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Language Shift and Educational Gaps: Exploring the Impact of English Medium Instruction through SEM



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Abstract

This paper shows that the medium of instruction is a major factor influencing academic performance of students, and English is at the forefront in determining the academic performance of students. The Structural Equation Modelling application indicated that teacher support, student motivation, educational background, learning strategies, skill to communicate in English and attitude towards English language are all positively related with academic performance. Nevertheless, language anxiety was observed to have negative impact on English communication which subsequently has an impact on the motivation and learning outcome. The confirmatory factor analysis was used to verify all these factors. Such results align with the recent sources that prove that a good command of English is not merely an instrument of academic success but also a facilitator of self-confidence and sustainability of learning. As such, the creation of a positive classroom atmosphere, the reduction of the language anxiety and the enrichment of teacher functions are the most important factors to enhance the students performance in an English-based classroom.

Keywords: Medium of Instruction (MOI), Motivation, Attitude, Confirmatory Factor Analysis (CFA), Structural Equation Modelling (SEM)

Introduction

The angels respected Adam because he was able to learn, and it is important to point out the sacred importance of learning. Learning is not only the transfer of information between the teacher into the student but a process in which there is a communication, interaction, and engagement between the teacher and the student. There must be active participation, reading, writing, discussion, and assessment. Interaction between teachers and students, specifically, increases the performance in the learning process and boosts academic performance (Ali et al., 2024). Language is very central in learning, since knowledge is exchanged and perceived through it. There are more than 5,000 languages in the world and many nations, Pakistan being a one of the countries, are multilingual. In order to learn effectively, students should be fully mastery of the language they are being taught particularly in the elementary level where the basics of learning are laid. Lack of language skills may isolate students in the discussions and restrict their writing and understanding abilities (Sana & Atta, 2024). Urdu is the national language in Pakistan and is a link language between provinces. Nevertheless, English is predominant in the official communication, education, and the professional fields. Even though Urdu is a national language, the language does not have technical terms in science, business and technology. English, conversely, is internationally important and is regarded as the key to international research, education, and employment (Shakir and Kiazai, 2023). There are about 430 million second language speakers and 330 million first language speakers of English. In internet, about 80 percent is in English and thus it is a key resource language to students. The knowledge of English helps students to interact with international knowledge, read

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original materials, and master professional education (Tayyab et al., 2023). There are many factors which determine academic performance and these include the understanding of the contents, communication skills, motivation and learning strategies. GPA is a general indicator of the student performance, however, attendance to classes, taking notes, time management, and preparation of exams also contributes to the success. It is important to note that communication skills such as listening, reading, writing, and speaking are essential in order to showcase academic knowledge (Bibi et al., 2023). Language anxiety has adverse impacts on performance by making one nervous and may instil uncertainty in one, particularly those who learn the second language. The literature points out that there is a direct connection between language proficiency and academic performance. An attitude and motivation of the student towards the language is another important factor that determines the success of a student. Krashen (1985) noted that, attitudes may either inhibit or promote language learning. There are integrative, instrumental, and result-based motivation, all of which affect learning behaviour (Sana and Atta, 2024). The role of the teacher is very important. Teachers should give the student a chance to practice the language by reading, writing, speaking, and listening. They should also guide and encourage the students during the learning process (Imran et al., 2023). Medium of instruction (MOI) is a controversial topic in Pakistan. Even though higher education and professional courses require the use of English, the regional languages are easier to understand at the lower levels of study. National or local languages are used in most of the rural schools, whereas English is common in the urban and the private schools. Even families on low income are choosing English-media schools and understand the benefits in the professional life (Shahzad et al., 2024). Nonetheless, it is possible to comprehend and express more in the native language with ease and comfort. A moderate solution that would introduce mother tongue education first and then shift to English in subsequent levels could have the best results. It acknowledges the cognitive advantages of teaching in the native language and the practical need to have English as a global competitor (Munir et al., 2023).

Rationale of the Study

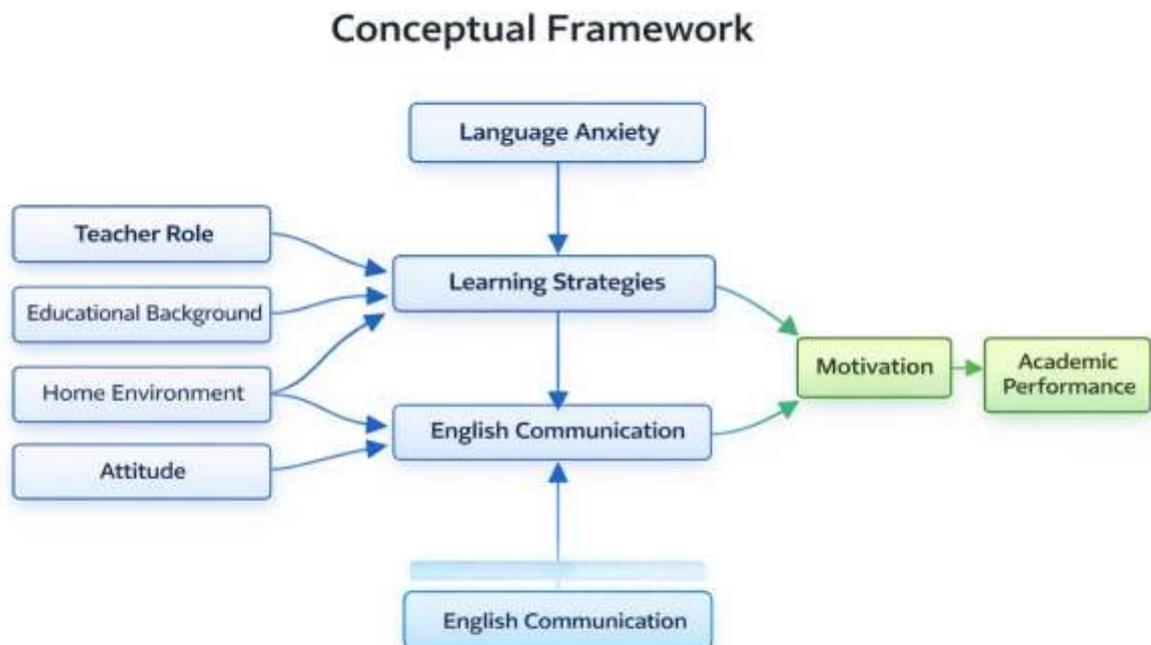
MOI can greatly influence the academic performance of students, their level of confidence, and their contribution in a classroom. Language barriers can be a major barrier to understanding and restrict the capacity of the students to communicate. This paper would explore the effect of MOI on academic performance and determine the major factors in the development of concepts of students in a second language using CFA and also will formulate a model of SEM that explains how academic performance is influenced by MOI. The findings will be useful in assisting students and teachers to enhance effectiveness of education.

Conceptual Model

The conceptual framework of academic performance in reference to MOI is based on the inference and the relevant literature review. Each cell is a construct and the whole model is centered around the motivation to learn English as determined by its

antecedents which are the home environment, teacher role, attitude, educational background, learning strategies as well as English communication. Lastly, motivation affects school success.

Figure 1



Research Methodology

To conduct an assessment on the impact of MOI on learning and academic performance of students, the proposed research is cross-sectional and retrospective. The sample of the study is the second-semester students of the University of Gujarat, Hafiz Hayat Campus who have taken one of the required course of English courses in all the departments (pure and social sciences).

Stratified random sampling was used to ensure that both genders and the fields were represented. Divisions were made in terms of faculty (pure/general sciences), departments and gender. According to Bartlett et al. (2001), a sample was taken on 25 percent of the 1170 population. The sample of 300 students was chosen, 118 pure sciences (50 men and 68 women) and 182 general sciences (105 men and 77 women). The use of a questionnaire was confirmed in a pilot study which involved 25 students. The test was also reliable at 0.92.

Data Analysis Techniques

The study hypotheses were tested with the SPSS 26.0 and STATISTICA 13.3 with the help of CFA and SEM. The Shapiro Wilk test was applied to test normality. The Pearson or the Spearman correlation was adopted, depending on the distribution.

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Confirmatory Factor Analysis

CFA was used to test the measurement model based on Maximum Likelihood Estimation and fit indices, including chi-square and RMSEA. One of the proposed CFA processes follows the following process.

The initial action is to state clearly the model which we would wish to test. It entails the process of defining constructs in a theoretical manner. Review the relevant literature on research and theory in order to support the model specification. Then, factors and the kind of loadings between the factors and the measures are selected. The independent variables on the experimental units should be measured. The study must consider at least four structures with three items in each construct.

We have to determine the covariances, or in other words the correlations of each of the variables. Conduct the initial descriptive statistics measurement. We will need to choose a method to obtain the estimates of factor loadings which were free to vary. The most popular model-fitting method, maximum likelihood estimation should presumably be used unless multivariate normality in our measures is severely lacking. Chi-square goodness-of-fit test is the most popular test of model adequacy.

Finally, we also give and comment on the findings. But in comparison of two models one of which is a simplified form of the other we can merely examine the difference in the χ^2 statistics. Complete and reduced factor model can be compared in virtually all tests of individual factor loadings.

Structural Equation Modelling (SEM)

Latent components, measuring error, and causal relationships between variables were modeled by SEM. It is a multivariate statistical analysis tool that takes advantage of qualitative assumptions of causality and integrates statistical data to determine and estimate cause and effect relationships. It may be regarded as a peculiar combination of interdependence and dependence approaches.

Multivariate normality, linearity, no outliers, model identification, adequate sample size (200-400), and uncorrelated error terms are SEM assumptions. Path analysis and CFA have been used. The visualisation of models was done through the path diagrams to depict relations between observed and latent variables.

Absolute Fit Indices

Absolute fit indices demonstrate what proposed model best fits the sample data.

Model Chi-Square (χ^2)

A traditional measure of general model fit, the Chi-Square value is used to measure how different the sample and the fitted covariance matrices are. The insignificant result would be obtained at a 0.05 value in a good model fit (Barrett, 2007).

Root Mean Square Error of Approximation (RMSEA)

The second fit statistic is the RMSEA, which is reported by LISREL program. In more recent times, the officials in this sphere appear to concur on a high limit of 0.07..

$$e_w = \sqrt{\max\left(\frac{F}{df} - \frac{1}{NM}, 0\right)}$$

Goodness-of-Fit statistic (GFI) and the Adjusted Goodness-of-Fit statistic (AGFI)

A replacement of the Chi-Square test is GPI. This is a statistic that is more valuable with bigger samples and it goes between 0 and 1. With the GPI, a single cut-off of 0.90 has been recommended historically. AGFI has the tendency to increase with the growth in the sample size. Just like the GFI, the AGFI has a value of 0-1, where above 0.90 is typically termed as a well-fitting model.

$$GFI = \frac{\text{tr}(\hat{\sigma} / W\hat{\sigma})}{\text{tr}(\hat{s} / W\hat{s})};$$

$$AGFI = 1 - \frac{1 - GFI}{1 - k/n}; 0 \leq GFI, AGFI \leq 1$$

Root Mean Square Residual (RMR) and Standardised Root Mean Square Residual (SRMR)

The RMR and SRMR depend on the square root of the difference between the residual values of the sample covariance matrix and the covariance model as theorised in the hypothesis. The values of the SRMR fall in the range of 0 to 1 and good models have values that are less than 0.05.

$$RMR = \sqrt{\frac{2}{n(n+1)} \sum_1^n \sum_2^n (s_{ij} - c_{ij})^2} \quad C = (c_{ij}) = \hat{\Sigma} = \Sigma(\hat{\gamma})$$

(s_{ij}) for the $n \times n$ input COV, CORR, UCOV, or UCORR matrix

Incremental Fit Indices

Incremental fit indices An incremental fit index is a category of indices which compare the chi-square not to a baseline model, but to the chi-square itself.

$$IFI = \frac{\chi_{null}^2 - \chi_{model}^2}{\chi_{null}^2 - df_{model}}$$

Normed-fit index (NFI)

This statistic compares the 2 of the model with the 2 of the null model to test the model. The values of this statistic are within the range 0 to 1. NFI 0.95 must be the cut-off entity according to more recent recommendations.

$$NFI = \frac{\chi_{indep}^2 - \chi_{model}^2}{\chi_{indep}^2}; 0 \leq NFI \leq 1$$

Non-Normed-Fit Index

$$NNFI = \frac{\chi_{indep}^2 (df_{indep} / df_{model}) / \chi_{model}^2}{\chi_{indep}^2 - df_{indep}}$$

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CFI (Comparative fit index)

The CFI is a modified form of NFI which takes into consideration the size of the sample and yet produces good results. A cut-off point of CFI [?] 0.95 is currently recognised as a good fit but an original cut-off value of CFI [?] 0.90 was suggested.

$$CFI = \frac{[df(\text{null model}) - df(\text{proposed model})]}{df(\text{null model})}$$

Parsimony Fit Indices

To overcome this, Parsimonious Normed Fit Index (PNFI) and Parsimony Goodness-of-Fit Index (PGFI) were developed as two parsimony fit indices. GPI is a basis on the PGPI that explains the degree of loss of freedom. No thresholds are recommended with these indices; the parsimony fit indices can be achieved within the 0.50 range and other goodness-of-fit indices will achieve values of over 0.90. The second type of parsimony fit index is also referred to as information criteria indices. Among such indices, the most popular one is the Akaike Information Criterion (AIC).

Though it is not easy to give a cutoff point since these indices are not brought to a 0-1 level, a smaller index will imply a well-fitting, frugal model; that is, a model that gives the lowest value is the best. However, it is necessary to note that to consider these statistics as reliable, it is necessary to have a sample size of 200.

$$PGFI = \frac{df_{min}}{df_0} GPI$$

Results and Discussion

Descriptive Statistics

The questionnaire includes the demographic data, the level of education, home environment, and learning strategies. The age of the participants was 17-23 with mean = 19, SD =1. The mean duration of study a day was 2 hours (SD [?] 2). Mean of first semester GPA was 3.06 and SD =.48. There is an allocation of 51.7% male and 48.3% female of which 65.7% are urban and 34.3% rural. Medium of instructions of the respondents is spread as 27.7% always English as medium used, 48.7% never used English as medium and 68.7% used intermediate level of English. In the final course taught in English, the grades are spread as 17.7 percent scored A +, 28.7 percent scored A, and 0.3 percent scored D.

Parental Education

Fathers: 6% below middle, 33% matric, 21.3% postgraduates

Mothers: 20% below middle, 34% matric, 6.7% postgraduates

Language use:

Category	Urdu	Pashto	English	Mixed
Home Language	30%	67%	3%	-

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Category	Urdu	Pashto	English	Mixed
Most Fluent	17.7%	54.7%	11.3%	-
Favourite Language	36.7%	-	28.3%	17.3%
Mobile Messaging	11%	33%	22.7%	33.3%

English Learning Preferences

Useful skill: Speaking (56.7%), Listening (16.7%), Reading (16.3%), Writing (10.3%)

Vocabulary strategies: Consult dictionary (reading: 43.7%, writing: 33.7%), ask others (reading: 19%, writing: 29.7%), skip/guess unknown words (~13–16%)

Correlation Analysis (Spearman)

The correlation between Teacher role and learning strategies is $r = .264$, between Attitude and learning strategies is $r = .184$, between Language anxiety and communication between $r = -.217$, between Learning strategies and motivation is $r = .414$, between Motivation and teacher role is $r = .408$ and between Motivation and academic performance is $r = .415$. The significant correlations are those with all the other correlations at the 0.01 P value, except the language anxiety (non-normal data).

Confirmatory Factor Analysis

CFA was performed to prove the validity of the constructs employed in the research. Each of the items in all the constructs had p-values that were significant and thus included. Tables A-1 indicate the Measures of Goodness of Fit of all the factors. For the *Educational Background* construct, the most influential item was intermediate marks ($\beta = 0.778$), while medium of instruction at the intermediate level was the least influential ($\beta = -0.133$). In the *Home Environment* construct, mother's education had the highest loading ($\beta = 0.935$), whereas encouragement to speak English at home was least significant ($\beta = 0.172$). For *Learning Strategies*, regular class attendance was the most significant factor ($\beta = 0.773$), and needing extra coaching for English was the least ($\beta = 0.290$). In the *English Communication* construct, good listening skills emerged as the most important ($\beta = 0.589$), while speaking English with friends was less influential ($\beta = 0.365$). Within *Language Anxiety*, fear of being laughed at while speaking English had the highest loading ($\beta = 0.927$), whereas comfort asking questions in English was the lowest ($\beta = -0.203$). The *Attitude* construct showed that understanding while listening was the most influential ($\beta = 0.718$), while excitement about learning a new language was the least ($\beta = 0.277$). In the *Motivation* factor, preference for English as the medium of instruction from the primary level was most significant ($\beta = 0.712$), while speaking English outside class was less important ($\beta = 0.489$). For the *Teacher's Role*, the perceived usefulness of English courses had the highest estimate ($\beta = 0.632$), and lectures delivered in English had the lowest ($\beta = 0.131$). Lastly, in the *Academic Performance* construct, alignment of exam

performance with knowledge was most critical ($\beta = 0.810$), while making a study schedule had the least importance ($\beta = 0.220$).

Model fit indices were also evaluated. Constructs such as *Educational Background*, *Learning Strategies*, *English Communication*, *Language Anxiety*, *Teacher's Role*, and *Academic Performance* met the recommended fit criteria, with GFI values above 0.90, AGFI values above 0.80, RMSEA below or equal to 0.08, and χ^2/df values below 3. The *Motivation* and *Attitude* constructs had marginal fit with RMSEA values of 0.11 and 0.15, respectively, indicating weaker model fit, though their items were still retained. However, the *Home Environment* construct, despite having significant item loadings and a good GFI (0.935), failed to meet the overall model fit requirements and was excluded from the final structural equation model.

Table A-1

Measures of Goodness of Fit for all the factors

	χ^2	d.f	p-value	$\chi^2 / d.f$	GFI	AGFI	RMSEA
Recommended				≤ 3	$\geq .90$	$\geq .90$	≤ 0.08
Educational Background	93.8389	20	0.000000	4.6	0.922	0.860	0.115
Home Environment	54.8527	5	0.000000	10.97	0.935	0.805	0.177
Learning Strategies	11.496	5	0.042377	2.29	0.985	0.955	0.065
English Communication	14.4631	5	0.012921	2.89	0.981	0.942	0.08
Language Anxiety	108.91	35	0.000000	3	0.928	0.887	0.08
Attitude	146.877	20	0.000000	7	0.878	0.780	0.157
Motivation	122.539	27	0.000000	4.5	0.907	0.844	0.118
Teacher's Role	24.14	9	0.004078	2.68	0.972	0.935	0.078
Academic Performance	13.842	5	0.016645	2.76	0.981	0.944	0.079

Structural Equation Modelling

The use of SEM was to forecast the performance of the students in terms of their performance in their studies even when they are studying in a foreign language, English. The structural model was represented as a path diagram. The standardised path coefficients of these constructs demonstrate the extent to which they are correlated to academic achievement. The path diagram that has been fitted (Figure II) reveals that academic performance is contributed by all variables, both directly and indirectly and the coefficient is between 0.127 and 0.691. Other variables like motivation and learning strategies have stronger relationships with academic performance whereas others like the role of teachers and language anxiety have relatively moderate relations. Although there is a difference in coefficient of path, all the paths in the model were found to be significant confirming their inclusion. A number of recognised goodness-of-fit metrics were used to evaluate the model's overall fit. The observed and anticipated covariance matrices were first compared

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using the chi-square statistic. A satisfactory model fit is indicated by a significant p-value and a chi-square to degrees of freedom ratio ($\chi^2/d.f.$) of 1.62, both of which are below the 3-point cutoff. This ratio offers a more reliable evaluation, particularly for samples larger than 200, even though the chi-square test is sensitive to sample size. A good fit between the proposed model and the population covariance matrix was indicated by the (RMSEA), which was 0.046, much below the suggested maximum limit of 0.08. Furthermore, the model's adequacy was further confirmed by the SRMR, which was 0.080 and within the acceptable range.

Although the precise value was not disclosed, the NNFI, which takes model parsimony into account and is less sensitive to sample size, surpassed the acceptable threshold of 0.90. Both the AGFI and GFI were 0.810. Even while both indices fall just short of the traditional threshold of 0.90, they nevertheless indicate a respectable degree of model fit, particularly when paired with the better fit indices (RMSEA, SRMR, and $\chi^2/d.f.$). It is also mentioned that because GFI is sensitive to sample size and model complexity, it has lost favour in more recent work.

Table A-2 indicates that overall the structural correlations between the latent constructs were all statistically significant. This shows that the suggested pathways are valuable contributions to the knowledge of academic performance of students. Combined, the overall model fit data presented in Table A-3 provide support to the adequacy of the structural model. Consequently, the SEM represents valid and reliable factors that influence academic performance when the subjects are learning the foreign language.

Table A-2

Model Estimates of SEM

Variables	Parameter estimate	Standard Error	T Statistic	Prob. level
Teacher role ->learning strategies	0.343	0.064	5.357	0.000
Attitude ->learning strategies	0.127	0.050	2.507	0.012
Language anxiety ->English communication	-0.144	0.036	-3.969	0.000
Educational background -> English communication	0.140	0.038	3.701	0.000
learning strategies -> English communication	0.164	0.063	2.582	0.010
learning strategies ->motivation	0.691	0.132	5.219	0.000
English communication >motivation	0.457	0.125	3.660	0.000
Motivation -> academic performance	0.193	0.078	2.472	0.013

Table A-3

Measure of Goodness of Fit of Model

χ^2	d.f	p-value	χ^2	RMSE	SRM	GFI	AGF
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				/d.f	A	R		I
CFA Model	1124.2	69	0.00000	1.6	0.046	0.080	0.83	0.810
	6	3	0	2			1	
Recommended				≤ 3	≤ 0.08	≤ 0.08	≥ .90	≥ .90

Models Estimated Equations

$$Y = 0.193 X_7$$

$$X_7 = 0.691 X_5 + 0.457 X_6$$

$$X_5 = 0.343 X_1 + 0.127 X_2$$

$$X_6 = 0.140 X_3 - 0.144 X_4 + 0.164 X_5$$

Were X_1 =Teacher Role, X_2 = Attitude, X_3 = Educational Background, X_4 = Language Anxiety, X_5 = Learning Strategies, X_6 = English Communication, X_7 = Motivation and Y = Academic Performance

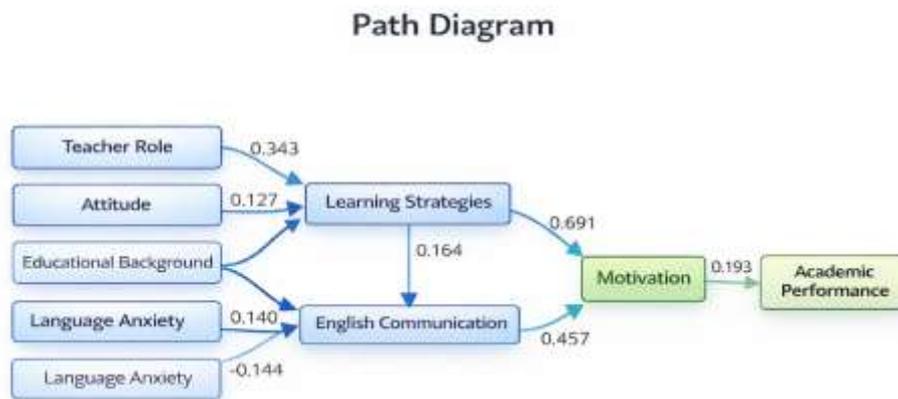
In accordance with SEM results, it can be logically assumed that the role of the teacher and attitude of the students towards the English language has a direct impact on the learning strategies of students. This can be compared to the earlier studies, where researchers have indicated a strong relationship between successful methods of learning and academic success at the tertiary level (Soares et al., 2009). Moreover, the educational background of students and their learning strategies were observed to influence the development of their English communication abilities positively, but language anxiety had a negative influence on the capacity of the students to communicate in English. Both learning strategies and English communication skills, in its turn, impact students motivation that in turn is positively correlated with academic performance. Therefore, motivation mediates, having an indirect relationship between learning behaviours and academic outcomes.

The only aspect that has been identified to negatively correlate with school performance is language anxiety. These relationships are in line with findings of other studies that have studied various issues surrounding second language learning. It is worth noting that the dual roles of anxiety and motivation in language learning have been an issue of concern among the second language researchers since time immemorial. The negative correlation between the language anxiety and motivation implies that the level of anxiety may impede the motivational levels. This is the idea which is supported in the current research. Motivation is highly accepted as a very important element of second language acquisition, which entails the efforts that learners put into language acquisition in regard to their internal needs or desires. These results are also consistent with the general picture that mastering of the MOI is closely linked with the excellence in the general performance. Thus, structural relationships, which were found in this research, are corroborated not only by statistical significance of the model, but also by the literature that supports the relevance of the proposed model..

Fitted Model Path Diagram

A SEM path diagram incorporating factors and a good goodness of fit index was drawn.

Figure 2



Measuring the overall effect of the English Medium of Instruction on Motivation and Academic Performance

Overall effect on Motivation

Direct and indirect influence of the role of the teacher, the Attitude, Educational Background, Language Anxiety on Learning Strategies and English Communication on student Motivation.

Path	Calculation	Result
TR → LS → MOT	(0.343) (0.691)	0.2370
ATT → LS → MOT	(0.127) (0.691)	0.0877
ATT → LS → EC → MOT	(0.127) (0.164) (0.457)	0.0095
EB → EC → MOT	(0.140) (0.457)	0.0639
LA → EC → MOT	(-0.144) (0.457)	-0.0658
Total Impact on Motivation	0.2370 + 0.0877 + 0.0095 + 0.0639 - 0.0658	0.3323

Factor	Effect Calculation	Total Effect
Teacher Role (TR) on Motivation	0.2370	0.2370
Attitude (ATT) on Motivation	0.0877 + 0.0095	0.0973

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Factor	Effect Calculation	Total Effect
Educational Background (EB) on Motivation	0.0639	0.0639
Language Anxiety (LA) on Motivation	-0.0658	-0.0658

It shows that the teacher's role has a greater effect on motivation, while attitude towards learning in English has the second highest effect on motivation.

Overall Effect on Academic Performance

Directly and indirectly, the total effect on academic performance

Path	Calculation	Result
TR → LS → MOT → AP	(0.2370) (0.193)	0.0457
ATT → LS → MOT → AP	(0.0877) (0.193)	0.0169
ATT → LS → EC → MOT → AP	(0.0095) (0.193)	0.0018
EB → EC → MOT → AP	(0.0639) (0.193)	0.0123
LA → EC → MOT → AP	(-0.0658) (0.193)	-0.0126

The total effect (direct and indirect) of the teacher role, Attitude, Educational Background, Language Anxiety, Learning Strategies and English Communication using motivation on the academic Performance = $0.0457 + 0.0169 + 0.0018 + 0.0123 - 0.0126 = 0.0642$.

Such findings imply that the influence of MOI on academic performance is 0.0768, in a scenario where the teacher is engaged in a supportive role, and attempts to develop the skills of students in the English language. The student possesses an excellent education background and English communication skills, has good attitude, and is highly motivated. However, when the student is required to experience language anxiety, there is an effect of MOI on academic performance -0.0642.

Teacher's Role and Student Attitudes

The teacher role, as well as the attitude of students toward English language affects the learning strategies by a substantial percentage according to the SEM analysis. This is in line with the existing studies that point at the impact of teacher behaviors on students in terms of motivation and engagement. Peng (2021) states that in one case, e.g., teacher praise significantly enhances the academic motivation and interest of EFL students, which means that positive teacher-student communication is effective in achieving better learning strategies and outcomes.

Language Anxiety and English Communication

The model has also found that the language anxiety and English communication skills are negatively correlated, as supported by current research. The researchers argue that the more intense the levels of foreign language fear, the lower the willingness of pupils to communicate in English in and outside of the classroom (Welesilassie and

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Nikolov 2024). Their study is in line with the adverse impact of anxiety on language proficiency because they establish that students who possess low levels of anxiety exhibit greater communicative competence.

Motivation and Academic Performance

The latest studies tend to confirm the fact that motivation mediates academic accomplishments and English communication abilities. A study by Wicaksono et al. (2023) evaluated the academic resilience and motivation of EFL students with high levels of self-efficacy and grit and found that this improved the academic outcomes of the students. This means that motivation has to be nurtured in order to enhance academic performance in language learning setting.

Educational Background and Learning Strategies

The positive impact of educational background on learning strategies and English communication skills in the model is in line with the results of recent research. A study by Motlagh et al. (2011) highlights self-efficacy, which is usually based on the previous educational experiences, in determining the effective learning strategies and achievement in school. Learners that have a high educational background have higher chances of using effective learning strategies, which enable them to learn a new language and acquire communication skills.

Conclusion

Altogether, the existing literature provides strong evidence in favor of the SEM analysis to demonstrate that teacher influence, student attitude, language anxiety, motivation, and educational background are all complexly interrelated in predicting the academic performance of EFL students. The findings highlight the significance of the holistic means of teaching a language that considers both affective and cognitive aspects in order to maximize student achievement.

Limitations of the Study

In the assessment of the outcomes of this research study, it is important to put into consideration the limitations of the research study itself. First, the sample only consisted of University of Gujarat students due to time and budget constraints. Consequently, the results may not be so applicable in other organizations or regions. Second, the research focused on second-semester students, and thus, it was not easy to assess the long-term effects of studying a foreign language. A larger and more diverse sample study could have enhanced the credibility and external validity of the findings. Lastly, the degree of recall bias or even intentional misreporting can have influenced the accuracy of the results since the academic performance statistics were self-reported grades.

Recommendations / Suggestions

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Some recommendations are given regarding future research and teaching solutions based on limitations and findings of the study. A longitudinal study design will be appropriate to examine the impact of medium of instruction on the academic performance in the long run. A comparative study might also be carried out to examine the influence of gender, residential experience (rural or urban) or even academic disciplines (social or pure sciences) on the language-related academic outcomes. It is crucial to develop a culture that promotes the interest and skill of students especially in the acquisition of the English language.

To have better academic results, students must be assisted to enhance their English communication skill and learning strategies. These skills play an important role in the comprehension of course material, writing, and presentation. Teachers can go a long way to motivate students by pointing to the long-term advantages of learning English in order to pursue postsecondary education, international opportunities, and career opportunities around the world. Currently, many students simply learn English because they have to; they do not know how much it is relevant.

The ministry of education and the universities should therefore take charge to promote this change by establishing seminars, workshops and short courses that will enhance the use of English language by the students. Such initiatives would see the skills of the students become more in tandem with the growing requirements of globalisation. Finally, the research could offer a research base on which additional research could be conducted to establish the relationship between language acquisition and academic success in higher learning settings.

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