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**The Role of English in Multilingual Education of Badin City,
Pakistan: Challenges, Opportunities and Policies**



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Abstract

Pakistan is a linguistically and culturally enriched country having more than 75 linguistic diversions with their multiple dialects. This multilingual country has one and only national language “Urdu” alongside most native language speakers in different regions. English in Pakistan has valuable status covering the language of instruction in all educational institutions. The following research paper is designed to investigate the use of English language within multilingual schools in Pakistan, particularly Badin city. Specifically, it focuses on teachers’ perspectives regarding the use of English in contexts where Urdu and Sindhi languages are commonly spoken. This paper aims to identify the role of English, its current status in Pakistan and its potential as a language of opportunity within the country. This study will also address the challenges associated with implementing English language instruction in schools within Badin city, an educationally less developed and unprivileged area of Sindh, Pakistan. Furthermore, it will propose solutions to these problems and contribute to the development of language policies for the region with particular focus of teacher feedback.

Keywords: English language, research article, Badin city, multilingual

1. Introduction:

This research article studies importance of English language in under developing areas of Pakistan. It is based on quantitative survey of teachers in public and private schools across Badin city, Pakistan. It highlights the challenges and difficulties teachers face when using English in classrooms. This paper also proposes policy based solutions and defines the value of English for effective implementation.

2. Background:

Globally, English language has the status of lingua franca and it is considered as useful tool for educators and researchers. Similarly, it remained important in Pakistan since independent. Currently, in Pakistan, English language has the status of official language and even amendment has been passed till the Urdu language takes place at official work. The directives and orders have been issued to replace the English with Urdu with official status within fifteen years in the country.

As discussed, English language has the valuable status within the country and considered as an important tool for education. Beside it, the use of English language is very limited in Sindh, especially its interior parts like Badin city. Due to this less command on English language in underprivileged areas, educators and students often struggle to compete in major cities of Pakistan like Karachi, Lahore and Islamabad where international education is highly expensive and advanced. This linguistic gap creates hurdles for people who dream for professional development and advanced education but belongs to less developed areas like Badin.

3. Literature Review:

English occupies a crucial role in Pakistan’s educational system. Pakistan is a multilingual country with diverse languages. There are numerous regional languages like Balochi, Pashto, Sindhi, Brahvi, Punjabi, and Hindko along with the national

language which is Urdu. English holds the status of official language in Pakistan. English has held this status since the colonial times, when the subcontinent was ruled by the British people. Zaidi and Zaki (2017) explore the role of English in Pakistan's multilingual education system. The qualitative, descriptive review of existing literature, government records and census-based language statistics are the key components of their methodology. Their work examines the language policies in Pakistan. Their paper explores how English has maintained its privileged status till now. They critically examine how English's status has affected the local languages of Pakistan. This status of English has led to language shift and the endangerment of indigenous languages. The authors emphasize that while English serves as a key to higher education and elite class in our society, its dominance has also contributed to linguistic disparities and the marginalization of local languages. The paper concludes that though English is the official language of Pakistan and enjoys a privileged status, linguistic rights should be given to the languages. A proper education system should be put into practice which teaches Urdu and English equally to all children (Zaki, 2017). As this paper deals with the role of English in Badin city, English there is not administrated in the schools properly. The learners face a great difficulty in learning and speaking English. As the learners in Badin are multilingual, Sindhi and Siraki is used most of the time in schools and institutions. The Public sector schools focus mostly on the Sindhi language in their instruction. Several research show that multilingual education could help in improving the cognitive skills. Multilingual education is a key towards social interaction, and it helps in the learners economic growth (Raiha Haider¹, 4 December 2024). The point is that while dealing with multilingual education, the policies in Pakistani context must address the linguistic disparities and implement multilingual programs to achieve the maximum benefits from the multilingual education system.

Ashraf, Laar, and Turner (2021) explore the multilingual pedagogy in Pakistan. Using a discourse -ethnographic approach, the studies reveal that while English holds the status of the elite class, its implementation often marginalizes other local languages. The authors conclude that policies must be designed in such a way which fosters linguistic equity. This approach will help in implementing the languages uniformly in the multilingual education system (Muhammad Azeem Ashraf¹, 2021). If we consider the status of English in Pakistan and its multilingual education, its history goes back to the colonial times. The Britain people made it the language of elite and the Macaulay's thirty minutes on education very well describe the status of English during the subcontinent. After the independence from India, 1947, Pakistan carried on the legacy of the British people, including English as the dominant language (Rahman 1998, 2002). Urdu was supposed to be the medium of instruction after the independence. However, English continued the status of English. The two provinces of Pakistan Khyber Pakhtunkhwa and Sindh use Sindhi and Pashto language as their medium of instruction till date (Rahman, 1998). As the case is with the Badin city, which is a part of the Sindh province. The question there is the equal implementation of the English language as the medium of instruction in the public and private schools. The language policies are an important tool to discuss when it comes to linguistic equity. There is limited literature available on language policy but the constitutions and the educational policies are the language policies of the country (Shamim, 2011). The 1973 constitution and other official documents support Urdu as the official language. Despite these declarations, English serves as the official language of Pakistan and the language of education (Shamim, 2008). In Pakistan English holds the status of official language and the

language of privileged due its colonial legacy. The future language policies and teaching practices be implemented in such a way, that there should be linguistic equity (Fang, 14 Feb 2019).

As the paper deals with the multilingual education in Badin city, transforming languages is a common practice there in the schools and colleges. This is a good practice as the learners feel confident and understand the concepts in the classrooms. Native languages in English classrooms help improve confidence and engagement of the learners. The learners feel more confident and have a reduced anxiety. The environment thus becomes inclusive (Shaikh1, 2025). Although English is the official language of Pakistan and used as a second language, it multiple times plays conflicting roles in Pakistan's multilingual education system. Through certain research it is concluded that English's privileged status marginalizes other languages. English is learned for the social and economic purposes (Ashraf1, 22 March 2022). Not only this, it is not implemented in the schools equally which also arises tensions as in the schools of the Badin city.

The research shows that implementing English in the multilingual education of Pakistan has many challenges which the learners and the teachers go through. First, the language policies of Pakistan promote Urdu and English in the multilingual scenario. As the environment is multilingual, it affects the development of English language. It has both positive and negative aspects. Multilingual education leads to code-switching which enhances cognitive aspect and simultaneously learning English fast. English is often implemented in the schools at an early stage alongside local languages which also aids in picking English fast. Although multilingual environment helps in learning English in certain ways, there are also different challenges which create a sense of linguistic disparities. Lack of effective teaching methods, reduced fluency in English, and identity conflicts are the challenges that arise while implementing English in the multilingual education system of Pakistan. Pakistan's language policy should incorporate additive multilingualism in the education system to reduce linguistic disparity and to ensure cultural preservation (Mahmood4, 15 June 2023).

4. Research Questions:

1. What is the role of English in educational development and what are perceptions of teachers in Badin city regarding the English language status and its importance.
2. What are the factors contributing lack of English language development in schools of Badin city.
3. What are the suggestions of teachers, the recommendations, resources required for the development?

5. Purpose and Significance of the study:

The rationale of this research is to analyze the challenges face by teachers of Badin city in implementing English language. Along with that the recommendations and solutions have been proposed in order to recognize the language policy and English language importance for students in the city with lacking resources, weak economy, infrastructure and modern education. Not only in Pakistan, English language has the valuable status but also it is considered as language of opportunity across the world. This research has specific focus of discussing difficulties face by teachers and students regarding English

language use in both public and private schools of Badin city. These basically challenges come out from lack of educational resources, insufficient teacher training and strong influence of local languages like Sindhi and Urdu.

In the language policy of Pakistan Urdu placed as the national language, and English, as the official language. In addition to that, Sindh provincial government has mandate the Sindhi language as medium of instruction in early grades. As students from public schools, get their initial education in Sindhi language and in Urdu language from private schools. This results the limited exposure to English during the foundational years of education, a pattern that continues to higher education. Furthermore, upper-grade schools in Badin often lack trained English language instructors, adequate teaching materials, and awareness of effective language policies. These restrictions in approaching to language development can hinders students' ability to learn and apply English at advanced levels which can create less chances of success in competitive academic and professional environments.

English is highly recognized and rich language for upward mobility. However, the lack of educational resources, limited professionally trained teachers, and the absence of practical and localized language policies continue to pose major barriers in multilingual school settings.

This study is significant for several reasons:

1. It depicts the reality of implementation of language policies and the importance of English language education in Badin City.
2. It also will discuss teachers' perspectives on the use of local languages and English language use within their schools.
3. It offers insights into the practical challenges of language education in multilingual regions and informs potential policy improvements.
4. It emphasizes that English is not merely a subject, but a critical tool for success, empowerment, and access to opportunities.

6. Research Methodology:

This paper conducts quantitative research to explore the role of English in multilingual education of Badin city, Pakistan. This is examining the policies and opportunities linked with English education in Pakistan. The research is based on the data, collected via structured questionnaire filled out by teachers across public and private schools in Badin, Pakistan. The survey targeted key areas including teaching experience, their perception on importance of English language, challenges faced by students learning the English language and required support and actions by the government authorities.

Quantitative Research Questionnaire:

- Data Collection Tool: Online structured form
- Sample Questions: 15
- Sample Size: 35 Teachers
- Analysis Tool: Frequency analysis using excel and Python

7. Data Analysis and Findings:

7.1 Respondent Demographics

- Gender: 58% Male, 42% Female
- Age group: Majority (65%) between 25–40 years

- Education: Most participants held Bachelor's degrees
- Teaching Experience: 60% had 1–10 years of teaching experience

7.1 Teachers' Perceptions on English

The given table filled with data is based on quantitative research. The survey conducted among teachers in Badin. The result from the data shows a favorable perception of teachers for English language in academic and professional development. When teachers were asked the question regarding importance of English language and its significance of in education, the majority of teachers (17 approximately) agreed and other fifteen claim that *English is important for students' academic growth*, while the ratio of disagreed respondents was highly low, It shows an important considerations.

Statement	Agree	Strongly Agree	Disagree
English is important for academic growth	17	15	1
English opens job and career opportunities	9	21	3
Students struggle due to dominance of local languages	24	6	3
Implementing English is challenging in multilingual classrooms	24	7	2
English should be the primary instructional language in multilingual schools	25	5	3

Similarly, on the question of English's role in *job and career advancement*, 21 strongly agreed and rest of them agreed, which is demonstrating teachers' strong belief in the economic benefits of English proficiency.

Another data in which 24 teachers agreed and 6 strongly agreed that majority of *students struggle to understand English due to the dominance of local languages*. This supports the argument that early instruction in regional languages without sufficient transition support hampers English acquisition. Additionally, 24 respondents agreed and 7 strongly agreed that *implementing English is challenging in multilingual classrooms*, revealing the daily difficulties faced by educators. Despite these obstacles, the majority 25 agreeing and 5 strongly agreeing believe that *English should be the primary instructional language* in multilingual schools of Badin, indicating a strong demand for policy reform and institutional support.

7.2 Challenges in Teaching English

Challenge Type	Frequency
Lack of student understanding	14
Teacher/student interest issues	9
Lack of resources	5

Challenge Type	Frequency
Lack of teacher's command on language	4
Combination of multiple challenges	1

This provided data reveals many highlighted challenges, reported by teachers of implementing English language instruction in multilingual classrooms. The most cited issue was the lack of student understanding, reported by 14 teachers, which reflects how difficult it is for students to grasp content when they have minimal exposure to English outside the classroom. This was followed by interest-related issues from both students and teachers, with 9 respondents indicating that *motivation and engagement* are often lacking.

Other teachers mentioned several issues like lack of resources (5 responses) and inadequate teacher command of the language (4 responses) as significant obstacles. Notably, one respondent identified a combination of multiple challenges, suggesting that in some classrooms, these issues are interconnected and compounding. This highlights the systemic nature of the problem and underscores the urgent need for comprehensive intervention strategies that address teacher training, curriculum support, and classroom materials together, rather than in isolation.

7.3 Support Needed by Teachers

Type of Support	Frequency
Trainings and Workshops	21
Language Resources	5
Supervision and Support	4
Regular Monitoring	3

The results demonstrate the demand for significant solutions like structured training and workshops to support English language instruction. When teachers were asked about the type of support required to successfully implement English language instruction, the majority of teachers 21 out of the total respondents emphasized the need for trainings and workshops. This reflects a clear demand for professional development programs that equip teachers with the skills, strategies, and confidence to use English as a medium of instruction in multilingual settings.

In addition to training, some teachers called for language resources (5 responses), such as teaching materials, visual aids, and interactive tools that can make English learning more engaging and effective. Others stressed the importance of supervision and support (4 responses), along with regular monitoring (3 responses), suggesting that without administrative follow-up and ongoing encouragement, even well-intentioned policy changes may fail in practice. These findings make it evident that any successful English

language implementation must be supported not only by policy, but also by continuous investment in teacher capacity-building and school-level guidance.

Discussion:

English is designated as a compulsory subject from the early age classes and made medium of instruction from Grade 4 in the Pakistan's National Education Policy (NEP) 2009. This policy has given English language a significant value, not only for subject study but also as necessary medium to deliver lectures. The purpose of this decision was to improve students' proficiency in English. It will make students more active and interested towards English and make them effective in higher grades education. In the context of Pakistan and its educational landscape, English language has become the symbol of opportunity, modernity, and competitiveness.

However, a clear disconnection can be seen in between the English language implementation in schools of Badin city and policies of Pakistan Education. The provincial government of Sindh has emphasized the Sindhi language as the medium of instruction in public and private schools of Badin city. Similarly, in most of the schools of Badin city, English is minimally introduced or completely absent. In this regard, the lack of application of English language results students less motivation and competition in academic levels.

The data collected through a quantitative study conducted among approximately 30 to 50 teachers from both public and private schools in Badin city, Sindh, presents deep research into this problem. A majority of the respondents show the value of English for students' academic growth and future career opportunities. Most of the teachers in this survey agreed or strongly agreed that English language plays vital role in shaping student's academic growth and career opportunities. According to the words of (Coleman, 2010) based on global research, English language opens international gates to economy mobility especially in multilingual and developing countries.

Despite knowing the importance of English language, still less enactment can be seen the use of English in less developed areas of Sindh as in Badin. From the collected data, teachers considered that student's lack of understanding of English language is main reason they do not use English language in classrooms. On the other hand, students haven't been educating in their mother tongues and regional language like Sindhi and Urdu results not to get engaged in English language practices, then they struggle to get command on their academic content. According to the responses collected from the survey, the language mixing or its transformation from one language to other, at academic level creates a cognitive gap, this causes limitations in student's ability to absorb the educational content in a foreign language. As one respondent noted, "Students are being taught in their mother tongue and regional languages in early grades. This makes it hard for them to suddenly shift to English in later grades."

Furthermore, the less exposure of English language in homes and rare language practice environment in educational institutions means those students are given limited opportunities to practice spoken and written English. Along with that, the lack of resources like language based labs and classrooms do not create motivation among students to work on language fluency. This results in reduction in confidence among learners from underdeveloped areas like Badin city. This problem further exceeds when teachers are less practiced in language proficiency trainings.

Another major objective pointed out by teachers from the collected data is the shortage of teaching resources. Teachers claimed that most of the Badin city schools are lacking with language instructional resources like LED's, speakers for listening activities,

English language reading material and textbooks. Teachers also demanded a careful monitoring and support system by the heads of schools to regulate the language practice in every school. Some important factors were highlighted by teachers in response to the question about the type of support they needed, teachers mentioned requirements like "Trainings and Workshops," "Language resources," "Supervision and Support," and "Regular Monitoring." These are essential not only to enhance teacher competency but also to build institutional capacity for sustained English language education.

In the comparison of public and private schools, teachers shared different observations on the basis of English language implications and regulations. According to teacher's perspectives private schools were somewhat more active in implementing English language as medium of instruction due to their own authorities and finance. While the public schools, which are totally dependent on government authorities to make all the possible arrangements. Public schools are less convenient and facilitated from language resources as compare to the private schools. So the students from public schools more likely to suffer language barrier due to less qualified trained teachers having command on language, have limited monitoring, language learning resources like libraries and laboratories, infrastructure and implementations of language policies. Several responses emphasized that "lack of monitoring of language use in public schools" is a major obstacle, suggesting that even where policies exist; there is minimal accountability in practice.

Teachers are not resistant to change as revealed in the study. They are agreed on changing and eager to improve their practices in language and teaching if they are provided with sustainable tools and required resources. Majority of teachers were also interested and agreed in government intervention. They think that government should involve in regularizing language monitoring. Heads should lead those language activities and educational authorities from government should clearly explain language policies and notable suggestions to teachers within every school of Badin city.

Teachers proposed many possible strategies to create a rich environment for English language learning. The possible solutions include resourceful classrooms, language labs and libraries for practices. The one possible solution most importantly proposed by teachers was the policy application across all types of schools in Badin city. These measures are helpful in creating rich environment for both students and teachers where language can be practiced regularly. Another possible measure proposed by teachers is can be taken to normalize the use of English language, that is the monitoring and assessing the language practices and activities. This factor can contribute to check developments and improvements of students in language development. Also it is helpful to check if language policy implementation is taking place or not.

Conclusively, the findings from this research through quantitative data from teachers of Badin show a strong disconnection between policy intentions and on-ground realities. English language mostly recognized and advocated by teachers of Badin. Their hard work and struggles hindered by limited attentions by government official on language importance, also lack of resources, and inconsistent policy execution leads improper use of English language. By addressing these gaps, teachers described some requirements to improve the status of English language in schools of Badin city. Collaborative approaches by teachers involving teacher training, resource development, curriculum alignment, and ongoing support systems. The policy of National Education prescribed in 2009, can only be integrated and implemented the described strategies by ensuring that every student of Pakistan, Whatever region and background they belong

to, can get accessible and equitable opportunity to English language fluency and affordable opportunities.

Recommendations

Based on the data collected through this research, several key recommendations can be proposed to address the challenges identified in the use of English as a medium of instruction in multilingual schools of Badin City:

1. The Professional development and Trainings of Teacher

Majority of teachers show strong agreement from the collected data on the necessity of English language instructions. The recommendations on this requirement were also proposed by teachers to organize the English language instructions based workshops and trainings in order to enhance the ability to communicate in English, improve their fluency in English, pedagogical trainings to teach English as a subject and as a language in classrooms. Such workshops should be comprehensive, covering both linguistic competence and effective classroom methodologies. These language development workshops do not only improve teacher's language fluency but it also increase teachers' motivation and confidence in delivering English content. Empowering teachers through ongoing professional development is essential to improving overall student learning outcomes in English.

2. Implementation of Language Policy

The government must take an action and play active role in implementation of national and provincial language policies and communication both private and public schools. Policies should be explained and discussed by school authorities to teachers and staff of both public and private institutions across Badin, regarding the use of English in education. To make these policies effective and fruitful, assessments should be conducted on different occasions. For successful outcomes, their dissemination should be accompanied by training sessions and resource materials that clarify objectives, timelines, and expected outcomes. Moreover, there also must be effective monitoring by government officials for the implementation process through official educational bodies to ensure compliance and accountability.

3. Resource Provision of Teaching and Learning English

Another major concern raised by teachers in the study is the lack of adequate resources for teaching and learning English in schools. It is responsibility of authorities to ensure the provision of required resources like English textbooks, dictionaries, audio-visual aids, and language learning tools. Both public and private schools in Badin must be provided with accessible resources so the language based activities can be conducted effectively. Without such facilities, regularizing language practices can be challenging, even most skilled teachers would be unable to deliver the lectures and conduct meaningful language classes.

4. The Assessment And Accountability

In order to get successful results and fill the gap of language in regional areas like Badin, there must be a regular evaluation and monitoring of language instructions and policies in schools. Strong actions should be taken against the institutions where negligence and inefficiency towards language policy found. The language evaluation time to time is helpful in enhancing the language learning outcomes. These evaluations will not only ensure that language instruction is being implemented as intended, but also help

highlight successful strategies that can be replicated across other schools.

These recommendations emphasize the need for institutional commitment, language policy implementation, resource support, and continuous professional growth to improve English language education in Badin. By resolving the issues related to language barriers and addressing these areas will probably contribute to bridging the language gap and ensuring that students from multilingual schools and marginalized backgrounds will have equal opportunities to succeed academically and professionally. The gap among students from different backgrounds of studies or developed and underdeveloped cities will exert through applying possible remedies.

Conclusion

English language is considered as most influential and successful tool for educators. Many researchers have found through different researches that the English language is the basic need of students in order to become successful in career. In Pakistan, especially in Sindh and its under developing areas like Badin city, the use of English language is not so common and the basic education is often provided with regional languages. This research article analyzes the role of English language in multilingual schools of Badin city, Sindh, Pakistan. It highlights several factors including challenges faced by teachers in using English language in both types of schools, also depicts opportunities related to English language globally of which children of Badin need to be aware of. In addition to that, it also explores the lack of implementations and monetization of language policies across the Badin city schools. In this research, the data has been collected through quantitative method from teachers of both public and private schools of Badin city. The research highlights major obstacles in implementing English language instructions throughout the city schools. These included: student's limited understanding of English language, insufficient teacher's training, lack of instructional resources, and weak policy enforcement.

Despite these drawbacks, the study found strong influence of English language among teachers as a tool of academic achievement and socio-economic development. Most of the respondents in this research agreed that English should be the primary medium of instruction in all types of schools in Badin city. It also recognizes the importance of English language as opportunity gainer tool for children. For the English language development it requires practical support, resource allocation, and capacity building at ground level.

Results in this research enforce authorities for urgent implementations of policies and practices, structured training programs for teachers, resources distributions, and proper monetization by language authorities. The disconnection between national policy and language practices in Badin city results the loss of students where children in local schools merely get chances of English language learning and practices due to systematic neglect.

On focusing these flaws and gaps, educational authorities like school administrations and policy makers ensure the use of English language by describing its value that it is just not a language of power and accessible to privileged society. It is a functional and empowering tool for language learners across Pakistan. The recommendations provided in this research, if implemented effectively, can help to fill the gap of education and language inequalities that disadvantage students in underdeveloped areas of Sindh like Badin.

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