The Relationship between Perceived Psychological Barriers, Anxiety, and Rural Affiliation of Pakistani College Students to Communicate in English

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ABSTRACT
Learning a foreign language is always a challenging and complicated process. Learning other than the native language encounters several psychological barriers in the minds of learners, particularly, for students belonging to rural areas. The study goal is to identify the relationship between perceived psychological barriers, anxiety, and rural affiliation of Pakistani college students communicating in English. The objective of the study is to investigate perceived psychological barriers encountered by students speaking in English. The study used the mixed-method design of quantitative and qualitative research. The data were gathered through questionnaires from students and semi-structured interviews with teachers. Adopting purposive sampling of 50 students and 10 college teachers to know their perspective on the objective of the study. The main identified barriers were inferiority complex, peer pressure, loss of words, hesitation, lack of confidence, and shyness. The results also showed a negative relationship between students’ rural affiliation which caused psychological barriers and speaking anxiety among them. The study results contribute to the contemporary literature on pedagogical psychology, foreign language anxiety, and applied linguistics. In particular, to the well-being of rural learners and to understand the relationship between psychological development, anxiety, and social background.

KEYWORDS
EFL anxiety, psychological barriers, rural students, oral communication

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INTRODUCTION
Learning a language other than being used in daily conversation requires special effort and attention. Native linguistic and non-linguistic factors can intercept the way of its acquisition efficiency. These interferences result in encountering barriers in the learners’ minds, and they lack efficiency and use of the target language. Language teaching and learning might occur in various contexts, and dynamic, and multifaceted experiences in classrooms (Huang, 2022). Language learning gets, even more, complicated in a multilingual society like Pakistan. Students belonging to rural areas encounter more perceived psychological interference than usual. Students from rural areas seem to have some psychological strains, specifically when they have to encounter urban peers and mates. They hesitate to express themselves in the English language while speaking, consequently, usually rural students find silence as a reliable means of escape to speaking in English.

Most of the towns in Punjab are under developing as compare to urban areas, and the students who come to urban cities for thinks about are regarded as ‘paindoo’ (in Punjabi) ‘a country-boy by most of the urban individuals. It has been famous that when this ‘paindoo’ comes to learning the English dialect in an urban institution. To gotten to be capable within the English language for a distant better career prospect or to seek after the next degree program in an urban range. Urdu and neighborhood dialects are the media of instruction in most government schools and colleges as English is instructed in these teach as it were as a obligatory subject (Rahman, 1997; Manan, et al., 2017). These learners have to be experience so numerous boundaries in common and particularly in English talking aptitudes.

The novelty of the study lies in the impact of the rural background of students on their overall studies and in particular on oral communication skills. However, similar studies have been conducted in different contexts as oral presentation skills of engineering universities (Soomro, et al, 2019; Kakepoto, 2022).

Aim of the study

The aim of this study is to investigate the barriers faced by rural learners of English and corroborate them with anxiety and perceived psychological purposes. The students encounter psychological barriers despite studying English for twelve year when interacting in English.
Research Questions and Hypothesis

The study formulates the main question: What is the relationship between students' psychological upbringing, anxiety, and rural affiliation of Pakistani rural students? What psychological factors are involved in affecting the performance of students while communicating in English? Additionally, we attempt to answer the following questions in the results and discussion section:

1. What factors contribute to the psychological barriers while communicating in English?
2. What is the relationship between students' rural backgrounds and the anxiety faced by Pakistani college students?
3. What are the most frequent perceived psychological barriers faced by rural students while speaking in English? And what factors do teachers identify as the main causes of problems in speaking in English with their urban class fellows?

The study hypothesizes that the failure of efficient language production in rural learners of English is deep-rooted and that certain pedagogical, social, cultural as well as economic factors give rise to these psychological problems. This study looked at a related phenomenon in English language learners from rural areas. Due to a variety of factors that must be identified in this study, these learners must overcome numerous obstacles in their ability to speak English. The study hypothesis is that there is an important role of background in the performance of college students' oral communication skills in English.

Study Objectives

1. To investigate reasons that create psychological barriers while communicating in English
2. To explore the relations between rural background and performance in English oral communication
3. To identify the main barriers encountered by rural college students and find the main causes of barriers.

LITERATURE REVIEW

English in Pakistani Colleges

Following Britain's occupation of the Indo-Pak subcontinent, the Pakistani English variety became the recognized variety in Pakistan. Since that time, English has maintained its status as Pakistan's official language. After some time, English is regarded as the language of the officers and the first lesson in class (Rahman, 2008; Shamim, 2008). Pakistanis speak multiple languages, and they are divided into rural and urban populations. This qualification is based on a variety of social and sociopolitical factors, from the availability of basic necessities to the accessibility of legitimate offices.

2017 Pakistan Statistic Study The World Bank estimates that nearly 62.56% of Pakistan's population lives in provinces and towns, where there are few opportunities for them to practice their English. According to Bolton (2008, as cited in Raza, 2008), 11% of Pakistan's 220 million people speak English, making it the third-largest Asian country with 20 million (approximately) speakers. Parveen & Mehmood (2013) made reference to this statistic. Along with this advantageous feature, English has a remarkable capacity for borrowing from other languages. It certainly raises a barrier for speakers who cannot cope with global expressions and vocabulary and who indigenize the language very much. English in Pakistan was replaced by Persian by the 1835 Act. Furthermore, Paik (2008) states that in modern times English is necessary to survive in this global world economy and the demand for English is constantly increasing.

Factors Affecting Learning Performance

Factors affecting English language learning in rural areas can be several such as mother tongue interference, cultural differences, environmental factors e.g. teachers' attitude, classroom environment, motivation, parental and peer group influence, socio-economic background, and pedagogical factors. However, in our study, we have limited our focus to psychological factors.

It was discovered that Pakistani students, particularly those from rural areas, have very little command of the English language (Nawab, 2012; Tariq et al., 2013; Akram & Qureshi, 2012; Bilal et al., 2013). According to McCracken et al. (1991), a lack of opportunities for rural students to connect with people from different backgrounds may be a major factor in limiting their ability to learn and develop socially. Peers and parents also have an impact on how learning is carried out, as it was noted that "the instructive level of the parents was higher in urban regions than in rustic zones. Urban parents were more likely to believe that their kids would continue their education after high school (McCracken, et al., 1991:38). This frequently occurs because untrained instructors additionally require capacity within the English dialect; subsequently, this has developed as a awesome challenge in Pakistan (Aslam, et al. 2010; Behlol, et al., 2011; Shamim, 2008).

According to Nawab (2012), speaking is currently Pakistan's most undervalued skill. Since the instructors hardly ever design exercises where students may be given adequate opportunities to express themselves honestly, most of the time they veer toward conversational English and are limited to repeating the notes that they have memorized. After using English as a medium of instruction for twelve years, Kannan (2009) also recognized that students were unable to speak English, which remained a challenging task for them. Peer calculation, rather than school or family factors, is the most frequent calculation that destroys convincing communication for rural learners, according to research by Farooq et al. (2011). Additionally, students faced obstacles with their talking skills in particular; they confronted a need of certainty (Bilal, et al., 2013; Haider, 2014).

According to Nawab (2012), talking skills are primarily used to exchange ideas and form social connections. Speaking is therefore the most important skill in the communication medium if a language is to be learned for communicational purposes.
This study concentrated on delving more deeply into the challenges faced by English language learners in rural areas in order to offer solutions.

Socio-cultural differences also impede English language learning a lot. Social factors such as age, educational background, gender, and status contribute to reasons for learning English. Cultural differences seem to be another factor that affects the learning of English in Pakistan. As stated earlier that English is the official language of Pakistan but it still lacks support in rural areas. When a student from Pakistani society, especially from a rural background, study in English they feel an aversion to religion. Such tendencies create problems for students and their traditional thinking cannot accept anything against the cultural and religious values therefore, he starts detesting it as a language of modernism and anti-Islamic ideas.

**Sociocultural theory and Foreign Language Speaking Anxiety**

An individual learns a language it comprises several related mental functions which are related to historical, institutional, and cultural contexts. Therefore, in this study learning is affected from a sociocultural point of view by the learners. We consider the sociocultural theory of Lev Vygotsky (1931/1997) an important framework in social interactions that are culturally framed affecting the psychological growth of individuals. His theory is employed a multidimensional approach that focuses on cognitive, affective, social, and contextual areas (Shabani, 2016). He argued that "the social dimension of consciousness is primary in time and fact. The individual dimension of consciousness is derivative and secondary" (Vygotsky, 1979:30 cited in Wertsch and Bivens, 1992). From this perspective, the psychological functioning of the person is not shaped by social interaction, instead, affected by others while interactions (Scott & Palincsar, 2013).

In our study, we corroborate the sociocultural aspects affecting students’ psychology. From this point of view, we argue that learning always occurs in holistic dimensions, but due to limitations, scholars focus on a specific problem in research. Hence, we do not reject the notion that social and cultural factors are important rather we delimit the study to psychological aspects and how their rural background is interrelated with the psychology of students.

Foreign language speaking anxiety has been examined in speaking skills in several studies. Horwitz, et al., (1986) argued that anxiety in second language researchers and theorists associated with language learning. They argued that "teachers and students generally feel strongly that anxiety is a major obstacle to be overcome in learning to speak another language teaching” (ibid, 1986:125). In most cases, teachers have reported that students cope with foreign language anxiety which affects students' positive self-concept (Loyarte, 2014). Hence, learners are facing challenges to cope with speaking anxiety in English in different contexts and across the world.

Speaking is an important skill along with other language skills. Students want to be proficient and improve their skills, however, they encounter several problems to attain proficiency. The factors affecting university students' communication skills were found as socio-cultural differences, gender, low confidence, fear of failure, and peer pressure (Oad, et al., 2020). Similarly, Soomro, et al., (2019) investigated barriers to oral communication skills of university undergraduates in the English language. It was found that the primary factors affecting oral skill performance were stress and anxiety, lack of motivation, fear and anxiety, shyness, and lack of confidence. The opposite is also true: English language learners frequently experience language stress and anxiety. Language anxiety can be caused by learners' sense of self, their self-related cognitions, language learning challenges, cultural differences between learners and the target language, differences in the social status of the speakers and interlocutors, and the fear of losing one's self-identity, according to research (Hashemi, 2011). Thus, we expect that in our study students' topographic background and anxiety, factors are interrelated, consequently, identifying psychological reasons for their English speaking skills.

**MATERIALS AND METHODS**

The study adopted an interdisciplinary approach theoretically from language planning and policy (Rahman, 1997;2008; Shamin, 2008; Manan, et al., 2017; to mention a few), communication apprehension (McCroskey, 1977; McCracken, et al., 1991; Kannan, 2009; Soomro, et al., 2019; Kakepoto, et al., 2022; among many others), and sociocultural theory (Vygotsky, 1997; Lantolf, 1995; Lantolf, et al., 2010; Shabani, 2016); and foreign language anxiety (Horwitz, et al., 1986; Ganschow & Sparks, 1996; Alamer & Almulhim, 2021; among many others). The study's objective is to investigate the relationships between perceived psychological barriers, anxiety, and the rural background of Pakistani college students learning English. The study focused on speaking skills in the English language in classrooms. We choose college students as they are preparing to enter undergraduate studies in metropolitan cities, consequently, they need to be proactive about the challenges that might occur in near future. Moreover, the choice of rural students is to identify the main problems for teachers and the academic fraternity for addressing the issues timely.

**Procedures and Instruments**

A descriptive research paradigm was used for the collection of data. The mixed method was adopted using both quantitative and qualitative research designs. Semi-structured interviews and a questionnaire survey were the instruments used. A Five-Likert scale was used to structure the questionnaire. Teachers were questioned to determine the common barriers faced by students in the classrooms, and a well-designed, closed-ended questionnaire was used in this study to gather information about the difficulties faced by English language learners. We adapted statements from the questionnaire from Horwitz, et al.,
(1986) Foreign Language Classroom Anxiety Scale (FLCAS) according to the context of the study. The items were selected and adapted according to the contexts of the study. The qualitative design enables us to interpret the semi-structured interviews conducted with teachers.

**Site and Respondents**

The study was conducted in Shakargarh, Narowal district, Punjab Pakistan. Government (boys) College was selected because most students from adjacent rural areas always enroll in a government college. Participants were chosen based on specific criteria, including being from rural areas and enrolled in intermediate-level coursework, so a purposive sampling approach was used for data collection. This viewpoint led Creswell & Plano (2007) to emphasize that purposive sampling makes it easier for researchers to choose appropriate study participants. Participants total of 50 students and 10 teachers were selected for the study. All respondents were male from suburban areas studying at the intermediate (12th year of education) level.

**Data Collection and Analysis**

The data were collected through a close-ended questionnaire. The quantitative data can be valuable for statistical data to investigate the responses. The questionnaire contained thirteen statements to gain information about psychological problems they encounter in communicating in English speaking. Semi-structured interviews were conducted to know teachers’ perspectives on the research objectives. The qualitative data can be helpful to know what barriers are faced by students and what strategies teachers use to assist students. While conducting interviews we faced some difficulties as the teachers were shy and hesitant to speak in English. We analyze the data collected from the questionnaire through SPSS version 20. The results were measured in the percentage, mean, standard error of the mean, and standard deviations. The semi-structured interviews were based on content analysis, and we transcribed and interpreted the qualitative data. We transcribed the data in Express Scribe Transcription Software which is free and downloadable from [http://www.nch.com.au/scribe](http://www.nch.com.au/scribe). However, we excluded paralinguistic features and included only verbatim responses. The interviews were shared in the narrative interpretation.

**RESULTS**

**Quantitative data: Results from students**

This research study revealed valuable results as shown below in table 1 that the rural learners of English had to cope with various barriers while speaking. The main identified results are presented in table 1. However, the number frequency of each statement of the questionnaire has been presented in detail see Appendix A.

The results in students' responses observed in statement 1 indicate that the student's class participation remained low. Whereas, 78% strongly disagreed that showing an inability of sharing ideas in English with teachers and peers. Statement 2 shows that students 72.0% strongly disagreed to feel confident while using English. This shows that students from rural areas feel a lack of confidence while speaking English as a medium of communication. To understand the reasons for low self-confidence we set the following statements 3 and 4 are related to confidence.

The students responded that they inability to communicate in English due to low self-confidence. In the 5 statement respondent strongly agreed that speaking skill was the most problematic for them.

To find out more about students' psychological barriers statement 6 shows that (76.0%) of students agreed that hesitation is the main cause of communication avoidance for them. The response to statement 7 shows that students indicate shyness as a cause of communication avoidance with others. Statement 8 (78.0%) reveals that students are unable to find appropriate words to communicate in English. However, statement 9 shows (76.0%) get confused, consequently, they prefer to remain silent in the classroom. Thus, students strongly agreed that loss of words was a problem while speaking in English and consequently, they become confused in the classroom.

<table>
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<tr>
<th>Table 1. Main Identified Perceived Psychological Barriers</th>
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<td>Perceived barriers</td>
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<tr>
<td>Inferiority complex</td>
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<td>Peer pressure and inability to recall words</td>
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<td>Hesitation</td>
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<td>Lack of confidence</td>
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<td>Shyness</td>
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Statement 10 appears that 78.0% emphatically concurred that learners were anxious to take an interest in course and felt peer weight on the off chance that they made any botch and would be derided and insulted by their urban colleagues. Statement 11 watched that 86% emphatically concurred that their lesson colleagues who live within the city were way better at
English which was the most cause of the inadequacy complex. Explanation 12 shows that 86% unequivocally oppose this idea that they don't feel exceptionally loose whereas replying questions from instructors. The final statement 13 indicates that underestudies (58.0%) unequivocally concurred which uncovers that learners don't murmur or stammer amid talking in English.

To sum up, after analysis the study revealed that 86.0% of learners found an inferiority complex. The second most frequent barriers were 78.0% peer pressure and students could not recall appropriate words while communicating in English. Third, 76% of learners felt hesitation as the main communication hindrance. Fourth, 70.0% of learners had a lack of confidence due to these barriers, they cannot communicate their thoughts properly. Fifth, 64.0% of learners agreed that shyness was the major cause of communication avoidance. Moreover, 72.0% of students identified speaking skills as the most problematic among other language skills.

**Qualitative data: Results of teachers’ interviews**

To explore the causes of psychological barriers and rural background affecting students' English speaking abilities. The study results from semi-structured interviews of teachers are interesting. We have thematically shared the results. Moreover, the results have been presented in narrative interpretation with support of actual text, after thematic analysis. The teachers reported the following barrier among rural students in comparison to urban fellow students:

**Inferiority complex**

The teachers identified inferiority complex as one of the most frequent factors affecting the rural students' performance in English speaking skills. This barrier was reported by almost all teachers interviewed. They stated that students from rural backgrounds feel under pressure in comparison to urban students while communicating in English. Their collective views were as under:

"... so, rural students do not have good educational facilities and they have a feeling of inferiority complex." (1/10)

"The first problem which I observed among rural students is that they feel urban students are more intelligent. In this way, the rural students cope with being inferior to their fellows in the classroom." (3/10).

"Yes, they are facing more problems because they think that due to proper education and less educated parents. They get into lower self-esteem and struggle a lot against their urban class fellows." (5/10).

"I observed that students coming from rural backgrounds give different excuses to avoid speaking in English. They mostly come with lame excuses like I am from the village I can't speak in English." (9/10).

It is worth mentioning that the interviewees reported an inferiority complex as the most frequent problem among others. The teachers reported that there are rural and urban background differences in students' minds, so rural students cope with difficulties to handle the situations in the classrooms.

**Hesitation**

The second most frequent barrier reported by teachers was hesitation. Students belonging to rural areas are reluctant and they avoid communicating in English with their urban student classmates. The teachers pointed out as:

"Yes, hesitation is one the main problem in my classroom for rural students. I think hesitation and fear discourage them from active participation in class participation." (2/10).

"Hesitation is a common problem among other issues faced by students in communicating English. But we teachers can help them in overcoming their hesitation." (3/10).

"My students from rural areas have knowledge of the subject, but they cannot talk about it. Rural students lack exposure to the language, so they provide different excuses to avoid speaking." (7/10).

"... I observed that they are hesitant to communicate in English and they are facing problems in the classroom in their college environment." (8/10).

Most of the interviewees reported that rural students are encountering several problems among them is hesitation. As one teacher mentioned that "hesitation is a common problem" (3/10), therefore, a student from rural areas lose their concentration and avoid class participation.

**Lack of confidence**

In our study material, the teachers reported that students in general have a confidence problem. However, they emphasized that our students from rural areas lack a proper environment so they face self-confidence issues. Some of the responses are reported as under:

"... they are not taught properly and their self-confidence is not improved, due to strict attitude from teachers result in lower confidence of rural students. I think this behavior crushes their level of confidence as compared to urban students. Unfortunately, rural students cannot inject confidence in their communication." (2/10).

"I think lack of confidence and lack of encouraging environment is the cause of the problem for rural students in English speaking." (4/10).

As reported by teachers students from rural areas encounter low self-confidence. This barrier creates more problems for the students which affects their overall performance in particular in English speaking skills.

"yes, it is the greatest problem among our rural students. They are not fluent in English speaking because they lack confidence." (6/10).
The teachers reported fluency in English speaking with confidence. Teachers thought students have knowledge but they cannot perform well due to their lower self-confidence in contrast to other urban class fellows.

**Shyness and Anxiety**

Shyness and anxiety are other problems reported by teachers. They reported that our students coming from rural backgrounds felt anxious and shy to speak English. Teachers pointed out several reasons for these problems. However, our study aims to identify the barriers encountered by students with rural backgrounds, so we do not take into account those responses in the results section. Responses of teachers revealed that shyness and anxiety about learning and speaking in a foreign language enhances especially when students believe that their background is not urban.

"...they are very keen to learn, but the problem with them is fear. The students are shy to speak in English because they think their class fellows will make fun of their speaking, after classes. And due to their heavy localized accent, they are taunted to be a 'paindoo' production. So what happens then is students from rural areas avoid and are shy to speak in English." (4/10).

"... and shyness and anxiety is the root cause of the problem in their English speaking." (5/10).

The teachers pointed out that rural students are shy because they do not have exposure to the language. Their accent appears to be localized and strange to their urban peers and they are not open as urban students. Hence, this results in their anxiety and shyness in speaking English. Another teacher reported that"

"Yes, of course. The students of the villages, are different from urban ones because you know there are environmental differences between villages and urban cities. So... they lack opportunities to learn English which increases rural student's problems like shyness..., and fear and anxiety." (8/10).

"Indeed, they face more problems as compared to the urban students, some of them are anxiety and fear." (10/10).

From the teachers’ perspective, the students are facing several challenges but they are struggling to overcome the problems in English speaking.

**DISCUSSION**

In this section, we discuss how factors such as psychological strains affect students’ learning process and how it corroborates with other studies (Huang, 2012; Soomro, et al., 2019; Alamer & Almulhim, 2021; to mention a few among others). The results suggest that students had adequate knowledge of other language components such as grammar and vocabulary. However, they hesitate to express themselves in the English language and usually find silence as a reliable means of escape when they have to communicate in English. The results indicate that students due to their rural background avoid speaking English and start stammering. They lose their words while they speak, failing effective communication. As argued by Vygotsky (1978/1995) (cited in Shabani, 2016) that students’ learning in the educational institute can rest on the notions of the social origin of mental functions, unity of behavior, mediation, and psychological system. We argue that learning does not occur in isolation rather several factors affect learning as argued by Vygotsky (1978/1995). However, the study limited its discussion to psychological factors only.

The results suggest that students with a rural background often complain about feeling anxiety and restlessness while speaking in English. The feeling of uneasiness and embarrassment overcomes them in English speaking. This condition also increases their confusion and nervousness, and they forget whatever they wanted to say. This creates hurdles in the development of their confidence and personality development. Students even generate feelings of dis-likeness for the English language and start looking for some ways to escape the learning process. The results of our study established the fact that there is a relationship between rural background, anxiety, and psychological barriers among Pakistani college students. The rural background of students affects their overall performance in particular their speaking skills. Being largely comprised of an uneducated population, the students cannot practice the language among their friends, peers, and families. Due to these reasons, students show no or little use when it comes to speaking the English language.

The most frequent perceived psychological barriers faced by rural students while English speaking was corroborated by both students’ and teachers’ responses. The most frequent barriers were mainly psychological ones. The findings of our study corroborate with other studies (Huang, 2012; Soomro, et al., 2019; Alamer & Almulhim, 2021: to mention a few among others). Huang (2022) in the correlational analysis found that classroom anxiety significantly correlated with classroom activities and teachers' roles. Tuomaitė & Zita Zajankauskaitė (2017:113) investigated students' oral communication in a foreign language in the academic context, and they found that "problems related to foreign language teaching at university level and presupposes the need to transition of teaching a foreign language for academic and professional purposes." Our study results indicate also that teaching and learning a foreign language has been challenging for students.

To sum up, the results from teachers also demonstrate that there is a relationship between students' social backgrounds and the barriers they encounter while speaking English. As mentioned before that our study objective is to investigate the relationship between psychological barriers and students' rural backgrounds. Other problems like pedagogical, linguistic e.g. vocabulary, grammar, accent, pronunciation, etc. are excluded from the study.
CONCLUSION AND IMPLICATIONS

This study was done to look into how psychological barriers, anxiety, and students' geographic backgrounds affected their English speaking abilities. This study's analysis of the data led it to the conclusion that barriers to learning English exist for English speakers in rural areas, and that these barriers prevent them from learning the language effectively. The main psychological barriers that were discovered were inferiority complex, peer pressure, speechlessness, hesitancy, shyness, anxiety, and lack of confidence.

To conclude that the relationship between students' backgrounds created psychological barriers and it affected negatively students' performance. In line with the findings from teachers, the results suggested some strategies to overcome these barriers. The recommendations were educational as they ought to alter their guidelines approaches and ought to work as counselors to improve learners' certainty by formulating learner-based exercises. Inspiration plays an awfully noteworthy part. The instructors should therefore motivate the students by contextualizing the material. By dividing students into mixed groups (rural and urban), teachers can create a stable and supportive environment for these suburban-based learners. In this way, friendly, supportive, and thoughtful classrooms would give students plenty of time to encourage inclusion with urban peers while pursuing course interest. For the sake of these students' ability to remember and repeat those expressions, teachers should avoid using complex structures, unusual wording, and basic dialect in their lessons.

The study contributes to the existing literature on applied linguistics, educational psychology, pedagogical psychology, foreign language anxiety, academic discourse, Pakistani college students, and teachers.

LIMITATIONS AND PROSPECTIVE STUDIES

This study has limitations because, among other things, its findings cannot be applied generally because only rural students were included. The data sample was limited as participants were selected based on their rural backgrounds. However, we have also delimited to the psychological problems only, while pedagogical, social, linguistic, and environmental constraints were excluded. In suggestions, future research may focus on teachers, students, and classroom teaching-learning environment, teaching materials used in classrooms, and practices or activities in EFL teaching.

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CREDIT AUTHOR STATEMENT


COMPLIANCE WITH ETHICAL STANDARDS:

It is declared that all authors don't have any conflict of interest. It is also declared that this article's data were collected from first and second-year college students, however, informed consent was obtained from all individual participants included in the study.

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