio is may be that the students had have a good experience of cross cultural communication or they may do not like the traditional settings and want to be the part of modern current of the time. They want to establish a modern perspective for their people to adopt and live their life in different manners. Other 18% participants had a neutral thinking about the point of discussion which shows that they do not consider it a big deal to go along the culture of their own country or to follow the host culture and choose the things which they may adopt and leave the things which are not acceptable for them.

Marginalization of Pakistani students

The fears of new place do not let them adjust at once and they take time to participate in all those activities in which they should take part as the class member and as the member of new community. There are different reasons behind the feeling of marginalized at international universities of UK or any other one.

55% students were agreed that students having lack of information, confidence and vocabulary and incompatible religious values feel marginalized in UK universities and they have to face the prejudiced and biased behavior of the native students who do not want to be mixed up with Pakistani students. Such students have to find out the community of their own country or Asian students at those universities. Students or the participants of this study have shown 30% neutral response towards the statement which indicated that they might not have experienced this issue yet or they

might ignore this possibility and the different behavior of English people towards them. This may be due to the part of their strategies because if they pay more attention to such behavior or expressions of English people, they will not be able to adjust in that situation and environment. 15% participants were of the view that they have to do more to be the part of that society and as a result they are not regarded as much as they deserve.

Religious and Cultural abridgement and students' mind-set

English culture has some opposites to the Pakistani culture in rituals and traditions. Such as English women wear white dress in their weddings and Pakistani women wear red as their traditional wedding color. On the other hand English people keep no difference between male and female while greeting each other. While in Pakistani culture females do not shake hand with men. These are some minor differences and there some huge gaps between the two cultures which hinder the good education acquisitions and prevent students to keep the distance mentally and physically with the native students.

Findings of this study have proved the statement true that the gap or breech between the native culture and the culture of host country has a huge influence on the education and acquisition process. When the participants were asked to answer about the difficulties created by this cultural breech they showed the positive results for this statement. Totally 70% participants were in the favor of the point of view. 20% were strongly agree that disparity between Pakistani and UK culture keeps the Pakistani students from feeling being the very member of new society. 50% were agree that the two cultures have less commonalities between each other and students of both societies have clear understanding of this issue.

While the other 16% participants said that the cultural distinction does not create any problem for international student. Hence they get the opportunities to show and exhibit their beautiful cultures in front of new people and social settings. But the positive response was much higher in comparison to the negative. Both the first year and final year students expressed the same feelings almost which is shown by their responses. The reason behind the positive reaction can be understood because they have more clear imprints of their settings and cultures on their minds and they feel this difference more than the final year students. But the reaction of final year students' shows that culture is not a thing that can be forgotten from the gap of two or three years being away from the home town and culture has deep roots in man's thinking that cannot be overlooked in the education process.

Pakistani students at international universities of UK also have expressed their views about the influence of culture on the confidence level of students. The participants of this study has shown 20% strongly agreed and 35% agreed responses for the view point that cultural diversity put obstacles in the way of effective learning because Pakistani students lose their confidence level in communication in the classroom. Few reasons behind this loss of self-reliance might be their theoretical base for education, their less interaction with opposite gender and lack of vocabulary.

These all aspects have their roots in culture and social system. 23% answers were neutral because some students may not have the clear idea about these aspects being the reason of lack in self-confidence. 22% were not in favor of this point of discussion. They may not pay realistic attention towards the mentioned reasons and do not consider them related to the higher education. This negative ratio also reveals the fact that the participants have shown the true thinking and consideration about this crucial issue.

CONCLUSION

Objectives of this study were approved through the findings. All the questions included in the questionnaire were directly related to the problems faced by the international students. A huge ratio of positive responses was observed in the answers got by participants taking part in the research. Participants replied very sincerely. International students answered moderately that Based on Islamic values Pakistani culture is richer than English culture but they admitted that cultural displacement is one of the serious problems Pakistani students face in UK. Another main issue was linguistic dislodgment because very few students keep a good command over English language as bilingual or multilingual. The accent, speed and pronunciation of the native students are very much different from Asian English. International students had to pay more attention to listen and understand their stress patterns and in all this process conversation gets less affective and native people go completing their communication. Discussion of this research was based on the findings

which elaborately explained all the results and findings examining the reasons behind the problems of students and how these can be handled and managed.

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