



**ENGLISH LANGUAGE LEARNING FOR MULTILINGUAL STUDENTS IN
PAKISTAN: A CONCEPTUAL EVALUATION OF SUITABLE EDUCATION
MODELS**

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Abstract

The multilingual education system in Pakistan poses serious challenges to the acquisition of English language skills especially to students who have to move between home and school languages. Professionalism Traditional grammar-translation and exam-based teaching restricts chances of effective communication and confidence. This conceptual analysis determines the appropriateness of four educational frameworks comparing Model United Nations (MUN), Outcome-Based Education (OBE), personality-based differentiated instruction, and blended learning as the educational strategies of multilingual English learners in Pakistan. The review relies on the theory of multilingual education, communicative language teaching, critical applied linguistics, and accepted approaches to evaluation to understand the existing studies. Results indicate that MUN is a powerful communicative practice, since it offers systematic chances to debate, oratory, and scholarly involvement, lowering the linguistic anxiety. OBE facilitates systematic skill development with measurable results and consistent testing, which is appropriate in large multilingual classes. Personality-based models improve motivation and engagement due to diversity among learners and blended learning increases exposure to real English using digital applications and self-paced learning. Taken together, the above models imply a complete scheme of English language learning enhancement in Pakistan. Their effectiveness, however, relies on teacher training, institutional preparedness, and customs-sensitive realization.

Keywords: Multilingual Education; English Language Learning; Pakistan; Model United Nations; Outcome-Based Education; Blended Learning; Differentiated Instruction

1. Introduction

The Pakistani society is a diversely rich multilingual community in which over 70 languages, such as Urdu, Punjabi, Sindhi, Pashto, Balochi, Saraiki, Wakhi, Burushaski, Shina, and Hindko, as well as English, which occupies a dual position as an official language and the key language of higher education, administration, science, and elite jobs, outcompete each other (Rehman T., 2011). English is commonly viewed as a language of opportunity, as something that provides global mobility, career, and social status. Consequently, English Language Learning (ELL) has become a focal and in many cases high stakes element of the education system in Pakistan (Mahboob, 2020). Nevertheless, multilingual students into English classrooms have with them intricate linguistic backgrounds and repertoires, and are faced, however, with pedagogical frameworks that in many instances cannot acknowledge these facts.

Although the country is linguistically rich, multilingual learners are exposed to various problems when learning English. Little exposure to the native spoken English, ad hoc policies on medium of instruction, and strict school systems often stifle language acquisition (Shamim & Rashid, 2019). Lots of students belong to families and societies where English is not used in everyday life, which diminishes chances of naturalistic learning. Moreover, the radiating sociolinguistic inequalities in Pakistan favour English as compared to the local languages at times, leading to identity conflicts, linguistic insecurity, and sense of incompetence among the learners of the Urdu- and regional-medium groups of language.



These challenges are complicated by traditional methods of teaching. The use of grammar-translation methods, vocabulary list memorization, and exam-based exercises remain the prevalent classroom activities in the vast majority of state and low-end private schools (Jahan & Shakir, 2022). These methods put more emphasis on accuracy and recall as opposed to communication, problem solving and creativity. As a result, students usually find it hard to achieve fluency in speech, listening comprehension and critical academic writing. Multilingual students, who are by their very nature able to operate across different languages, need to be taught in ways that tap their linguistic capabilities, as opposed to disarming them. However, there are a lot of classes where translanguaging, code-switching, and home language use are discouraged despite the studies that prove that these educational methods promote understanding and idea-construction (García & Wei, 2014).

The reforms and teacher development programs in higher education in Pakistan have promoted the use of alternative pedagogies within the past decade. Other models have also been proposed like the Outcome-Based Education (OBE) to enhance curriculum alignment, assessment transparency and measurability of learning outcomes (Yasmin & Yasmeen, 2021). In the same manner, experiential learning strategies, especially Model United Nations (MUN) have become prominent in universities and colleges. MUN offers organized activities involving debate, negotiation, speech delivery, and drafting of resolutions all of which contribute substantially to the improvement of communicative competence, academic vocabulary, and confidence in the learner (Khadzir & Sumarmi, 2020). These new models are proving to have tangible advantages to the multilingual students, who need both organization and time to really use English.

With such changing conditions, there is great necessity to consider what educational models would best meet the English language learning requirements of the multilingual Pakistani learners. This theoretical article fulfills this requirement by reviewing recent literature on four models, including Model United Nations (MUN), Outcome-Based Education (OBE), personality-based differentiated learning, and blended/distance learning. The paper critically evaluates the philosophy behind each of the models, empirical evidence, and its appropriateness in Pakistan multilingual classes. With these models being matched with the sociolinguistic and pedagogical realities of the nation, the study provides evidence-based suggestions on how to reform the English language teaching (ELT) in Pakistan. Finally, the paper suggests that a combination of experiential, structured, differentiated, and technology-supported models is the best approach in the face of the needs of multilingual learners, and as a response to facilitate equitable education in English language in the country.

1.1. Problem Statement

Although Pakistan is a multilingual country, the existing English language teaching practices do not consider linguistic differences of learners, lack of exposure, and structural disparities. The current pedagogies are quite exam-based and teacher-focused and leave a loophole between the needs of learners and the instructional strategies applied. This paper thus explores the kind of educational models that can be used to help the multilingual students acquire meaningful proficiency in the English language.

2. Conceptual Methodology

The methodology of the study is based on the principles of systematic literature review, theoretical interpretation, and the evaluation of the comparative models because this is a conceptual but not an empirical study. Conceptual studies are also concerned with synthesising the knowledge at hand to produce new knowledge, explanations, or frames without the



collection of primary data (Spady, 1994). This method can be used to address the present study since the aim is to analyze critically the educational models applicable to the multilingual English language learners in Pakistan and to determine their applicability to the sociolinguistic context of the country.

2.1. Research Design

This research paper adopts a conceptual research design, which is usually used in the social sciences and involves the combination of knowledge and interpretation of existing researches and formulation of theoretical observations. This design does not produce new empirical data but depends on a systematic review and synthesis of the literature on a variety of fields, such as multilingual and bilingual education, the practices and practices of teaching English language in South Asia, international educational models of language learning, and the overall linguistic ecology and educational policies in Pakistan. Based on these related disciplines, the paper analyzes the appropriateness of pedagogical theories like the Model United Nations (MUN), Outcome-Based Education (OBE), personality-based learning strategies, and blended learning models and how well they address the needs of multilingual students. The proposed approach in form of conceptualizing will enable detecting the gaps in the current practice, emphasizing opportunities in which the current models are appropriate (or inappropriate) in relation to the local classroom reality, and offer the theoretically underpinned recommendations as to how the ELT reality in Pakistan can be improved.

2.2. Sources of Literature

The sources of literature consulted in this study comprised a very broad spectrum of academic sources such as:

- Peer-reviewed journal articles included in Taylor and Francis, Elsevier, SAGE, and Springer and ERIC
- academic books of Cambridge University Press, Oxford University Press, Palgrave Macmillan and Routledge
- UNESCO policy reports and curriculum guidelines, the British Council, and the Higher Education Commission of Pakistan (HEC) report
- published articles on applied linguistics that can be found between 2015 and 2024 and concern ELT methodology, multilingual classes, and pedagogical innovations

Major references used are (Rehman T. , 2011) about language policy, (Mahboob, 2020) about the Pakistani English, (García & Wei, 2014) about the translanguaging theory, (Pennycook, 2017) about critical applied linguistics, (Richards & Rodgers, 2020) about ELT methods, and (Shamim & Rashid, 2019) about challenges faced by teachers in Pakistan. The variety of sources makes the analysis well-founded, modern, and scholarly.

2.3. Inclusion Criteria

The inclusion criteria were constructed in such a way that it would make all the literature included in the study relevant, credible, and academically rigorous. The sources were prioritized in terms of discussing multilingualism, bilingualism, or translanguaging and research studying English language teaching in Pakistan or any other similar multilingual environment. The literature that either judged or compared or described education models relevant in language learning was also encompassed as well as scholarly articles published in peer-reviewed journals, academic books, and official reports of recognised institutions by reputable organizations. Synthesis was only done on studies that made a clear contribution to theory, pedagogy, or practice of the needs of multilingual English learners. In order to be scholarly, non-peer-reviewed sources, including blogs, opinion, media articles, or outdated

theoretical model, were eliminated. Such a stringent screening procedure helped to ensure that the end result of the research in the form of body of literature was up to date and methodologically sound.

2.4. Analytical Framework

Four significant theoretical frameworks used to conduct the analysis in the given work provide a complete perspective on the appropriateness of educational frameworks of multilingual English learners in Pakistan. The initial one is, **Multilingual Education Theory**, which focuses on the central role of the full linguistic repertoire of learners and the role of such practices as translanguaging as a cognitive tool in forming an understanding, identity, and engaging in the classroom (García & Wei, 2014). This school of thought is especially applicable in Pakistan, where multilingual students usually have to rely on more than one language in arbitrating meaning but are usually not encouraged to do so in the formal school setting. The second framework is the **Critical Applied Linguistics**, where sociopolitical dimension is introduced into the analysis. Based on (Pennycook, 2017), it discusses how the matters of power, classes, language hierarchies, and institutional inequalities inform the English language teaching (ELT), particularly in the public-sector schools, where the resources and teacher training are largely contrasted with the elite English-medium schools.

Communicative and Task-Based Language Teaching Approaches, also provide a third lens, in which they expect foreground interaction, fluency development, and authentic language use to be important elements of effective ELT. According to (Richards & Rodgers, 2020) communicative competence is formed as a result of meaningful work, so this framework is also crucial to consider such experiential model as Model United Nations (MUN) and such technology-based framework as blended learning. Lastly, the **Education Model Evaluation Framework** (Biggs & Tang, 2011) offers the criteria of relevance, adaptability, linguistic support, alignment, and measurable learning outcomes to evaluate the practicality and scalability of such pedagogical models as Outcome-Based Education (OBE), personality-based instructional models, and blended learning. Collectively, the four frameworks form a solid analytical framework within the framework of identifying the dimensions of each model that are most useful in meeting the linguistic, sociocultural, and pedagogical requirements of Pakistani multilingual learners.

3. Literature Review

The linguistic situation in Pakistan is among the most varied in Asia as there are over seventy languages present on the territory of its provinces and regions (Rehman T. , 2011). This is a multilingual reality that has far reaching effects on the education experiences, particularly to those students who learn English as a second or third language. Urdu is not the native language of the majority of Pakistanis, and yet, it is being promoted as national language; English serves as a formidable tool of governance, university, science, judiciary and elite socioeconomic mobility (Mahboob, 2020). These hierarchies in language affect classroom practice, identity of the learner and availability of resources. In the case of multilingual students, learning the English language is not just a mere academic necessity but a channel to higher mobility, although they experience a number of challenges because of inconsistent medium-of-instruction policies, unequal exposure, inflexible assessment systems, and sociolinguistic disparity entrenched in the Pakistan education system (Shamim & Rashid, 2019).

Studies indicate that Pakistani multilingual students often use code-switching, translanguaging, and translation to get the input in the classroom (Rehman, Zaka, & Asad, 2025). Instead of perceiving these strategies as learning gaps, researchers in multilingual education stress that



the entire range of lingo of the students must serve as a cognitive and pedagogical tool (García & Wei, 2014). The comprehension, metalinguistic awareness, and affective barriers are the factors that are better when learners use their home languages. However, in Pakistani classrooms, particularly the use of local languages is discouraged or punished, which puts students in linguistic insecurity and restricts their involvement (Arshad, Akram, & Hussain, 2022). Such friction between the real language experiences of the students and the expectation of the institution leaves English language learning with great loopholes.

These issues are compounded by the structural disparities of the types of schools in Pakistan. Immersive environments, with trained teachers, small classes, with access to internet services and extracurricular exposure, are provided in elite English-medium private schools: mostly urban and costly. Conversely, Urdu-medium schools run by government are characterised by crammed classrooms, poor English language among educators, inadequate teaching resources, and excessive memorisation (Coleman, 2010)(Mahboob, 2017). Madrassahs with a large population of low-income students do not have much exposure to communicative English. These institutional disparities leave the opportunities stratified and hence proficiency in English is not just a question of individual capability but a question of socioeconomic status. Therefore, any model that is set to be applied in multiple English language learners needs to be critically analysed in terms of its adaptability in various school environments.

Even though English is taught in lower classes throughout Pakistan, the instructional approach is mostly based on grammar-translation, learning by rote, word lists, and textbook-based learning (Jahan & Shakir, 2022). The focus of such approaches is on accuracy and exams instead of fluency, creativity and communicative competence. Research continuously confirms that rote learning inhibits acquisition of the most important skill of speaking, listening and writing and writing in genuine manner (Rehman T. , 2011). The multilingual students (where the students have mixed linguistic systems) need to experience interactive, meaningful and socially constructive learning experiences. But, in the majority of classrooms, there are no organized frameworks of oral communication and, as a result, a discrepancy between the target outcomes and the actual learning outcomes of the curriculum.

Another problem that is prevalent in the Pakistani ELT system is teacher proficiency. In many cases, including the public schools, there is a significant percentage of English teachers who do not possess sufficient spoken proficiency and also have no exposure to current ELT models, including Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), or student-centred pedagogies (Shamim & Rashid, 2019). The linguistic insecurity of teachers frequently results in very restrictive lessons, lack of open discussion, and following the textbooks. Since multilingual classes need to be provided with adaptive strategies, scaffold, differentiated instructions, and culturally responsive instructions, the training of teachers is a key factor that predetermines the level of successful implementation of any educational model in Pakistan.

The acquisition of English by the learners is also influenced by cultural and psychological barriers. Most bilingual children also have feelings of lingo anxiety, fear of errors and fear of being mocked by their peers, especially when speaking English (Mahboob, 2017). Even the students of Urdu and regional-medium backgrounds tend to perceive English as elite making them even more reluctant to attend. Conversely, students of English-media schools become not afraid of new technology, discussions, demonstrations, and digital media because of frequent exposure to these tools. Such difference makes it clear that education models that develop



confidence, establish genuine communicative environments, and affirm the multi-lingual identities of students are necessary.

As a response to these issues that have long been experienced, a number of educational models has been looked into in the effort to enhance the English teaching and learning in multilingual settings. Among them, Model United Nations (MUN) can be described as one of the most popular frameworks of experiential learning in Pakistani colleges and universities. MUN imitates diplomatic conferences in which the students are playing a role of a country, write position papers, create resolutions, speak, argue, and work in committees (Khadzir & Sumarmi, 2020). This is a structured simulation, which makes the learners get into meaningful and purposeful use of English. It also enhances fluency, argumentation, academic vocabulary, negotiation and self-confidence (Kabdesov, 2022). The studies indicate that MUN life alleviates the anxiety of speaking and enables multilingual students to overcome the fear of communicating in front of the audience and provides an environment where people feel safe and are ready to learn and think critically (İpekçi & Sütçü, 2022). MUN acts as yet another immersive environment in a place where there is little native exposure to the language of English.

Another powerful model that influences English language learning in Pakistan is the so-called Outcome-Based Education (OBE), which is especially valuable since OBE structures are used by the Higher Education Commission (HEC) to accredit institutions and design the required curriculum (Yasmin & Yasmeen, 2021). OBE focuses on specification of learning outcomes, consistency between teaching and learning and continual curriculum enhancement. In the case of multilingual students OBE brings out sanity, openness and a systematic development of skills - aspects which assist in reducing classroom confusion and academic anxiety among students. It has been demonstrated that OBE can increase the level of proficiency in writing, speaking and academic English because it provides a guarantee of a progression route between simple and advanced skills (Spady, 1994). Differentiation is also encouraged by the model and it is applicable in large mixed-ability classes common in the Pakistani government schools. Nevertheless, teacher training, assessment literacy, and institutional support are crucial to the OBE but are not equalized nationally (Rahayu, Suharti, & Wigati, 2020).

Other possible advantages of personality-based learning models such as the temperament theory of Keirsey and SAGE/Artisan models also have potential advantages to multilingual learners. These models classify learners into the following types; Artisans, Guardians, Idealists and Rationals with unique likes in the learning and communication (Keirsey & Bates, 1978). Even though initially the models were developed beyond the sphere of ELT, they closely correspond with the principles of differentiated instruction, enabling educators to create the activities that appeal to the students in terms of their motivational and mental orientations (Tomlinson, 2014). Empirical research has indicated that personality-informed teaching brings about motivation, engagement, collaboration, and the feeling of confidence in language acquisition contexts. Personality-based instruction might be useful in culturally and linguistically diverse classrooms in Pakistan so that teachers could combine multilingual differences more efficiently through the use of individualized tasks: creative projects with Artisans, structured grammar tasks with Guardians, reflective discussions with Idealists and analytical tasks with Rationales.

The blended learning models are the integration of face-to-face instructions, digital tools, online tasks, video-based instructions, mobile applications, and LMS platforms. Types of distance learning are open learning, distributed classrooms, and independent studies (Wahyuni

& Hartono, 2022). Access to authentic pronunciation, listening resources, grammatical tutorials, interactive activities, and virtual speaking environments (which may be lacking in real-life settings) can be provided to multilingual English learners in Pakistan through blended learning. Study indicates that blended learning enhances listening, fluency, learner autonomy and motivation particularly when used with communicative activities (Zainuddin & Perera, 2018). Nonetheless, there is still a digital inequality problem. Students with low-income and rural learners usually do not have a reliable internet source, digital competence, or a teacher to use blended models to the full extent (Donasari, Tala, & Hamidah, 2021). However, even the partial implementation, including audio clips, recorded lectures or WhatsApp-based tasks, has been proven to help English to be learned.

In all these models, strengths can be observed with regard to the multilingual problems facing Pakistan. The following table indicates the way each model is applied to particular needs of learners:

Linking Educational Models to Multilingual Challenges

| Challenge | Relevant Model(s) | How it Helps |
|------------------------------------|--------------------------|---|
| Lack of authentic English exposure | MUN; Blended Learning | Real communication; digital input |
| Linguistic anxiety | MUN; Personality-Based | Builds confidence; aligns tasks with learner traits |
| Rote learning culture | OBE; MUN; Blended | Activity-based, communicative tasks |
| Large classrooms | OBE | Structured outcomes; scaffolded learning |
| Teacher limitations | OBE; Blended Learning | Professional development; digital support |
| Multilingual repertoire ignored | Personality-Based; MUN | Allows differentiated strategies & participation |

According to the literature that has been reviewed, the multilingual English learners in Pakistan are faced with highly-rooted sociolinguistic and pedagogical problems that clear include insufficient exposure, teacher constraints, linguistic anxiety, and structural imbalances. Based on the analysis of educational models, Model United Nations proves to be the most effective of all other models in improving the communicative competence, confidence, and application of English in real-life situations. Outcome-Based Education offers systematic, quantifiable and fair learning opportunities that assist in standardisation in different classrooms. The individual models provide personality differentiation in accordance with the multilingual differences and blended learning broadens the exposure to the original English input and technology. Combined with each other, these models create a powerful conceptual framework of promoting English language education in Pakistan and taking the needs of multilingual learners into consideration more comprehensively.

4. Discussion

This conceptual analysis was done to understand the most appropriate education models which could be applied in the case of English language learning among the multilingual Pakistani students. According to the literature, the presence of the three languages in Pakistan, English, Urdu, and several regional languages, creates unique pedagogic needs that cannot be fulfilled by traditional teaching approaches (Shamim & Rashid, 2019). Thus, any model to be suggested to English language teaching (ELT) should be able to address the needs of multilingual learners, minimize lingual anxiety, increase exposure, and contribute to equal results. The synthesis of the alignment of each of the four analysed education models, i.e. Model United Nations (MUN), Outcome-Based Education (OBE), personality-based differentiated learning, and blended/distance learning, with these intricate requirements is discussed below.

4.1. MUN as the Strongest Communicative Model for Pakistan

It is confirmed in the review that Model United Nations (MUN) is the most popular and pedagogically effective experiential model that is currently used in Pakistan, mostly in colleges and universities (Khadzir & Sumarmi, 2020). MUN focuses on the main problems of multilingual learners directly, particularly, on the insufficient exposure to the actual English environment and the inability to have effective communication. By conducting modelled diplomatic committee simulations, MUN provides longer devoicing experiences to learners to talk, negotiate, argue and cooperate using English, which they otherwise would have rarely practised in the classroom environment.

Studies indicate that MUN helps to eliminate speaking anxiety and develop communicative confidence in a manner that grammar translation and textbook teaching cannot accomplish (İpekçi & Sütçü, 2022). This decrease in anxiety is extremely important in Pakistan because the multilingual students tend to get scared of being mocked due to wrong pronunciation or grammar. MUN has a supportive but challenging atmosphere that provides the students with an opportunity to learn English as a functional living language, and not as a school subject.

Beyond the aspect of confidence-building, MUN also encourages critical thinking, argumentation, scholarly vocabulary, international awareness, and leadership, which are in line with the 21st-century educational requirements. Since Pakistan has no natural settings of English immersion, MUN serves as a high-impact and socially-interested platform, which offsets such shortcomings. The fact that it has gained popularity in Pakistani universities also supports its appropriateness as the most powerful communicative model that would improve oral proficiency, interactional competence, and advanced communication skills.

4.2. OBE for Structural Support and Measurable Skill Development

The recent transition of Pakistan to Outcome-Based Education (OBE) is prompted by the Higher Education Commission (HEC) demands; therefore, OBE is a key structural model that ELT reform should adopt. OBE focuses on measuring and definite learning outcomes, assessment congruency, openness, and ongoing enhancement of the teaching practices (Yasmin & Yasmeen, 2021). These characteristics directly counter the problems that are usually prevalent in bilingual and multilingual classrooms with the instruction commonly being disjointed and the evaluation being inconsistent.

As a case of English learners who are multilingual, OBE helps structured development of lower-order skills to higher ones, and teachers can design the lessons based on well-defined competencies instead of rote memorisation. OBE also encourages diversification whereby different students with different linguistic backgrounds are taught in the ways that best suit

them. This is specifically vital in big government-classrooms, wherein learners arrive with varied amounts of exposure, proficiency and confidence.

Nevertheless, teacher preparedness is critical towards the success of OBE. According to research, teachers are not trained on how to design the learning outcomes, align assessment, and use the student-centred pedagogies (Rahayu, Suharti, & Wigati, 2020). Devoid of institutional backing, including a sustained professional growth, updated courses, and administrative control, OBE will turn into a hypothetical construct instead of an innovative one. However, when properly put into practice, OBE would offer the architectural support necessary in order to achieve sustainable ELT reform in Pakistan.

4.3. Personality-Based Learning for Diverse Learner Profiles

The multilingual classrooms are naturally characterized by different learners who will possess various cognitive preferences, cultural orientations, personalities, and learning styles. Keirsey based his temperament theory on the personality of people, which in turn became the basis of personality-based models of learning, a way of creating learner-centred learning (Tomlinson, 2014) (Keirsey & Bates, 1978). These models acknowledge that student engagement and motivation are enhanced when students work on things that they are good at and inclined to do. As an example, Artisan-type learners can be provided with creative expression, improvisation and role plays, which are better suited to the communicative language tasks. Guardian-type learners would like to have structure, repetitions, and predictable processes- and so, they are sensitive to grammar scaffolding and stepwise exercises. Idealists will exhibit themselves in discussion and reflection academic activities, whereas the Rational learners are successful in academic activities that are analytical and research-orientated.

In Pakistan, there are numerous multilingual students who also have problems with confidence, participation, and language anxiety. Instruction based on personality assists educators to provide inclusive learning environments where learners would not be coerced into a one-size-fits-all approach. Teachers are able to minimize fear, enhance engagement, and make multilingual learners more active by adjusting tasks to their personalities. These models also help teachers to see the student differences as an asset instead of a hindrance- a significant change in a system where pedagogical norms were very strict.

4.4. Blended Learning as a Tool for Access and Autonomy

The development of blended and distance learning models is becoming more significant in providing greater exposure of the English language among multilingual learners in Pakistan, particularly in situations where available classroom resources are minimal. Blended learning combines in-class learning with the use of digital technology so that students were able to practise grammar, vocabulary, listening and pronunciation even when they are not in the classroom (Zainuddin & Perera, 2018).

This model will expose multimedia to the real English by using particular videos, podcasts, interactive games, online discussions and virtual speaking communities. These tools enhance the sense of autonomy among a learner- they enable students to study at their pace, re-learn challenging concepts or even visit areas of their interest. This is quite essential to the rural or working students who will not have an access to an environment which speaks English regularly.

In the low-resource setting, too, partial integration (e.g., WhatsApp assignments, recorded lectures, mobile apps, or community-based access to the internet, etc.) can make a substantial contribution to exposure (Wahyuni & Hartono, 2022). Nevertheless, we should not overlook digital inequalities as the factors of limited internet connectivity, device and training shortage



among teachers, and students continue to pose a challenge in Pakistan (Donasari, Tala, & Hamidah, 2021). Nevertheless, blended learning is one of the most viable and scalable frameworks of extending English practice outside the classroom.

4.5. Complementarity of Models Rather Than Substitution

The results of this review prove that no one is enough to meet the various requirements of multilingual English learners in Pakistan. Rather, the reviewed models supplement each other. MUN enhances communication, fluency, confidence and the use of language in real world. OBE offers order, evaluation coherency and quantifiable skill growth that increase uniformity in different classrooms. Learning that is personality-based encourages the inclusivity and the responsiveness to the diversity of learners and the enhanced motivation. Blended learning increases exposure, fosters autonomy and allows further practice beyond the form of instruction.

Collectively these models provide a comprehensive, context sensitive and sustainable way of ELT reform in Pakistan. Implementation needs to be successful, and this involves training of teachers, curriculum alignment, resource allocation, and administrative support. These models when combined together can change the learning of the English language by multilingual students in that they are both linguistic and sociocultural in nature and that they finally will provide better and more equitable English language education in the country.

5. Limitations and Future Research

The research is theoretical and is based on secondary literature only and this does not allow the researcher to generalize the results in the various learning environments in Pakistan. Since no primary data were gathered, the lived experience of teachers, multilingual learners and administrators could not be directly obtained. Four major models are also under the review, which opens the possibility of considering further methodologies like flipped learning, CLIL, project-based learning, and community-driven language programs. This can be incorporated in future research where empirical studies such as classroom observations, interviews, surveys and learning outcome assessments ought to be conducted in order to determine the operation of these models in the real world. Longitudinal research can also focus on how MUN, OBE, differentiated instruction, and blended learning affect the long-term effect on the confidence, proficiency, and academic equity of multilingual learners. Further research on teacher training structures and policy changes should also be conducted to address the realization of these models in large scale in the public and low-resource schools.

6. Conclusion

There are models of English language teaching in multilingual classrooms in Pakistan that should replace old-fashioned grammar-based and exam-centred modes teaching with pedagogical models that acknowledge linguistic differences, unequal education provisions, and needs of multilingual students. This theoretical analysis has explored four major educational designs Model United Nations (MUN), Outcome-Based Education (OBE), personality-based differentiated learning, and blended/distance learning and evaluated its applicability to English language learning in the context of the complex Pakistani sociolinguistic environment. As demonstrated in the analysis, the strongest communicative benefits that MUN offers include the establishment of realistic interaction opportunities, practice in orating, acquisition of academic vocabulary and developing confidence, which the learners have little exposure to in English outside the classroom. OBE provides structural clarity by means of clear outcomes, parallel assessment, and sequence in developing skills, and it is especially suitable in large and heterogeneous multilingual classes prevalent in the rest of the country.



Learning models that are based on personality facilitate inclusivity by dealing with individual aspects of learning profiles and promoting motivation, engagement, and participation, which multilingual learners tend to be deficient in because of language anxiety, or simply lack of self-confidence. In the meantime, the blended and distance learning models can overcome the resource and exposure gaps of Pakistan by introducing access to multimedia input of English, independent practice, and online learning environments that allow the use of language outside of the school environment.

Combined, these models present a holistic and context-specific model of enhancing outcomes in the learning of the English language in Pakistan. Nevertheless, to be successfully implemented, they need long-term educator training, institutional preparation, curriculum integration, and policy facilitation. Finally, effective reform in English language teaching should be based on the priorities of communicative competence, learner-centeredness, and equal access so that multilingual students could use their language advantages and learn the English skills required to achieve academic and professional achievement.

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