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Reading Difficulties in Urdu Reading: A Case Study of Baloch Students

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KEY WORDS   **ABSTRACT**

Reading is an important element for understanding the concepts hidden in the words. If students can't read the sentences in an effective way they cannot be able to understand the information and even they cannot write their thoughts in the required language. At primary level most of the information is provided in Urdu language. The students for which Urdu language is second language, they may feel difficulty in reading. This study was conducted to identify the reading difficulties faced by Baloch in reading Urdu, and the reasons behind these difficulties. Twenty primary public schools were selected through simple random sampling procedure, out of these schools all Blaoch students from 4th & 5th grades were selected through purposive sampling procedure, 240 students were selected through systematic random sampling procedure. The document analysis and structured Questionnaire was used for data collection. Major findings were that the Makrani Baloch were facing more difficulties in reading Urdu and Rakhshani were facing fewer difficulties. The reasons were the different pronunciation of the Balochi letters from Urdu. It is recommended that management of education should take measures by appointing Baloch teachers with excellent Urdu skill, and provide them the course planners/guidelines in Balochi language. Training for teachers, focused on communication techniques of second language.

Introduction

Balochi is a northwestern Iranian language firmly identified with Persian. It is the important language of the Baloch of Balochistan in Iran, Pakistan, and southern Afghanistan. Balochi doesn't have a normalized language or a normalized composing framework, and it generally stays an oral language, comprising of a few provincial tongues. Training in Balochi-talking regions perpetually happens in a second language, for example, Persian or Urdu, which implies that Balochi is to a great extent confined to the casual language areas of the home and neighborhood and to customary occupations (CSATÓ et al., 2009). In Balochi ostensible

articulations, attributive descriptive words, possessives, and quantifiers go before the things they change. Balochi has no linguistic sexual orientation, and ostensible morphology is constrained to number stamping (solitary/plural), discretionary inconclusive checking and some case-checking. In the nominative-accusative framework, the addition - a (talked about underneath) frequently happens to flag the linguistic capacity of article, while subjects are not clearly stamped (Bohnacker & Mohammadi, 2013).

Multilingual Social Orders

In multilingual social orders an auxiliary useful dispersion of the dialects or assortments included can be watched. In Sistan the schools, media, organization, and so on, are commanded by Persian. Balochi is constrained to being utilized only as a communicated in language inside the discourse network. The ruled language may gain new components in vocabulary, in phonology, morphology, sentence structure, down to earth association, and so on, which can be deciphered as duplicates of the ruling language. Persian "Borrowed words" in Balochi are apparent, yet replicating of lexical components fills in as a middle person for the duplicating of different components too. Phonic and even some linguistic highlights of present day Persian are duplicated, for example imitated and adjusted to Balochi, being passed on and directed by lexical duplicates. Just in uncommon cases progressively organized subsystems like morphology and sentence structure confess to replicating also. I take my material from sound chronicles which I made in Sistan somewhere in the range of 2002 and 2008. These chronicles incorporate writings about regular day to day existence which were made for my investigation purposes particularly, just as constant discussions between (male) Balochi speakers. The range of sources ranges from uneducated people up to speakers who are very much familiar with the composing custom of Persian. All witnesses are bilingual, and for every one of them Balochi is the language which they learned first, the essential language or the "native language", the language of the home. Persian was gained as a second framework through tutoring, broad communications or correspondence outside of the home. No composed employments of Balochi exist, with the exception of some lingo verse.

The language models given beneath show a developing pattern in the phonetic conduct of Balochi speakers in Sistan. These models are agent not measurably, however for the explanation that they go with a clear pattern. Other than short successions of free discourse which are installed in the content, a more drawn out portrayal about wedding conventions is given toward the finish of this paper for a superior showing of code-duplicating. For cross references to this portrayal the quantity of the relating passage is included sections (Rzehak, 2009).

Pakistan, being the sixth generally crowded, and the ninth biggest (as for the size of its work power) nation of the world, (with a populace of 177 million out of 2011) is involved various societies, human advancements and various languages. Urdu (L1), the national language is utilized, alongside numerous provincial/nearby languages, various lingos and English for everyday purposes. With the achievement of its freedom in 1947, Pakistan resolved to choose Urdu (L1) as its national language (Farooq, Uzair-Ul-Hassan, & Wahid, 2012). Pakistan is multilingual country.

Issues and Problems Faced by Balochi Students

Baloch children face a lot of issues when they get admission in a school, first of all their languages barrier, books and writing issues, speaking issues, a new environment which is totally different from his/her home environment, he/she not feel relax in school where language is big for his/her to understand, mostly teachers speak in Urdu or English which is difficult to understand for a Baloch child. Which cause dropout from school, 2ndly syllabus is in Urdu or English these both factors totally different and difficult for Baloch children to understand, this is another factor for

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them to drop out from schools, Government also introduced Balochi course in primary level, but due to lack of teachers, this practice could not started successfully, Baloch children are compel to get education in Urdu and English instead of their own mother languages, that's why their education is going down day by day.

Reading Difficulties

Pupils are confronting understanding issues and in general language abilities identified with jargon and theoretical world information (Niwaz, Zaman, & Ghafar, 2017). Some Kids can't perceive relationship among their insight about language, printed material and the world and how it functions (Pinnell, Fried, & Estice, 1990) youngsters who are confronting issues of perusing need support in phonemic mindfulness, phonics, familiarity, text understanding and jargon NICHD, National Institute of Child Health and Human Development (2000).

(Moore-Hart & Karabenick, 2009) said fundamental education abilities are significant particularly the perusing aptitudes as perusing challenges are the most incessant learning issues of pupils and it turns into the significant explanation of scholarly disappointment. Accomplishment throughout everyday life and quality in life is enormously affected by understanding capacity and the pupils who are battling peruses and the individuals who don't get quality guidance and help are in peril all through their scholarly vocations (Allor, etal., 2014). This study was conducted to identify the reading difficulties which are faced by the Balochi student s, while they are dealing with Urdu Jargons. The results of the study will support the curriculum developer to develop the Urdu curriculum in a way that they supports the Balochi students in overcoming the reading difficulties in understanding the Urdu languages.

Objectives of the Study

- To identify the reading difficulties of Baloch Students in Urdu.
- To find out the reasons behind these difficulties.

Research Questions

- Which letters are difficult to be readout by the Baloch students?
- Do Baloch students can discriminate the masculine and feminine in the Urdu stances?
- Why students face difficulty in reading Urdu letters and sentences?

Literature Review

The research about that Baloch students in Balochistan are facing difficulties in reading and writing Urdu and what are the reasons. In case the Baloch students of interprovincial migration. It concerns Baloch students who have come to different cities of Pakistan for the purpose of higher education and experience language challenges which result in sociolinguistic challenges for them. The term interprovincial migration is used broadly in the context of students moving from one province to another province within the same country.

What is Reading?

Reading accepts a focal role in our instructive, working, recreational, and public activities. The capacity to peruse is exceptionally esteemed and significant for social and monetary headway. Reading is the most significant ability among the four language aptitudes as it can improve the general language capability (Asrida & Fitrawati, 2019). Despite the fact that one may have reading challenges in their primary language, the issues deteriorate when reading is applied to a subsequent language, as understudies may be lingering behind in various reading parts, including precision, cognizance, and speed. Falling behind is a psychological trouble related with the way toward reading in another dialect(Alsamadani, 2008). At the end of the day, these challenges are bound to be related with the

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idea of the language pragma phonetic or even

Strategies to Overcome Reading Difficulties

- ### Lesson Plan in Balochi Language

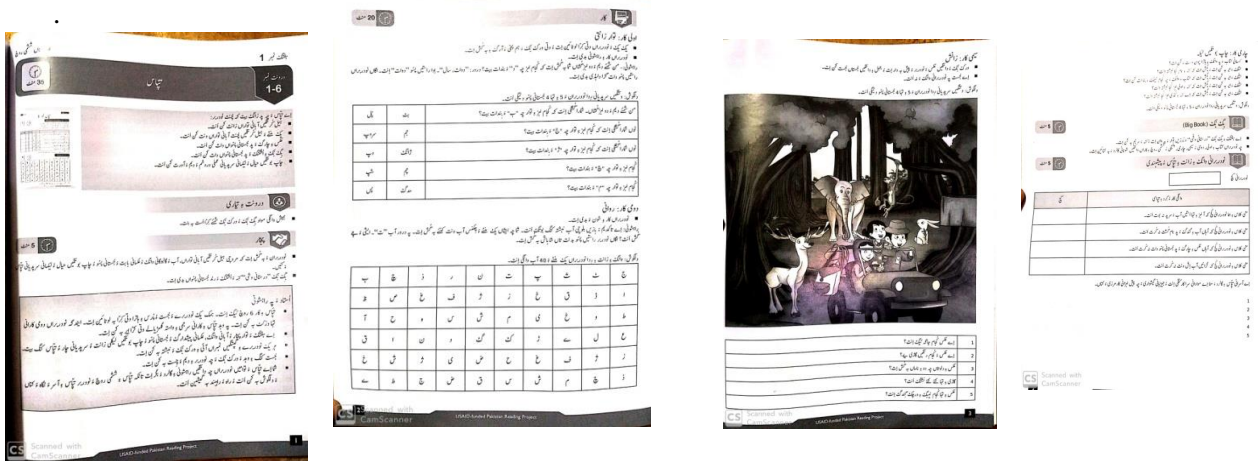In a USAID project teachers were provided
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Fig 1: Lesson Plan for Class One in Balochi Language

- ### Using a Flash Cards

Teachers can easily engage children in learning suing flash cards, these cards allow students to understand and recognize the letters and making
.

- ### Attractive Big Book for Storytelling

socio-social perspectives.

lesson plan in Balochi language at Primary level. and dropout ratio has less than compare to past, (lesson plan books, flash cards and story books. It became easy for the teachers to prepare their lesson plan according to government books

the appropriate words, this is very joyful Process. The cards contains pictures of animals that help children identify which card has what name and what is represents so they can identify things, Baloch students can easily learn about things and objects in their own language with the help of flash   cards
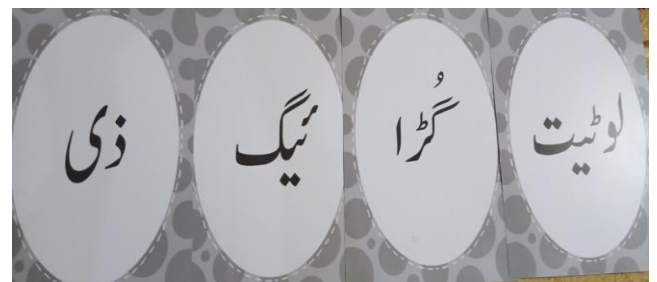

Fig 2: Flash Cards in Balochi

The Big Book, published by the USAID project, contains beautiful and informative stories week wise, which is read to children once a week, and this story is related to the same lesson that is being taught. In this book, very large fonts have been written so that students can cleanly recognize the words and the whole story has been made on one word create a story in

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this way, it is very pleasure activity, Baloch students can understand this story in their own language in a proper way but before that the Baloch students had difficulty in understanding Urdu due to which could not get involved in the learning process much and gradually it took the form of dropout from the schools. However, the situation is much better now at rural areas, but teacher training is still needed in rural areas.

Difficulties on Reading Comprehension
• Spelling and Elocution Issues

 (Shojania & Grimshaw, 2004) audits what is thought about perusing cognizance challenges in youngsters and the outcomes show that not all kids who have understanding troubles have moraines in fundamental deciphering. In a later report, (Levy et al., 2011)researched perusing challenges in English as a second language of evaluation 3 students in a single grade school in the Khomas training district of Namibia. Hartney utilized blended techniques approach for the situation study which uncovers that many youngsters need appropriate understanding aptitudes and they cannot peruse appropriately (Nezami, 2012). The examination expected to discover the purposes for the low level exhibition of college understudies in understanding perception. An overview was directed through the instructors' survey, and understudies were seen during a few understanding meetings. The outcomes show that understudies face spelling and elocution issues by and large (Qrqez & Ab Rashid, 2017).

• Writing is a Number of Complex Symbolic

Writing includes various complex emblematic and phonetic capacities. It likewise requires the essayist's complete consideration and focus. As composing includes lower request aptitudes, for example, shaping letters, just as higher request subjective abilities like attachment and soundness which makes composing an intricate procedure to instruct. The absence of exploration in USL (Urdu as a Second Language) composing expands the troubles as the teacher needs to rely on experimentation techniques to discover which

approach ought to be received. Additionally, the methodologies of composing experience the ill effects of a disadvantage of either all out control or all out opportunity. Broken composing styles can make snags for a mind-blowing duration (Hansel et al., 2008).

• Sociolinguistic Context

(Levey, 2006) discusses etymological and sociolinguistic examination concerning key issues like vernacular leveling, language contact and language support with respect to movement, relocation breeds both inherent and extraneous changes in language both at phonetic and sociolinguistic levels. Semantic changes can be gotten to through changes in the dictionary and phonological highlights. Then again, sociolinguistic changes can be issues of language move, mentality and support in migrants. Transients are probably going to move their attention on track language so as to get by in the objective network. Issues of social consideration identify with sociolinguistic part of relocation where one network is either disregarded based on its semantic capability.

Barrier to Language Social Inclusion

Basic phonetic difficulties are viewed as deficient capability in target language, feeble ability level, utilization of less-standard assortment of target language and emphasize issues, which lead to social rejection of those vagrants where target language is the most favored apparatus to social incorporation, Hunt and his fellows talks about the obstruction of language in social consideration and states that language capability is distinguished as a significant issue in incorporation – social incorporation – of vagrants, for example, the instance of ethnic Germans transients to Germany from previous Soviet Union and Eastern Europe. They considers adequate capability in prevailing 22 dialects or state language as pivotal apparatus in coordination of transients in social texture and improving social consideration of those relocated (Hunt et al., 2005).

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The Effect of Language Social Inclusion and Stereotypes

Generalizations fill in as hindrances to intercultural correspondence and successful regular correspondence in instructive and institutional setting, where speakers have a place with different societies and dialects. Another factor upsetting the progression of better correspondence among multilingual speakers can be loyalty to their particular dialects and speakers of same network pull in one another, along these lines continue living in ethnic air pockets in the host area since 'we are normally attracted to individuals who share a comparative language, culture and method of being and we may unwittingly or intentionally avoid the individuals who don't have a place with our in-gathering'(Akotia, 2014) clarifies 'individuals will in general view their in-bunch more decidedly than different gatherings as they increase positive confidence from their gathering participations'. That is the situation with many vagrants or outsiders over the world and ends up being the central obstruction in securing satisfactory capability in the host language, in light of the fact that without adequate communication, it is absurd to expect to be completely outfitted with ability of the host language (Naeem, 2017).

Use of Language as a Tool of Engagement

(Nercissians & Fremerey, 2008) express that it is noteworthy to consider and acknowledge language as a device being developed which influences social incorporation, correspondingly, issue of phonetic and social decent variety is pivotal to be handled with so as to continue balance in the public eye and guarantee social consideration. Those examinations, which have organized language job being developed and correspondence forms, have built up language tricky as presenting two significant issues; first, the question of phonetic decent variety the executives and, also, skill issues in prevailing language filling in as vehicle for social cooperation.

Reading Difficulties in Second Language

The premise of every one of these issues is the conventional style of showing sentence structure with respect to the instructors and absence of training with respect to the students. Absence of jargon is another reason for trouble which makes composing vapid, exhausting and incapable. Jargon is separated in two sections: dynamic jargon and inactive jargon. Dynamic jargon is found out for creation and aloof jargon is utilized distinctly for acknowledgment. Understudies for the most part face troubles in the creation region which is related with significance (explicit/general), structure (elocution/spelling), conceivable word mixes and structures (Miller, 1984). L1 obstruction has significant ramifications in the learning of composed articulation. L1 taking in is not quite the same as L2 learning, as the individual definitely thinks about importance and utilization of one language. First language helps students when it shares components for all intents and purpose with L2, however upsets the learning procedure when both language frameworks vary (Turnbull, 2001). An individual who communicates in two languages has experienced the securing procedure twice, yet second language learning takes numerous structures and happens much of the time other than regular conditions which cause issues. Intelligibility is an understood element of text which portrays the consistent connection between the thoughts and data encapsulated in talk. Intelligibility is helped by union which is the way toward sticking one sentence to the following sentence (Bex, 1996).

Effective Reading Style Education

In consonance with the (Fountas, 2009) a center perusing system of 90 to 120 minutes on regular schedule demonstrated as the best method of improving perusing aptitudes of understudies. (Gallagher, 2009) suggested that measure of composing, text based conversations and perusing in the study hall be 3 time expanded when contrasted with schedule. The National Reading Panel (NRP) (Altwerger et al., 2004) and The National Early Literacy Panel (NELP), in 2008 counseled more than one hundred thousand

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examinations on perusing and both inferred that the fundamental components of perusing which are phonemic mindfulness, phonics, jargon, familiarity, and understanding are basic for understudies to become effective peruse. Phonemic mindfulness is the capacity to see, consider and work with singular hints of verbally expressed words and phonemes are littlest units of communicated in language [The National Institute of Child and Human Development (NICHD) in 2000. (Reynolds, Wheldall, & Madelaine, 2011) presumed that if a youngster have issue of ambiguity in jargon, his/her issue of perusing will stay for a more drawn out timeframe. Jargon of understudies is expanded before their conventional section in schools and toward the finish of evaluation two, understudies with great base of jargon had up to 8000 words (Biemiller, 2004) Understudies with constrained jargon face trouble when they experience with obscure or only sometimes utilized word (Fountas, 2009). Triplett and (Buchanan & Xiang, 2005) proposed that discussion on education aptitudes and perception ought to be advanced in any perusing Journal of Business and Tourism Special Issue: ICCSS, intercession procedure. On the off chance that educators know about intellectual base and formative advancement of understudies, this understanding encourages them in surveying understudies' advancement, determination and utilization of suitable mediation to conquer understanding troubles (van den Brook, Kendeou, Lousberg, & Visser, 2017). This investigation is huge as far as understanding the manner in which educators show English and Urdu in junior classes. It is trusted that through the discoveries of this investigation instructors preparing foundations may get some potential hints so as to upgrade their preparing for educators who are showing perusing abilities at junior levels. This examination may feature issues of instructors who show perusing abilities to junior classes (Niwaz et al., 2017).

Background of Urdu Language

As needs, the current examination analyzed the perceptual range in Urdu, which is additionally perused from option to left. The composing framework utilized for Urdu is gotten from the Persian letters in order, which is like the Arabic letter set, yet is particular from the composing framework utilized for both of these languages. Urdu is one of the two national languages of Pakistan, close by English, and is generally utilized all through Pakistan, Bangladesh, a few areas of India, and among populaces in Saudi Arabia, the UK, and USA. It isn't unprecedented for knowledgeable people, especially those from Pakistan, to be bilingual in English and Urdu and to have the option to peruse capably in the two languages. An evaluation of asymmetry in the locale of text required by these bilinguals when perusing in Urdu and English is hence appropriate to uncovering all the more completely the impact of perusing heading on the perceptual range. As needs be, and following the methodology of Pollutes et al. We examined the perceptual range of bilingual peruses of Urdu and English utilizing an adaptation of the look unexpected moving-window procedure utilized in past examination to control the measure of data accessible to one side and right of obsession during every obsession stop when English and Urdu are perused.

In any case, as opposed to exploring the general degree of the perceptual range, the focal point of the current analysis was the impact of data inside a territory broadening 2.5° either side of obsession. The purpose behind this methodology is that the perceptual range includes a scope of various kinds of data (e.g., between word spaces, word shape, letter characters; for a survey, see, extensively reflecting retinal capriciousness. In reality, past examination utilizing English proposes that letter distinguishing proof during perusing stretches out to just 8 or 9 characters to one side of obsession (equivalent to around 2.5° of visual point under ordinary understanding conditions) and only 4 characters (equivalent to roughly 1°) to one side. In any case, asymmetry here (which we call the focal perceptual range) has all the earmarks of being especially compelling for perusing since it gives data which is required to recognize the focused word and, essentially, significant data about the

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accompanying word which helps the programming of saccadic eye developments and Para fovea pre-preparing. Thusly, given its significance, the focal perceptual range is appropriate to uncover differentiating directional asymmetries when understanding Urdu and English thus the current examination researched the impact of this region, stretching out 2.5° to either side of obsession(Paterson et al., 2014)

Urdu is a National Language

Urdu is the national language and most widely used language of the nation; accordingly, the most favored language in social settings in Lahore with Punjabi being the local predominant language, understudies with various etymological foundations experience language hindrances to associate with the individuals, particularly understudies from Balochistan who have less presentation to Urdu or Punjabi. Moreover, the two languages – Urdu and Punjabi – don't impart basic uniformity to Balochi, which makes it significantly progressively hard for Baloch understudies to upgrade their capability in these languages in limited ability to focus time. Then again, satisfactory capability in Urdu language is a fundamental segment of incorporation in Pakistani society, especially in Lahore. Interventions access to numerous financial chances. (Barnes, Newman, & Sullivan, 2007) clarifies that Urdu is lofty to the individuals of Lahore since it has the status of national language and Urdu, to a degree, has figured out how to keep up itself as an esteemed language regardless of the nearness of Punjabi-talking predominance. The utilization of Urdu in various social spaces in Lahore is expanding and overwhelming Punjabi, for example, the exorbitant utilization of Urdu in the area of families. Other than such devotions to Urdu, the market language of Lahore is a relevant and situational blend since it will in general change from Urdu to Punjabi in various areas and with the connection among various gatherings of individuals. He contends that Urdu is connected to a higher status in Lahore; in this way, acing the language would mean having more noteworthy status and being a piece of current thoughts

(Barnes et al., 2007). In this way, speakers of various etymological foundation moved to Lahore will in general face some genuine language-related issues like obstruction to ordinary correspondence, as asserts 'Urdu fills in as a typical language of Lahori locals and late migrants' Under these conditions, Baloch understudies with no satisfactory abilities of correspondence in the two languages, Urdu and Punjabi, think that it is difficult to fit into the semantic and social framework. For the most part, individuals with absence of satisfactory order over predominant or regular utilized language are probably going to confront ordinary correspondence boundary which prompts social distance, since trouble in conveying great in target language obstructs social support or socialization of other language speakers. (I. Piller & Takahashi, 2011) state on the idea of upset correspondence and sociolinguistic effect of movement that non-capability in the 'right' language ends one's passage into social space and 'nullifies' their related knowledge and capability. Baloch understudies likewise face the issue of articulating their thoughts and suppositions on specific social or scholarly wonders in their social and scholastic carries on with because of the absence of information in the objective language – Urdu.

Moreover, absence of capability in language of host area for vagrants can be an unmistakable reason for hindrance or hardship (F. T. Piller, Vossen, & Ihl, 2012). On account of Baloch understudies in Lahore, they neglect to mingle well and don't enjoy social exercises as a result of the phonetic difficulties. Thus, they keep on living in their own common casing.

Urdu is a Complex Language

It has been guaranteed that the psychological improvement identified with the obtaining of perusing abilities is widespread in all languages, yet the level of orthographic profundity of the perusing framework may obstruct or advance it. Since the equivalent psychological segments are engaged with the advancement of familiar perusing abilities in straightforward and hazy

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orthographies (Vaessen et al., 2010) orthography turns into a significant arbiter. Urdu has a confusing orthography. It has an alphabetic content acquired from Arabic and Persian, with extra letters for the sounds, which are not found in Arabic and Persian. Its cursive, staggered structure is called Nastaliq (Thum et al., 2002) and involves 38 letters. Two of the three appropriate vowel letters likewise speak to semivowels. Every single other vowels are spoken to by diacritics situated above or beneath the former letter. Nonetheless, run of the mill Urdu composing overlooks the majority of the diacritics abandoning just consonants (Rao, 2010). The peruses needs to give the missing vowel data. Regularly, the exclusion of accents may prompt homographs, and effective word recognizable proof can just continue with relevant assistance.

A further Grammatical issue is that similar letters are composed diversely in various situations inside the word. From the perspective of the visual recognizable proof of letters, Urdu presents a further issue, known as its cursive property: numerous graphemes seem to be comparable or even indistinguishable and must be segregated by the nearness of, the quantity of or situating of, specks (Mirdehghan, 2010). Taking into account the idea of Urdu orthography, this examination attempts to research the unwavering quality of the connection among NWR and RAN assignments, and perusing (at grade 3) in both average and atypical peruses, and to set up whether undertakings utilized in progressively straightforward languages are proper in anticipating perusing aptitudes in Urdu also. Understanding results, familiarity and exactness have been utilized as perusing measures in the current investigation.(Farukh & Vulchanova, 2014)

Curriculum Aspect in Urdu

Secondly, given the distinction in educational programs in the two kinds of schools, bringing about various measures of introduction to the two languages of guidance (Urdu and Mother tongue),

we set out to test the impact of amount of presentation to Urdu (the second language for a significant number of the kids in the example) in figuring out how to understand Urdu, in both the control and the perusing inability gatherings. We expected that the Urdu school language condition, where the youngsters are presented essentially to Urdu, will impact both understanding familiarity and exactness in Urdu for both average and helpless peruses. Interestingly, for similar gatherings in mother tongue use in primary schools, the opposite example (better education aptitudes in Mother tongue however not Urdu).

Phonic Awareness

In present day Balochi of Sistan Persian phonemes show up in lexical units which were replicated from Persian as of late and in some lexical units which customarily have a place with the regular dictionary of Persian and Balochi. In words which had been duplicated from or by means of Persian quite a while prior, obscure or if nothing else exceptional phonemes generally were adjusted to the phonic propensities for Balochi. Today such lexemes of the regular dictionary can be articulated by following the Persian model code if a word is related with those fields of correspondence which are viewed as the phonetic area of Persian instead of Balochi inside the basic practical circulation of languages.

Research Methodology

This study was conducted by using mixed method approach. Both qualitative and quantitative data was collected to answer the research questions.

Sample of the study

All Baloch students, enrolled in 4th and 5th grades in public sector schools of the Quetta city.

Sample

20 primary schools were the sample of this study. From these Schools 12 students from each of the schools were selected through systematic sampling procedure. Total respondents were 240.

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Research Instruments

Document Analysis: Document of Balochi and Urdu letters were studied.

Survey Questionnaire: A close ended Survey was developed which comprises of different (30) Urdu words. These Urdu word were selected from Urdu textbooks using in 4th and 5th grades.

Data analysis

Table 1: Balochi Alphabet and Pronunciation

ح حے	چ چے	ج جیم	ٹ ٹے	ٹ ٹے	ت تے	پ پے	ب بے	ا الپ خے
س سین	ژ ژے	ز زے	ڑ ڑے	ر رے	ذ ذے	ڈ ڈے	د دال	خ خے دال
ق	ف	غ	ع	ظ	ط	ض	ص	ش

ک کاپ	فے	غین	عین	ظوا	طوا	ضواد	صواد	شین
ی یا	ے	ہ	و او	ن نون	م میم	ل لام	گ گاپ	ک کاپ

The above table mentioned that the Balochi alphabet and Urdu alphabet are almost the same but pronunciation style of expression is different, when Balochi letters are pronounce, so the sound is drawn, Balochi alphabet are less than Urdu and their total number is 25.

Table 2: Urdu Alphabet

ث	ٹ	ت	پ	ب	آ	ا
	د	د	خ	ح	چ ج	
ص	ش	س	ز	ڑ		

ق	ف	غ	ع	ظ	ط	ض
ہ	و	ن	م	ل	گ	ک
	ے	ی	ء			

It table shown that there are about 38 Urdu letters; most of the letters in Urdu include the Arabic alphabet. It has 2 more letters than Balochi letters, آ, ء

Fifteen Urdu words were chosen from 4th and 5th grade Urdu textbook of Balochistsn board. Different students were allowed to pronounce these words: Baloch students were divided into 03 groups: 1) Rakhshani Baloch, 2) Sulemani Baloch, 3) Makrani Baloch

Results are shown in the following table

Data Analysis of Survey Questionnaire

Table 3: Urdu words and their Pronunciation by 4th grade Baloch Students

Quantitative Data was analyzed through percentages. And it was find out that how many word starting with different letters were pronounced by different Baloch students belongs to different regions.

Results

Document Analysis: Document of Balochi and Urdu letters were studied. To identify the difference in the letters. Results are presenting in the following tables.

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Baloch Tribes	آزاد	تھوڑا	جگہ	خاتون	دوزخ	روشنی	زبان	درواژہ
Makrani Baloch Makran etc	آزات% 50	توڑا% 65	جاۓہ% 75	ہاتوں% 85	دوزگ% 100	روژنائ% 75	زوان% 77	دراز گ% 78
Sulamani Baloch Sibi, Naseeraba	آزات% 45	تھوڑا% 95	جاۓہ% 80	ہاتوں% 85	دوزگ% 95	روژنائ% 78	زوان% 77	درازغ% 70

d etc								
Rakhshani Rakhshan Qalat, Quetta etc	آزاد% 100	تھوڑا% 95	جگہ% 90	خاتون% 92	دوزگ% 87	روژنائ% 85	زبان% 66	درازگ% 70

Above table show that the makrani baloch were facing more difficulties in reading Urdu words while Sulamani Baloch were facing some difficulty in reading Urdu words as out 0f 08 words 95% speak 01 word correct and Rakhshani Baloch were facing little difficulty in reading Urdu Words as out of 08 words majority of the students read 05 words were correct

Table 4: Urdu words and their Pronunciation by 5th grade Baloch Students

Baloch Tribes	سفر	عقل	عارف	غم	فرنگی	میراث	ناخن	گاڑی
Makrani Baloch Makran etc	سیر 75%	اکل% 77	آرید پپ% 72	گم% 65	پرنگی% 76	میرات 88%	ناحن% 55	گاڑی 99%
Sulamani Baloch Sibi, Naseerabad	سفر 66%	اکل% 70	عارف% 66	غم% 75	فرنگ ی% 66	میرات 76%	ناحن% 66	گاڑی 89%

etc								
Rakhshani Rakhshan Qalat, Quetta etc	سفر 74%	اکل% 77	عارف% 78	غم% 72	فرنگی% 69	میراث 80%	ناخن% 85	گاڑی 88%

Above table show that the makrani baloch were facing more difficulties in reading Urdu words while Sulamani Baloch were facing some difficulty in reading Urdu words as out 0f 08 words majority of them read 06 word correct, and Rakhshani Baloch were facing little difficulty in reading Urdu Words as out of 08 words majority of the students read 07 words were correct

Data was also collected to measure the Urdu reading difficulties in Feminine and Masculine Table 5: Feminine and Masculine. Results are as under:

Table 5: Sentences selected from 4th grade Urdu Book

S#	Regions:- Rakhshan Qalat, Quetta, Rakhshani Baloch use following Sentences	Regions:- Sibi, Naseerabad Sulemani Baloch use following Sentences	Region:- Makran Makrani Baloch use following Sentences	Correct Urdu Sentences
	خالہ جان کراچی سے آرہی ہے 82%	خالہ جان کراچی سے آرہی ہے 80%	خالہ جان کراچی سے آریا ہے 70%	خالہ جان کراچی سے آرہی ہے

کثرت صحت کے لیے مفید ہوتی ہے 75%	کثرت صحت کے لئے مفید ہوتا ہے 60%	کثرت صحت کے لئے مفید ہوتا ہے 75%	کثرت صحت کے لیے مفید ہوتی ہے
صدف کا ناک موٹا ہے 80%	صدف کا ناک موٹا ہے 80%	صدف کا ناک موٹا ہے 77%	صدف کی ناک موٹی ہے
یہ خدا اور بندے کا معاملہ ہے	یہ خدا اور بندہ کا معاملہ ہے	یہ خدا اور بندہ کا معاملہ ہے	یہ خدا اور بندے کا معاملہ ہے

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احمد اور جمال سکول جاتے ہیں %79	احمد اور جمال سکول جاتا ہے %87	احمد اور جمال سکول جاتا ہے %90	احمد اور جمال سکول جاتے ہیں
گاڑی کوئٹہ جاتا ہے 55%	گاڑی کوئٹہ جاتا ہے 45%	گاڑی کوئٹہ جاتا ہے 55%	گاڑی کوئٹہ جاتی ہے
صدیق رضا صاحب سے بات ہوئی ہے %77	صدیق رضا صاحب سے بات ہوا ہے %77	صدیق رضا صاحب سے بات ہوا ہے %66	صدیق رضا صاحب سے بات ہوئی ہے

اس نے قسم کھایا کہ اس نے رقم نہیں لیا %54	اس نے قسم کھایا کہ اس نے رقم نہیں لیا %60	اس نے قسم کھایا کہ اس نے رقم نہیں لیا %58	اس نے قسم کھائی کہ اس نے رقم نہیں لی
گاڑی باہر کھڑی ہے %77	گاڑی باہر کھڑا ہے %80	گاڑی باہر کھڑا ہے %76	گاڑی باہر کھڑی ہے
باہر بارش ہو رہی ہے %86	باہر بارش ہو رہی ہے %90	باہر بارش ہو رہی ہے %77	باہر بارش ہو رہی ہے
ہوا تیز چل رہی ہے %74	ہوا تیز چل رہی ہے %79	ہوا تیز چل رہی ہے %80	ہوا تیز چل رہی ہے

Above table show that Makrani Baloch facing high level of difficulty to differentiate Masculine and Feminine they not speak a single sentence,

Rukhsahni were also facing more difficulty they read 02 out of 11 sentenses correct and Sulaimani Baloch were also facing little difficulty to differentiate the masculine and feminine, they speak 07 out of 11 sentences correct.

Table 6: Sentences selected from 5th grade Urdu Book

S#	Regions:- Rakhshan Qalat, Quetta, Rakhshani Baloch use following Sentences	Regions:- Sibi, Naseerabad Sulemani Baloch use following Sentences	Region:- Makran Makrani Baloch use following Sentences	Correct Urdu Sentences
	کمپیوٹر کن کن کاموں میں ہماری مدد کر سکتا ہے % 66	کمپیوٹر کن کن کاموں میں ہماری مدد کر سکتی ہے %55	کمپیوٹر کن کن کاموں میں ہماری مدد کر سکتی ہے % 60	کمپیوٹر کن کن کاموں میں ہماری مدد کر سکتا ہے
	کوے کی کون سی عادت اچھی ہے	کوے کی کون سی عادت اچھا ہے	کوے کی کون سی عادت اچھا ہے	کوے کی کون سی عادت اچھی ہے
	آج بارش ہوا %69	آج بارش ہوا %66	آج بارش ہوا %66	آج بارش ہوئی
	آپ کے چچا کہاں رہتے ہیں %54	آپ کے چچا کہاں رہتے ہیں %54	آپ کے چچا کہاں رہتی ہے %60	آپ کے چچا کہاں رہتے ہیں

ایک سکاؤٹ کو کیا کیا چیزیں سکھائے جاتے ہیں %75	ایک سکاؤٹ کو کیا کیا چیزیں سکھائے جاتے ہیں %70	ایک سکاؤٹ کو کیا کیا چیزیں سکھائے جاتے ہیں %76	ایک سکاؤٹ کو کیا کیا چیزیں سکھائی جاتی ہیں
جنگل میں ایک گدا رہتا تھا %70	جنگل میں ایک گدا بتا تھا %66	جنگل میں ایک گدا بتا تھا %69	جنگل میں ایک گدھا رہتا تھا
لومڑی زور سے ہنسی %88	لومڑی زور سے ہنسی %86	لومڑی زور سے ہنسا %45	لومڑی زور سے ہنسی
یہاں کوئی نہ کوئی دکان ضرور ہوگا %65	یہاں کوئی نہ کوئی دکان ضرور ہوگا %66	یہاں کوئی نہ کوئی دکان ضرور ہوگا %75	یہاں کوئی نہ کوئی دکان ضرور ہو گی
گھوڑا بہت تیز دوڑتا ہے	گھوڑا بہت تیز دوڑتا ہے	گھوڑا بہت تیز دوڑتی ہے	گھوڑا بہت تیز دوڑتا ہے
ہرن پانی پی رہا ہے %99	ہرن پانی پی رہی ہے %66	ہرن پانی پی رہی ہے %70	ہرن پانی پی رہا ہے
بلی چوہا پکڑتی ہے %100	بلی چوہا پکڑتا ہے %77	بلی چوہا پکڑتا ہے %55	بلی چوہے پکڑتی ہے

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Above table show that Makrani Baloch facing high level of difficulty to differentiate masculine and feminine as they speak no single sentence , But Rukhsahni were facing some difficulty as 04 out of 11 sentences were correct while Sulaimani

Discussion

Document analysis of the Urdu and Balochi letters show that they are almost the same, but pronunciation of some of the letters is change from each other.

This study was conduct ed to identify the difficulties which were faced by the Baloch students at primary level. For this purpose 240 students were selected from 4th and 5th grades. Baloch students were divided into 03 tribes depending on their regions. The 16 words were chosen from their textbooks. These words were read aloud infront of the students and they were asked reread the words. Results are explain in the tables, the above table show the %ages of the students Who try to read out the words, and remaining cannot read the word totally. Results of the study show that the 'Makrani Baloch' were facing more difficulties in reading Urdu words, and also they face difficulty in correct reading of the sentences, they can't distinguish the masculine and feminine status in Urdu language.

Results show that Sulaimani Baloch can speak some words in correct way, but they feel difficulty to differentiate the masculine and feminine. While Rakhshani Baloch were show good reading at word level and even in distinguish of the masculine and feminine.

The results show that the language barrier were affected due to the regions. Makran is sitauated on boarder of the Balochistan they were not used to with Urdu language in their area as Makran is occupied with many other cultures from abroad. While Rakhshani Baloch are residing in Quetta and Rakhshan they were more familiar with the national language so the students show little difficulty.

Baloch were facing very little difficulty to differentiate the masculine and feminine as 5th grade students read 08 out of 11 sentences correct.

Conclusion

The results of study guide to conclude that Balochi students were facing difficulty in reading the Urdu words and to differentiate the masculine and feminine in reading of the sentences. Their mother tongue were affecting the Urdu reading. Even Balochi language have the same letters and Arabic Rasmul Khat, but due to pronunciation of some of the letters is different than Urdu letters, they feel difficult to read the words, which are the combination of the different letters.

Recommendations

The above study were aimed to identify the reading difficulties of Baloch students in Urdu. In the light of above results following suggestions are made to overcome their difficulties and improve their Urdu reading, so that they can score good marks in each of the subject as all of the course in public sector school is almost in Urdu language. So it is recommended that:

- Teacher's appointment must be based on that they are fully equipped with Urdu reading. If the teachers are well known with Urdu and its grammar they can solve the reading difficulties on time, and when primary student will enter in secondary education, which is more difficult level than primary, they can compete other students.
- Baloch teachers should also be provided with lesson plan which should be in Balochi language. This action will assist teachers a lot and in turn the students' academic achievement will be enhanced.
- Urdu subject to Balochi students should be teach by a Balochi teachers rather than an Urdu teachers, as the Balochi teachers being having the same culture and societal background, they can identify reading

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difficulties more easily and can clarify more technically based on their own experiences.

- Beautiful and attractive Flash Cards should be used for reading Urdu letters, such type of flash cards will be helpful in attracting the interest of the students towards the Urdu reading.

- Word of a Day will be the part of the regular Urdu classrooms on daily bases. Student who pronounce the word in correct way must be acknowledged/appreciated/rewarded.

- Students should also be engaged in discussion of different content in Urdu language, this activity will only improve their Urdu reading but also provide them a confidence for speaking a well pronounced Urdu outside the classrooms.

- Training program should also be organized for the teachers who are engaged in teaching Urdu or any other language. These training should be focused on the communication techniques and procedures for teaching the second language.

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