ENGLISH AS A MEDIUM OF INSTRUCTION IN SOUTH PUNJAB, PAKISTAN: STAKEHOLDERS' IDEOLOGIES, PRACTICES, AND POLICIES

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Abstract

With an emphasis on how language ideologies, teaching methods, and educational policies influence and mirror larger social and linguistic trends, this research examines the function of English as a medium of instruction in South Punjab, Pakistan. The study examines how students, teachers, and schools view and use English in instructional environments in a multilingual area where Punjabi, Urdu, and Seraiki are spoken. The study, which employs a mixed-methods methodology encompassing classroom observations, surveys, and statistical analysis, uncovers considerable discrepancies between actual implementation and formal policy. Although English is widely seen as a route to social and economic advancement and modernity, its imposition frequently ignores local linguistic facts, leading to disparities in access to high-quality education. In many cases, teachers are not adequately trained or confident in teaching English, which results in erratic lesson delivery and higher levels of student anxiety. The study emphasizes the continuation of teacher-centric classrooms with little student participation, which further restricts the effectiveness of the learning process. The results indicate that the current EMI regulations favor urban and elite populations while marginalizing rural students, thereby perpetuating existing inequalities and linguistic hierarchies. In multilingual settings like South Punjab, inclusive language policies, enhanced teacher training, and student-centered pedagogical changes are necessary for fair and successful education, according to the study.

Keywords: English Medium Instruction (EMI), Language Ideologies, Educational Inequality, Teacher Training, Language Policy

1. Introduction

English is critical for worldwide communication since it is often used across boundaries in trade, diplomacy, and technology (Crystal, 2003a) . It is additionally vital for getting to the expansive corpus of information accessible in logical, scholastic, and social settings (Phillipson, 1992). English, as a worldwide lingua franca, advances intercultural contact and a sense of network within the cutting edge world (Jenkins, 2015).

Language ideology offers a paradigm through which one can approach the examination of how language beliefs impact society, self and power relationships. However, it demonstrates how ordinary persons understand language varieties and the social connotations of language varieties. For instance, the mainstream language beliefs may prescribe some languages and determine school language polies and availability of resources(Heller & Duchêne, 2016). These ideologies help shape the community's perceptions of the use of a particular language thereby putting a boost or shame on a particular, dialect or language (Schieffelin, Woolard, & Kroskrity, 1998).

Ideology in language of southern Punjab, Pakistan is social cultural, status and power in an informed political context. While Punjabi remains the most widely spoken language in the region Urdu and English are associated with modernity and status giving rise to a language in hierarchy (Rafiq & Akhtar 2020; Shahzad & Abbas, 2025). In the latest research, people accepted Punjabi in cultural background of region but for job they feel pressure to learn Urdu and English for better employment and standard life style (Hussain, Khan, & Sarwar, 2019; Shahzad, 2025) .

This article examines the current practice of the English language use in schools in the southern part of the Punjab province in Pakistan English language practices are prevalent with a bias towards English language teaching especially in private schools as a lane towards societal benchmarks in education and economy. Despite the use of English as the medium of instructions in many schools, there are still barriers and these include differences in teachers' skills, quality of textbooks among others. Moreover, intellectualization of English across courses leads to code switching since the teachers as well as the learners of the language Negotiate their language skills. As the opposed, bilingual practice helps to understand a foreign language but does not give a chance to master it, especially in the underfunded public schools (Ali, 2020; Shahzad et al., 2018). English is increasingly being identified with social class and the modern image.

The language policy of Pakistan has undergone a great change right from the time of independence in 1947 due its' problematic sociological context. Urdu is official language on the central level according to the constitution though English has become official language centering on administration and judiciary (Rahman, 2002). In order to understand that English literacy enhances social status, educational policies are shifting to that English-medium instruction mainly in metropolitan territories (Asif, Afzal, & Bashir, 2020). Provincial language as a rule is neglected that causes question marks regarding cultural personality and language difference (Rahman, 2019)

1.1 Research Objective

To examine stakeholders' language ideologies, classroom practices, and related educational policies concerning English as a Medium of Instruction in South Punjab, Pakistan.

2. Background of the study

Language has a vital function in improving pedagogy and promoting equal opportunity in education. In Pakistan, the medium of instruction (MOI) has been a source of dispute, especially in South Punjab.

In Pakistan, ideologies regarding language are profoundly established in the nation's colonial history and its socio-political context, with English holding a prestigious status as an emblem of modernity, authority, and social advancement (Mahboob, 2021). English is frequently perceived as an entry point to international opportunities, establishing it as an essential medium of instruction in elite private educational institutions and universities, thus reinforcing its supremacy over local languages such as Punjabi, Pashto, and Sindhi (Rahman, 2002) .While Urdu acts as the national language and a connector among the country's various linguistic communities, it is often utilized as a secondary language in numerous schools, complicating the educational experience, especially in rural areas (Shah, 2018).

2.1 Language Ideologies

In Pakistan, ideologies regarding language are profoundly established in the nation's colonial history and its socio-political context, with English holding a prestigious status as an emblem of modernity, authority, and social advancement (Mahboob, 2021). English is frequently perceived as an entry point to international opportunities, establishing it as an essential medium of instruction in elite private educational institutions and universities, thus reinforcing its supremacy over local languages such as Punjabi, Pashto, and Sindhi (Rahman, 2002) . There are four common ideologies that may influence decision-making: linguistic assimilation (one dominant language), linguistic pluralism (many languages for everybody), and linguistics Vernacularism refers to the use of indigenous

languages as official languages, while linguistic internationalism refers to the use of non-indigenous languages as official languages.

2.2 Globalization and the Spread of English as a Dominant Medium of Instruction

Ashcroft et al. (2013) tend to perpetuate the social, political, and economic inequalities of nations. Because British colonialism was soon followed by that of the United States as the world's next superpower, English is used not only for international communication but also as a marker of prestige and modernity.

2.3 English and local languages in Pakistan

In Pakistan, over 77 different languages are spoken, among which Punjabi, Sindhi, Pashtu, and Balochi are major languages prevalent in four different provinces alongside various underground languages. The national language, Urdu, although the primary language for about 8% of the population, acts as the common language in the country for speakers of diverse languages (Rahman, 1996).

2.4 The position of English in Pakistan's national language policy

Pakistan is a diverse country with over 77 languages, including Urdu as the national language and English as an official language. As previously said, Pakistan keeps sticking to indigenous language ideology, believing that linguistic equality is vital for national unity rather than admitting multilingualism and language plurality as realities in the face of globalization (Ayres, 2009; Faheem et al., 2025).

2.5 English as a Medium of Instruction (EMI)

English medium instruction (EMI) is becoming increasingly popular in higher education institutions (HEIs) as a means of internationalizing education for both local and international students (Wächter & Maiworm, 2014).Students who Utilize English as a second language need bilingual instruction in subjects beyond English to take part in English Medium Instruction.

2.6 Some instances of English usage in South Punjabi schools

The population of Pakistan speaks among 77 different languages as the nation exhibits multicultural and multilingual traits (Eberhard, 2020). Every state area keeps its unique ethnic identity and cultural background and linguistic background while Urdu and English coexist as the official languages of the government. The Urdu language functions as the main communication tool among various cultural groups in Pakistan. English functions as the primary tongue of Pakistan's elite which appears in both official bureaucracy and face-to-face social interactions (Rahman, 2005). The language serves as a recognized aspect of Pakistani culture and society and People consider it highly desirable to it. A substantial number of Pakistan's citizens participate in Education, science, law, and governance through a linguistic circumstance that with Technology (Mansoor, 2004).

2.7 Code-Switching and Bilingualism in Classrooms

In Pakistan's bilingual or classrooms with multiple languages, code-switching is a common linguistic phenomenon. Scholars have long examined the impact of mother tongue on language learning (Dar, Akhtar, & Khalid, 2014). Code-switching is a natural consequence of language communication, particularly in multilingual society. Some methods of instruction, such as direct interactive, audio-lingual, and language instruction, view mother tongue as a barrier to learning a second language and restrict the use of it (Harmer, 2001).

2.8 Policy Implementation and Challenges

Effective language implementation in education necessitates thorough policy planning that takes into account linguistic variety, socioeconomic circumstances, and equitable resource allocation. The keys to successful implementation are community involvement, curriculum creation, and teacher preparation to make sure that language laws foster national unity and meet the needs of individual learners (García & Kleifgen, 2010). Like all Pakistan, like other multilingual countries, has struggled with this issue.

2.9 The Divide between Rural and Urban Educational Facilities and Resources in Punjab

Regional differences are frequently referred to as urban and rural disparities. One of the main categories of inequalities in Pakistan. The variance in the quality of education, between rural and urban regions, the enrollment rate, literacy rate, and educational spending can be compared. Referred to as regional disparity. Income disparity, a lack of adult literacy, and the social structure are all factors contributing to the problem. According to Lateef, et al. (2024) educational inequality in rural and urban areas is due to gender inequality (Sohail et al., 2025).

2.10 Discrimination in South Punjab's Educational Opportunities Based on Language

To lessen educational disparity, government policies and resources should be distributed according to district needs, according to empirical research. In addition to providing a range of incentives to lessen educational disparities, the government should put policies in place like hiring more female teachers, enhancing the quality of education, giving educated women employment opportunities, removing socioeconomic barriers, and putting in place open monitoring systems.

Currently, the majority of private schools in metropolitan areas that regulate usage costs center on the study of matter and give the Urdu language as a focus, while the majority of the instruction is in Urdu, perhaps because normal schools are not highly valued in English. The cost structure of these schools frequently reflects the caliber of instruction in English language acquisition. On the other hand, at the time this study was carried out, the majority of free government schools taught Urdu[1] or, in certain cases, regional languages,[2] while English was taught as a topic. Following then-current government regulations, all government schools now officially provide all topics, with the exception of Islamiyat, in English. This puts them, to some extent, on par with English medium schools that pay their teachers less. This zealous step is a typical illustration of treating English as a commodity and seeking to redistribute it. There is nothing complex about politics. The students' varied experiences form the basis for this. The same "language products" are distributed unevenly across different languages. Possible. Indeed, even Urdu does not accept this Second place.

3. Research Methodology

The researcher used mixed-methods exploratory and descriptive design. In which primary data collected, analyzed and interpreted. This analysis and interpretation are mix methodology.

3.1 Population

Population of this study was the students of a GOVT school of KHANPUR.

3.2 Data Collection Tools

Tools are instruments that help in gathering the necessary data. The researcher selects the appropriate tool based on the nature of the research." The tools had been used in this research are survey.

3.4 Data Analysis

After data collection data analysis is important. This research has content analysis technique and Descriptive Statistics.

4. DATA ANALYSIS

Analysis of Survey Responses

This section presents the analysis of data collected through survey focusing on participants' perspectives regarding the implementation and impact of English Medium Instruction (EMI). For analyzing the data, questionnaires have been adopted as a data collection tool. The questionnaire is comprised of 30 questions. There are many tables where data has been put and arranged in a good way. Each table has one question. Likert scale have been adopted as an option for the participant so that students could chose the scale according to his will. In each table there is percentage of each collected data. After arranging the data, it has been analyzed through SPSS 30.

The bar graphs have been used to make the data analysis authentic. Tables described very well according to the answers of the participants, the percentage of the participants who strongly disagreed and agree the statement, the percentage of the respondents who remained neutral while on the other hand, the percentage of the agreed and disagreed participants has also been stated there with the help of bar graph. In comparison to that the total positive and negative responses of the participants have been calculated. There are 132 participants in this survey. The tables and graphs are as under:

4.1.1.1 Language ideologies

Table 4.1
ANOVA
English is important for academic success

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.140	2	1.070	.780	.461
Within Groups	176.921	129	1.371		
Total	179.061	131			
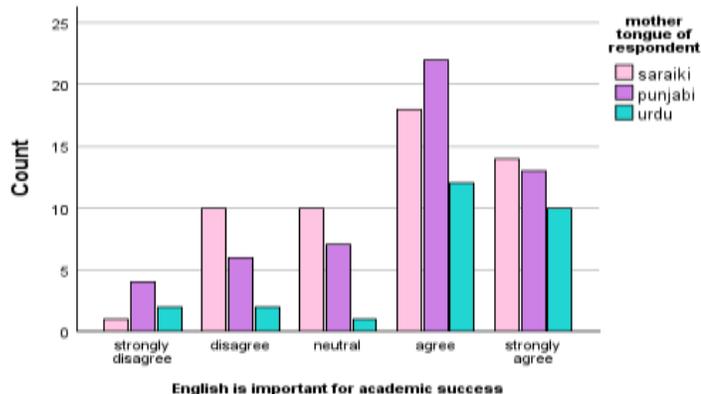
Table and Graph 4.1: English is important for academic success.

According to the ANOVA results, there is no statistically significant difference between the groups' opinions regarding how important English is for academic performance (p =.461 >.05. In comparison to within-group variance, the F-value of.780 indicates a modest variance between group means.

Table 4.2

ANOVA
I feel confident understanding lessons delivered in English.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.882	2	.441	.323	.725
Within Groups	176.179	129	1.366		
Total	177.061	131			

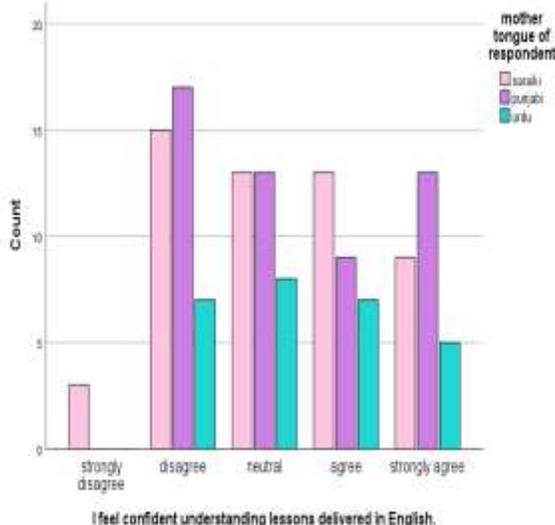**Table and Graph 4.2 I feel confident understand**

p =.725 >.05. The ANOVA reveals no discern[...] in their comprehension of English teachings. Compared to [...] relatively low volatility between groups. Consequently, we dr[...] the conclusion that group membership has no discernible impact on one's.

Table 4.3

ANOVA					
English should be the medium of instruction in all Pakistani schools and colleges.					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.934	2	.467	.300	.742
Within Groups	200.945	129	1.558		
Total	201.879	131			

English should be the medium of instruction in all Pakistani schools and colleges.
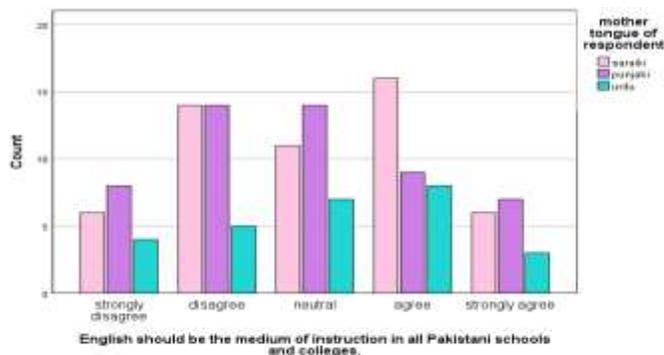
Table and Graph 4.3 English should be the medium of instruction in all Pakistani schools and colleges.
With p =.742 >.05., the ANOVA shows no discernible difference between the groups on the belief that English should be the primary language of instruction in Pakistani schools and colleges. In comparison to within-group variance, the F-value of.300 indicates that there is little difference in attitudes between groups.

Table4.4

ANOVA					
I find it difficult to express my ideas in English during class discussions					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.943	2	.972	.807	.448
Within Groups	155.299	129	1.204		
Total	157.242	131			

I find it difficult to express my ideas in English during class ....
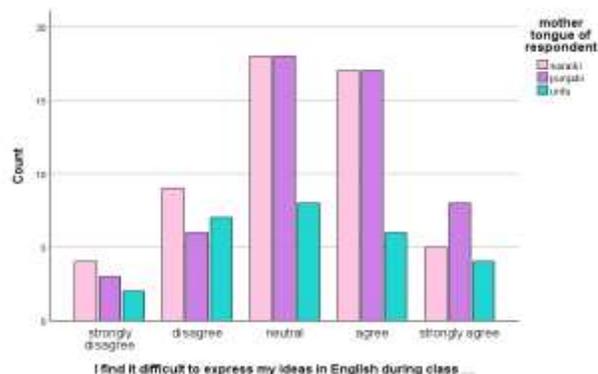
Table and Graph4.4 I find it difficult to express my ideas in English during class discussions.
The ANOVA test determines whether group means differ significantly from one another. The result is not statistically significant, as indicated by the F-value of 0.807 and the p-value (Sig.) of 0. 448.This indicates that there isn't any solid proof that being a part of a group influences how hard it is to communicate in English during class discussions.

Table 4.5

ANOVA					
Learning through English will make me more competitive at the international level					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.378	2	2.189	1.563	.213
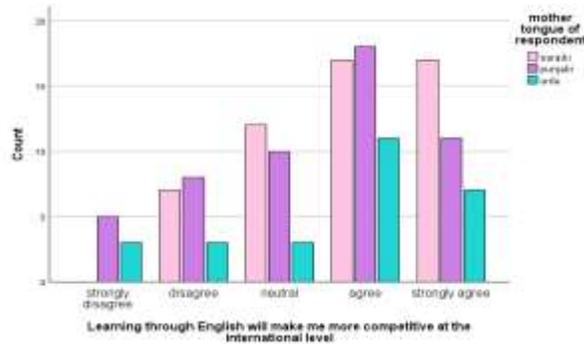
| Within Groups | 180.683 | 129 | 1.401 | | |
| Total | 185.061 | 131 | | | |

Table and Graph 4.5 Learning English will make me more competitive at the international level.

This ANOVA examines whether groups have different perceptions of whether learning in English enhances international competitiveness. With an F-value of 1.563 and a p-value of 0.213, there is no statistically significant difference. As a result, this viewpoint is not notably influenced by group membership.

Table 4.6

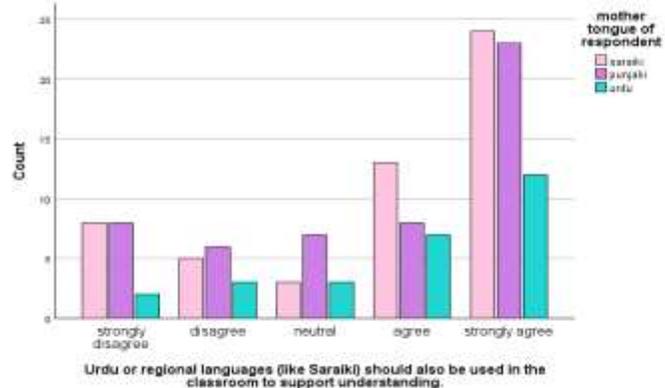| ANOVA | | | | | |
Urdu or regional languages (like Saraiki) should also be used in the classroom to support understanding.					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.396	2	.698	.323	.725
Within Groups	278.786	129	2.161		
Total	280.182	131			

Table and Graph 4.6 Urdu or regional languages (like Saraiki) should be used in the classroom to support understanding.

This ANOVA assesses if there are group differences in the use of Urdu or regional languages in the classroom. With an F-value of 0. 323 and a p-value of 0. 725, the outcome is not statistically significant. This indicates that group membership has little influence on the acceptance of local languages as vehicles of comprehension.

Table 4.7

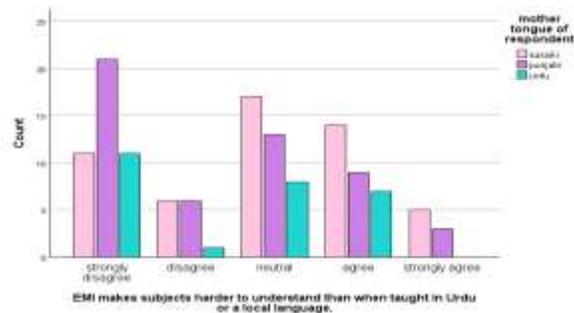| ANOVA | | | | | |
EMI makes subjects harder to understand than when taught in Urdu or a local language.					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.445	2	4.723	2.817	.063
Within Groups	216.274	129	1.677		
Total	225.720	131			

Table and Graph4.7 EMI makes subjects harder to understand than when taught in Urdu or a local language.

This ANOVA investigates whether viewpoints on whether EMI—English Medium Instruction—make subjects harder to understand diverge across groups. The F-value is 2. 817 with a p-value of 0. 063, somewhat above the

customary 0. 05 significance threshold. This indicates a tendency toward group distinctions, although it is not statistically significant at the 5% level.

Table4.8

ANOVA					
Teachers should explain difficult topics in Urdu or the local language when needed.					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.332	2	.166	.107	.899
Within Groups	200.637	129	1.555		
Total	200.970	131			
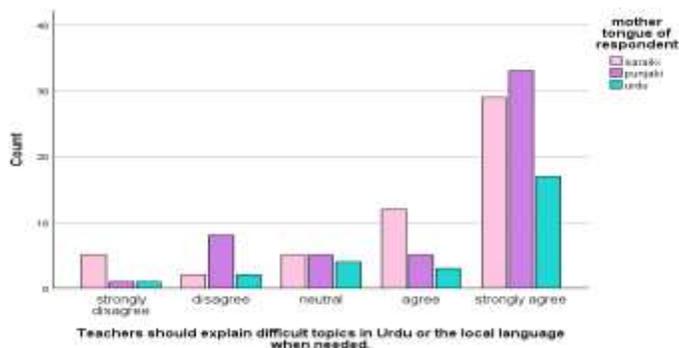
Table and Graph 4.8 Teachers should explain difficult topics in Urdu or the local language when needed.
Whether group attitudes vary on whether teachers should use Urdu or local languages to clarify challenging ideas is tested by this ANOVA. The outcome is not statistically significant with an F-value of 0. 107 and a p-value of 0. 899. Consequently, group affiliation does not greatly affect alignment with this teaching technique.

Table 4.9

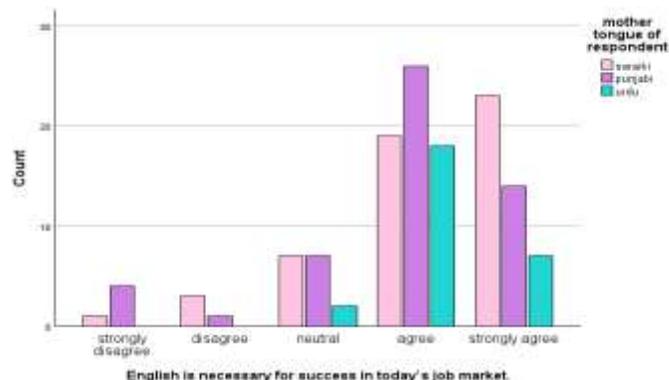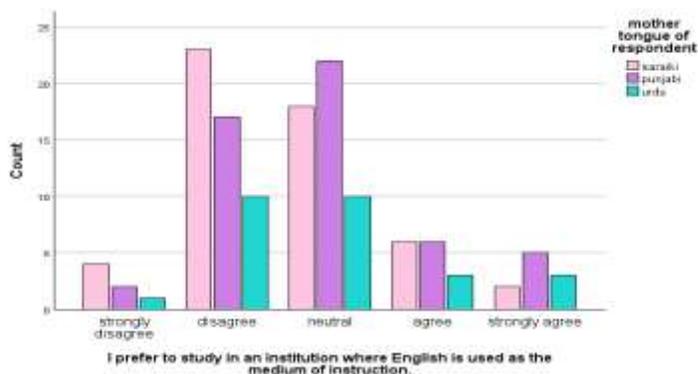| ANOVA					
English is necessary for success in today's job market.					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.603	2	1.302	1.421	.245
Within Groups	118.207	129	.916		
Total	120.811	131			

Table and Graph4.9 English is necessary for success in today's job market.
This ANOVA assesses whether different groups differ in their belief about how crucial English is for professional success in contemporary society. With a p-value of 0. 245, the F-value is 1. 421, implying no statistically significant change. Hence, group affiliation has little effect on this idea.

Table 4.10

ANOVA					
I prefer to study in an institution where English is used as the medium of instruction.					
	Sum of Squares	df	Mean Square	F	Sig.

Between Groups	2.764	2	1.382	1.439	.241
Within Groups	123.865	129	.960		
Total	126.629	131			

Table and Graph 4.10 I prefer to study in an institution where English is used as the medium of instruction.

The groups' preferences for English as the medium of teaching do not differ statistically significantly, according to the ANOVA results (F (2, 129) = 1.439, p =.241). The difference is not significant since p > 0.05. This indicates that the groups share a common opinion regarding the preference for English as the teaching language.

Language Practices

Table4.11

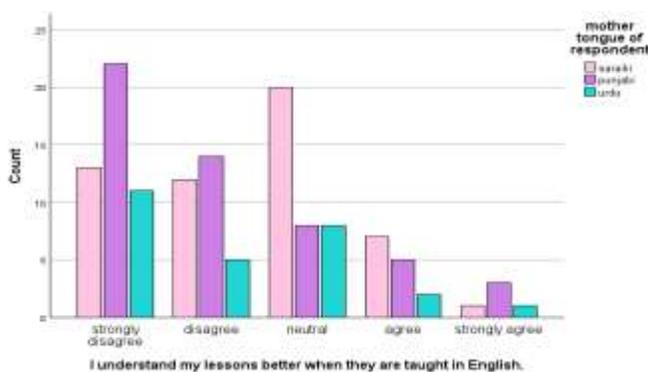| ANOVA					
I understand my lessons better when they are taught in English.					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.691	2	1.846	1.392	.252
Within Groups	171.059	129	1.326		
Total	174.750	131			

Table and Graph 4.11 I understand my lessons better when they are taught in English.

The ANOVA test shows that there is no statistically significant variation among the groups in their capacity to grasp lectures given in English (F = 1. 392, p =. 252). Since p >. 05, we do not dismiss the null hypothesis. This implies that differences between groups have hardly any influence on how much agreement pupils have with the statement.

Table4.12

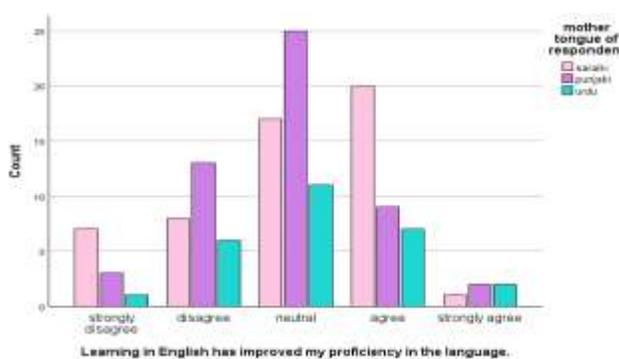| ANOVA					
Learning in English has improved my proficiency in the language.					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.957	2	.479	.490	.614
Within Groups	125.974	129	.977		
Total	126.932	131			

Table and Graph 4.12 Learning in English has improved my proficiency in the language.
Concerning the idea that learning in English increased language ability, the ANOVA results show no significant difference between groups (F = 0. 490, p =. 614). If p >. 05, we cannot reject the null hypothesis. This means that a student's view of language advancement is little impacted by group affiliation.

Table4.13

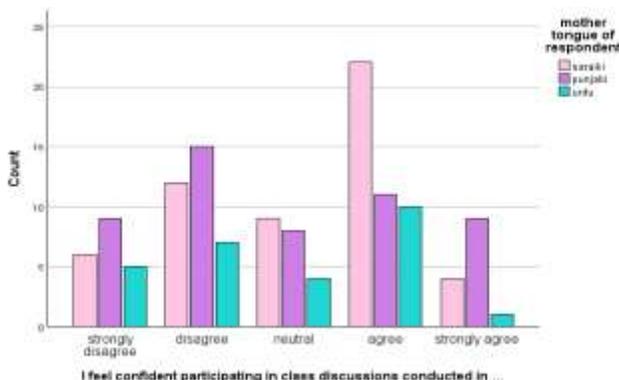| ANOVA					
I feel confident participating in class discussions conducted in English					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.845	2	.922	.564	.571
Within Groups	211.087	129	1.636		
Total	212.932	131			

Table and Graph 4.13 I feel confident participating in class discussions conducted in English.

The ANOVA results indicate no significant difference between groups in confidence during English class discussions (F = 0. 564, p =. 571). We reject the null hypothesis since the p-value surpasses. 05. This implies that group variations have little effect on kids' confidence to join English discussions.

Table 4.14

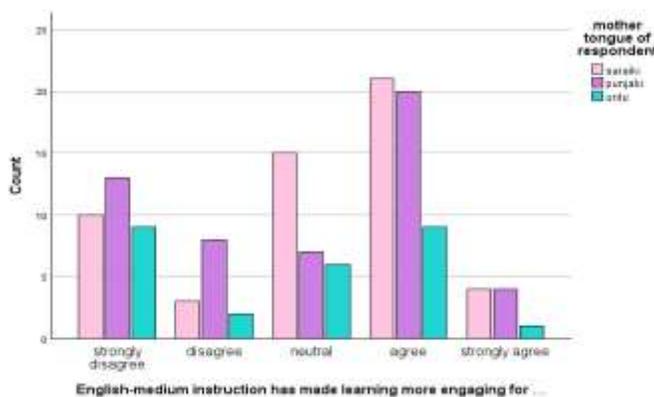| ANOVA					
English-medium instruction has made learning more engaging for me					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.758	2	1.879	1.089	.340
Within Groups	222.628	129	1.726		
Total	226.386	131			

Table and Graph 4.14 English-medium instruction has made learning more engaging for me.
Regarding how engaging English-medium teaching is, the ANOVA results show no notable difference between groups (F = 1. 089, p =. 340). With a p-value more than. 05, we reject the null hypothesis. This implies that through English-medium education, group membership has not much affects how students view engagement.

Table 4.15

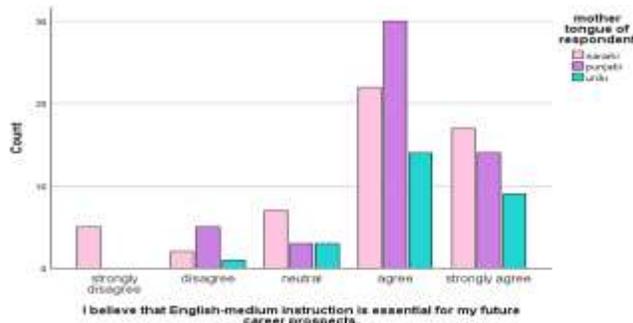| ANOVA					
I believe that English-medium instruction is essential for my future career prospects.					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.019	2	1.009	1.018	.364
Within Groups	127.860	129	.991		
Total	129.879	131			

Table and Graph 4.15 I believe that English-medium instruction is essential for my future career prospects.
Belief that English-medium teaching is vital for future job opportunities shows no statistically significant difference between groups in the ANOVA results (F = 1. 018, p =. 364). Because the p-value is greater than. 05, we are unable to reject the null hypothesis. This shows that kids' opinions of English-medium education's professional significance are not much affected by their group affiliation.

Table 4.16

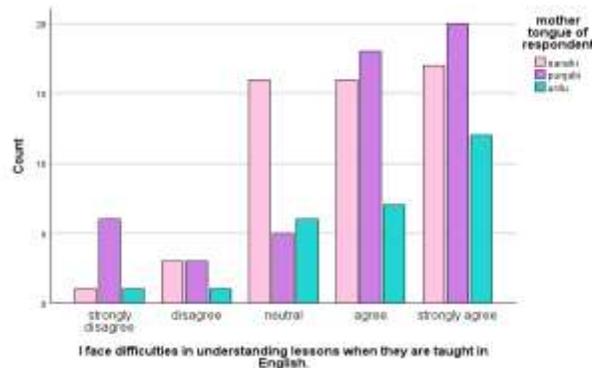| ANOVA					
I face difficulties in understanding lessons when they are taught in English.					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.863	2	.431	.321	.726
Within Groups	173.198	129	1.343		
Total	174.061	131			

Table and Graph 4.16 I face difficulties in understanding lessons when they are taught in English.
According to the ANOVA findings, there is no statistically significant difference between groups in facing challenges understanding lessons taught in English (F = 0. 321, p =. 726). We do not reject the null hypothesis because p >. 05. This implies that a student's degree of English-taught lessons' difficulty is not much influenced by their group membership.

Table 4.17

ANOVA					
Teachers provide adequate support when I struggle with English-medium instruction					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.378	2	2.689	1.660	.194
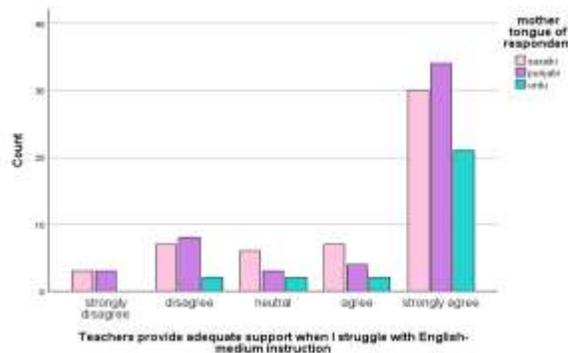
Within Groups	208.955	129	1.620		
Total	214.333	131			

Table and Graph 4.17 Teachers provide adequate support when I struggle with English-medium instructions.

Regarding their perception of teacher support during English-medium teaching, the ANOVA findings reveal no notable variation among the groups (F = 1. 660, p =. 194). Since the p-value exceeds. 05, we cannot rule out the null hypothesis. This implies that students' impression of getting enough teacher support is not much changed by their group membership.

Table 4.18

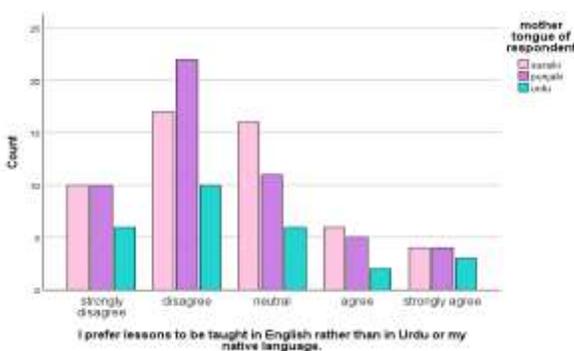| ANOVA					
I prefer lessons to be taught in English rather than in Urdu or my native language.					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.413	2	.207	.151	.860
Within Groups	176.587	129	1.369		
Total	177.000	131			

Table and Graph 4.18 I prefer lessons to be taught in English rather than in Urdu or my native language.

According to the ANOVA findings, groups have no notable preference for lessons taught in English above Urdu or native tongues (F = 0. 151, p =. 860). Given that the p-value is far greater than. 05, we fail to reject the null hypothesis. This implies that a student's preferred instruction language is not much affected by their group membership.

Table 4.19

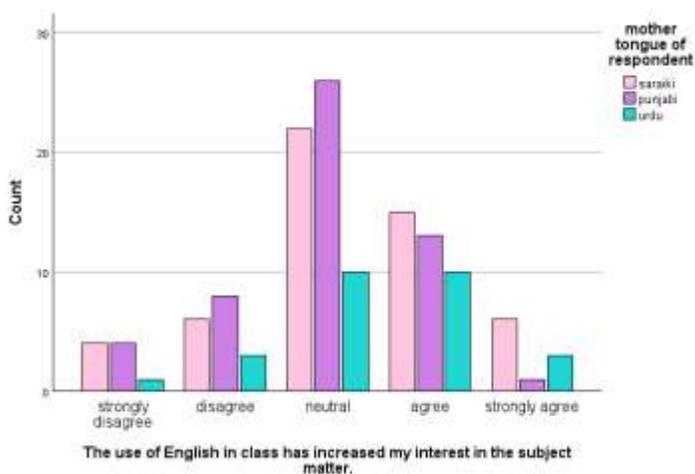| ANOVA					
The use of English in class has increased my interest in the subject matter.					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.682	2	1.841	1.926	.150
Within Groups	123.311	129	.956		
Total	126.992	131			

Table and Graph 4.19 The use of English in class

Regarding whether the use of English in class has show no statistically significant difference between groups (F = 1. 926, p =. 150). We decline to reject the null hypothesis since the p-value is greater than. 05. Because of the use of English in class, this implies that pupils' group membership has little influence on their interest in the topic.

Table 4.20

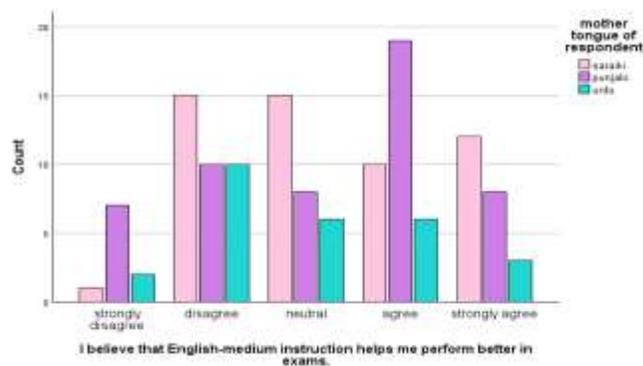| ANOVA				
I believe that English-medium instruction helps me perform better in exams.				
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.807	2	1.403	.933	.396
Within Groups	194.072	129	1.504		
Total	196.879	131			

Table and Graph 4.20 I believe that English-medium instructions help me perform better in exams.

The belief that English-medium instruction helps with exam performance (F = 0. 933, p =. 396) shows no notable variation among groups in the ANOVA results. We cannot reject the null hypothesis because the p-value is bigger than. 05. This shows that group affiliation has not much impact on how students view better exam performance via English instruction.

Language policy

Table4.21

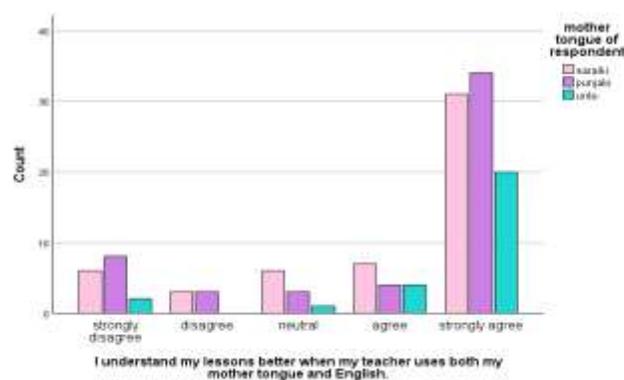| ANOVA				
I understand my lessons better when my teacher uses both my mother tongue and English.				
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.593	2	2.296	1.154	.319
Within Groups	256.703	129	1.990		
Total	261.295	131			

Table and Graph 4.21 I understand my lessons better when my teacher uses both my mother tongue and English.

The teachers use both English and the mother language, ANOVA results reveal no appreciable variation between groups in understanding lessons better (F = 1. 154, p =. 319). We do not reject 05 the null hypothesis because the p-value exceeds. This implies that students' inclination for bilingual education is not much influenced by their group membership.

Table 4.22

ANOVA				
I feel more confident participating in class when the teacher speaks my first language.				
	Sum of Squares	df	Mean Square	F	Sig.

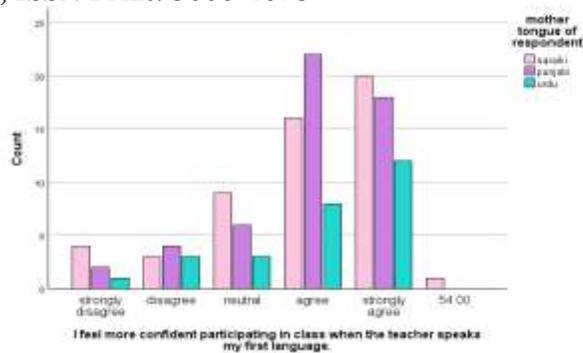| Between Groups	22.229	2	11.114	.544	.582
Within Groups	2636.036	129	20.434		
Total	2658.265	131			

Table and Graph 4.22 I feel more confident participating in class when the teacher speaks my first language.

The ANOVA results show no significant difference between groups in confidence when the teacher speaks their first language (F = 0.544, p = .582). Since the p-value is greater than .05, we fail to reject the null hypothesis. This suggests that group membership does not significantly influence students' confidence in class participation based on the teacher's language use.

Table4.23

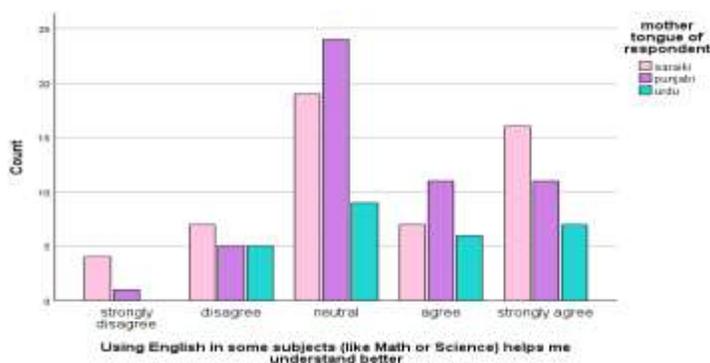| ANOVA					
Using English in some subjects (like Math or Science) helps me understand better					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.194	2	.097	.076	.927
Within Groups	164.799	129	1.278		
Total	164.992	131			

Table and Graph 4.23 Using English in some subjects (like Math or Science) helps me understand better.

Regarding the belief that employing English in courses such Mathematics or Science enhances comprehension (F = 0. 076, p =. 927), the ANOVA results reveal no noticeable variation between groups. We do not reject the null hypothesis if our p-value exceeds. 05. This implies that pupils' view of English use—improving subject comprehension—is not much affected by group membership.

Table 4.24

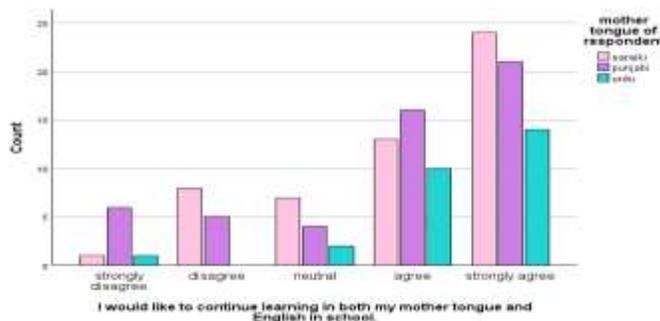| ANOVA					
I would like to continue learning in both my mother tongue and English in school.					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.281	2	2.641	1.787	.172
Within Groups	190.598	129	1.478		
Total	195.879	131			

Table and Graph 4.24 I would like to continue learning in both my mother tongue and English in school.

The ANOVA results indicate no notable difference between groups in their inclination to keep studying in either English or their native language (F = 1. 787, p =. 172). We decline to reject the null hypothesis because the p-value exceeds. 05. This indicates that students' group affiliation does not much affect their favor of bilingual education.

Table 4.25

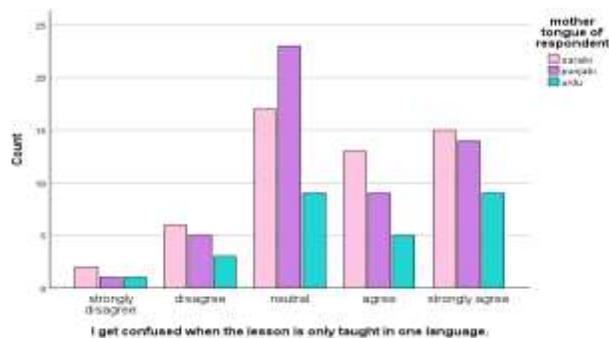| ANOVA					
I get confused when the lesson is only taught in one language.					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.150	2	.075	.061	.941
Within Groups	159.145	129	1.234		
total	159.295	131			

Table and Graph 4.25 I get confused when the lesson is only taught in one language.
The ANOVA findings show that there is no statistically significant difference between groups in their sense of confusion when lessons are delivered exclusively in one language (F = 0.061, p = .941). The null hypothesis is not rejected due to a p-value well above .05. This implies that students' confusion about single-language instruction is not greatly influenced by group membership.

Table 4.26

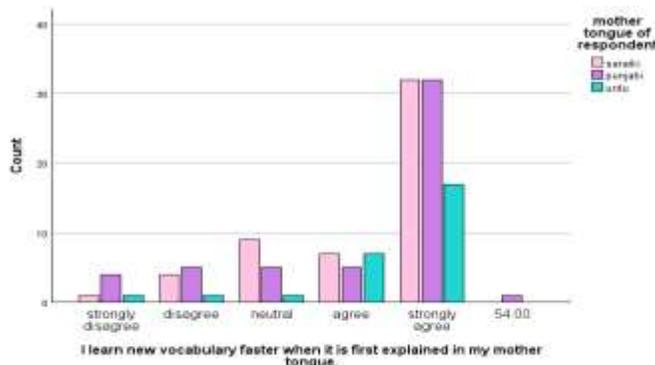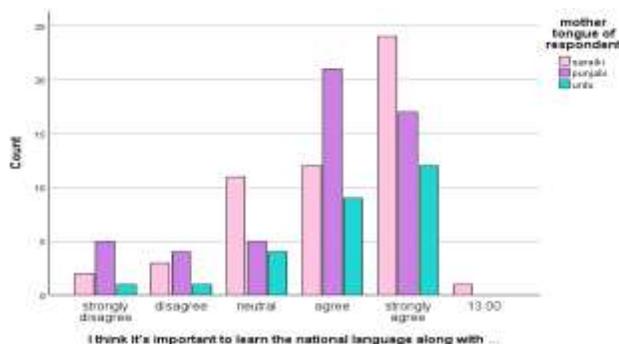| ANOVA					
I learn new vocabulary faster when it is first explained in my mother tongue.					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	19.281	2	9.640	.474	.624
Within Groups	2624.628	129	20.346		
Total	2643.909	131			

Table and Graph 4.26 I learn new vocabulary faster when it is first explained in my mother tongue.
According to the ANOVA test, there is no notable difference in vocabulary acquisition depending on the language of explanation (F = 0.474, p = 0.624). Researcher do not reject the null hypothesis that there are no statistically significant group differences since p > 0.05. The majority of response variation occurs within groups rather than between them.

Table 4.27

ANOVA					
I think it's important to learn the national language along with English					
	Sum of Squares	df	Mean Square	F	Sig.

Between Groups	4.517	2	2.258	1.149	.320
Within Groups	253.453	129	1.965		
Total	257.970	131			

Table and Graph 4.27 I think it's important to learn the national language along with English.
The ANOVA results show no significant difference (**F = 1.149, p = 0.320**) in opinions on learning the national language alongside English across groups. Since **p > 0.05**, the null hypothesis is not rejected—group means are statistically similar. Most variation in responses is due to individual differences within groups, not between them.

Table 4.28

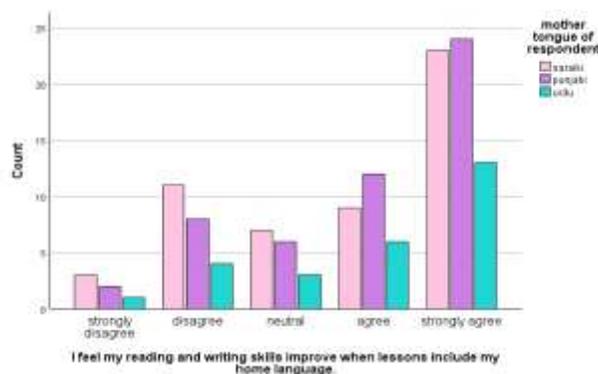| ANOVA					
I feel my reading and writing skills improve when lessons include my home language.					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.560	2	.780	.463	.631
Within Groups	217.410	129	1.685		
Total	218.970	131			

Table and Graph 4.28 I feel my reading and writing skills improve when lessons include my home language.
The ANOVA findings show that there is no notable difference across groups in perceptions of enhanced reading and writing skills with the use of home language (F = 0.463, p = 0.631). researcher do not reject the null hypothesis that there are no statistically significant group differences since p > 0.05. Most response variability occurs within groups rather than between them.

Table 4.29

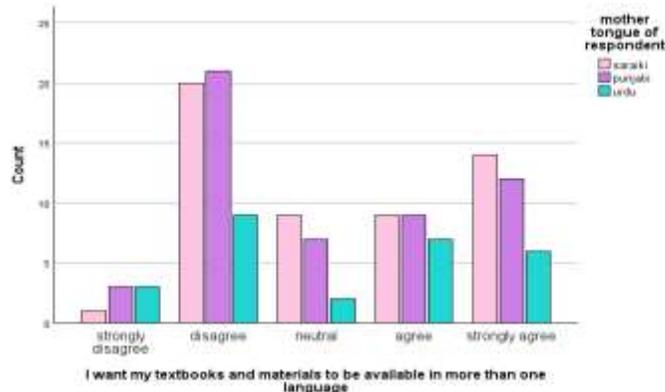| ANOVA					
I want my textbooks and materials to be available in more than one language					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.795	2	.398	.228	.797
Within Groups	225.470	129	1.748		
Total	226.265	131			

Table and Graph 4.29 I want my textbooks and material to be available in more than one language.
The ANOVA findings indicate that there is no significant difference in the desire for multilingual textbooks among groups (F = 0.228, p = 0.797). The null hypothesis is retained—group means are not significantly different—when p > 0.05. Differences within groups in lieu of between them are the primary cause of variation in responses.

Table 4.30

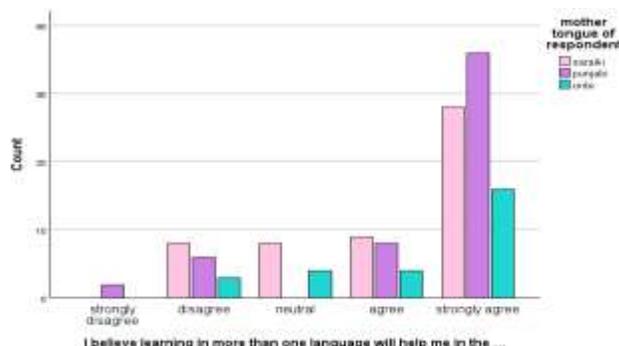| ANOVA				
I believe learning in more than one language will help me in the future.				
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.927	2	.963	.730	.484
Within Groups	170.134	129	1.319		
Total	172.061	131			

Table and Graph 4.30 I believe learning in more than one language will help me in the future.
The ANOVA findings reveal that there is no noteworthy difference in opinions on the future advantages of multilingual learning across groups (F = 0.730, p = 0.484). Researcher do not reject the null hypothesis that group opinions are statistically similar since p > 0.05. The majority of response variation stems from individual variances inside groups.

5. Results

The survey results indicate a generally positive ideological orientation toward English Medium Instruction (EMI) among participants, with English widely perceived as essential for academic success, future employment, and global competitiveness. Statistical analysis using one-way ANOVA revealed no significant differences across groups for any survey item (p > .05), suggesting shared attitudes regardless of background. Despite this strong symbolic value attached to English, respondents reported mixed experiences with EMI in classroom practice. Many students expressed limited confidence in understanding lessons delivered in English and participating in class discussions, alongside a noticeable fear of making mistakes. The findings further show broad support for the strategic use of Urdu or regional languages, such as Saraiki, to facilitate comprehension, particularly when complex concepts are taught. Participants also favored bilingual instructional approaches and multilingual learning materials. Overall, the survey highlights a clear gap between positive beliefs about EMI and the practical challenges students face in EMI classrooms, emphasizing the need for pedagogical and policy adjustments in multilingual educational contexts.

6. CONCLUSION

The purpose of the research study, "English as a Medium of Instruction in South Punjab, Pakistan: stakeholders' Ideologies, Practices, and Policies" was to investigate how English is perceived, used, and positioned within educational institutions in a linguistically varied area. In South Punjab, the research looked at students' and teachers' language beliefs from various native language backgrounds (Punjabi, Urdu, and Seraiki), examined real classroom practices linked to English-medium instruction (EMI), and assessed institutional and policy-level strategies to EMI. The researcher used a mixed-methods technique to collect both quantitative and qualitative data in order to evaluate how language background affects attitudes and behaviors toward EMI and to pinpoint discrepancies between policy and classroom reality. The study's goals and research questions served as the basis

for the systematic organization of the results and conclusions, which offered guidance and ideas for improving the inclusivity and effectiveness of language policy and teaching methods in multilingual educational contexts.

7. Recommendations for Action

The findings highlight an urgent need to improve teachers' confidence and proficiency in English, particularly in pronunciation, fluency, and classroom delivery. Targeted professional development programs should be introduced to strengthen teachers' spoken English and instructional competence in EMI contexts. In addition, inadequate lesson planning suggests the need for systematic training in curriculum design and structured lesson preparation to enhance clarity and student comprehension. Pedagogical reform is also essential, as the dominance of teacher-centered instruction limits student engagement. EMI classrooms should actively promote student-centered practices such as group discussions, pair work, and peer interaction to reduce anxiety and improve communicative competence. Creating a supportive classroom environment where mistakes are viewed as a natural part of learning can further encourage participation and confidence. Strategic use of Urdu or local languages alongside English may enhance comprehension of complex concepts without undermining English proficiency goals. Moreover, greater emphasis should be placed on reading and writing activities to strengthen academic literacy. Finally, improvements in classroom infrastructure and the introduction of continuous teacher observation, student feedback, and reflective practices are recommended to sustain effective EMI implementation.

7.1 Recommendations for Further Studies

Future research should explore the long-term impact of bilingual or translanguaging approaches in EMI classrooms on students' academic achievement and language development. Additional studies focusing on rural–urban disparities in EMI implementation would provide deeper insights into systemic educational inequalities. Further investigation into teachers 'professional development models and their effectiveness in multilingual contexts is also recommended. Longitudinal studies examining student anxiety, participation, and learning outcomes under different pedagogical approaches would contribute valuable evidence for policy reform. Such research can help inform more inclusive and context-sensitive EMI policies in Pakistan and similar multilingual settings.

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