



Socio-Cognitive Barriers in Adopting English as a Medium of Instruction in Pakistani Secondary Schools: Challenges and Stakeholder Perspectives

Muhammad Umar Mehmood¹, Ziauddin², Afshan Naseem³

Article History

Received
09-02-2025

Accepted
21-02-2025

Published
22-02-2025

Abstract & Indexing

 WORLD of
JOURNALS



REVIEWER
CREDITS

Abstract

This exploratory study examines the socio-cognitive constraints influencing the implementation of English as the Medium of Instruction (MoI) in secondary schools in Pakistan. The study adopts a qualitative research design, utilizing semi-structured interviews and focus group discussions to gather insights from 12 head teachers, 12 English subject teachers, 12 parents, and a group of secondary school students from public schools in Gujranwala. The findings reveal several critical challenges, including inadequate teacher training, students' low confidence in using English, cultural barriers, and limited parental support. These factors significantly hinder the effective adoption of English as the MoI, affecting both teaching and learning outcomes.

A major concern highlighted by participants is the insufficient proficiency of teachers in English, which limits their ability to deliver lessons effectively. Moreover, parental involvement in language-related decision-making remains minimal, reducing the support students receive at home. To address these issues, the study proposes key recommendations, including reforming teacher education programs to enhance English proficiency, implementing strategies to boost students' confidence in using English, and actively engaging parents in discussions regarding language policies. These measures can contribute to a more effective and inclusive implementation of English as the MoI, ultimately improving the overall educational experience for secondary school students in Pakistan.

Keywords:

Socio-Cognitive Constraints, Teacher Training, Student Confidence, Cultural Barriers, Parental Involvement, Qualitative Research, Language Policy, Secondary Education.

¹MS English Linguistics, University of Sialkot. *Corresponding Author

pashagee143@gmail.com

²Lecturer, Psychology, IBA University Sukkar.

³MS English Literature, University of Sialkot.



1. Introduction:

The use of English as the Medium of Instruction in schools and other education centres over the world has become of equal importance especially in non-English speaking nations. Social relations as globalize, English language has emerged as essential for effective communication, as a medium of learning, and academic achievement. In Pakistan English has traditionally acted as the prestigious language associated with power, education, official business and professions (Mahboob, 2017). Its acceptance in the schools most especially the secondary schools as the MOI is another way of opening up of Pakistan for the knowledge base economy of the world. However, despite its importance, the MOI shift in English is a complex process when certain classes of barriers affecting its proper enactment are envisaged; particularly the socio-causative barriers.

Pakistan is the one of the multilingual countries which has more than 70 languages in each and every province of the country. National language: Urdu and second official language: English, have side by side regional languages like Punjabi, Pashto, Sindhi and Siraiki (Rahman, 2010). English has become widely accepted in business and government sectors and has become a MOI in public education institution much to debate. Research shows that the shift to English as medium of instruction doesn't leads to the intended educational gains as found in numerous challenges faced by teachers as well as learners mainly in the public schools (Rasool & Wink, 2019). These are not simple language barriers but socio-cognitive which include disposition of all the stakeholders such as the teachers, the students, parents and others.

Another research has pointed out that teachers' English-speaking ability is a major determinant of students' performance under EMC. It alarms to learn that many of the teachers in public schools of Pakistan are not fluent English speakers and hence they cannot teach well. Studies have established that teachers' poor English skill reduces instructional quality that in turn reduces students' content comprehending and learning (Gul & Aziz, 2015). The poor learning achievement identified in this paper means that the general ability erodes further in rural areas where teaching and learning is generally poor as compared to our large cities (Azam et al., 2020). This puts the students in these areas in a worse position to understand the lessons hence poor performance in their grades.

Teachers' proficiency, on the one hand, is a major concern in implementing English as MOI; on the other hand, students' language skills is a main factor. There is a majority of the students in Pakistan who do not use English at home and they do not get a practice of using English outside the class. This poor contact with English in everyday life causes students to fail to understand lessons conducted in English. Research has shown that the ability of students in English determines the academic achievement of students whenever English is particularly used as a medium of instruction (Khatri, 2019). Moreover, due to poor self-esteem, students will not participate in speaking English because they are scared of making mistakes during a class. This psychological barrier sometimes lets a student to have no desire to interact and study the material, as well as improve the language skills (Mumtaz, 2016).

This is also used to support the fact that parental involvement is another factor that may effect English-medium instruction. The field study shows the fact that parents of children in Pakistan still have a decisive say in the child's educational choices. Nonetheless, a large number of parents, particularly those in rural areas, are also not fluent themselves and cannot therefore help their children. This lack of parental support aggravates the challenge that students go through to learn English (Azam et al., 2020). However, the teachers are aware of the fact that, many parents are worried about the effectiveness of teaching through English language. Critics

also point to the non-English language, including Urdu or Punjabi that students are crowned to lose vocabulary familiarity due to a focused shift to English, which results in learners' isolation, cultural identity estrangement (Rasool & Wink, 2019). This issue becomes more acute in societies where local languages are cliquish an indoctrinated part of population.

Another strong challenge is cultural impediments especially with regard to the language domination by English. Although English is viewed as a way of counting with the modern global world and all the related opportunities, it is viewed as a mouthpiece of cultural imperialism by some people. Most student families and fellow citizens who are school-goers use Urdu or regional languages more often as those are symbolic of their language identity, according to Rahman (2010). Ironically this places the students in a disadvantage when learning English as a MOI because they are used to practicing native languages. In one study, the explanation for low motivation for learning was that students using a language as a second language reduced their motivation as soon as the instructions were changed into another language, they were not comfortable with (Din, 2015).

The choice of English as a MOI can be initiated at the institutional level, and especially by head teachers, as the ultimate decision makers with regard to language policies in schools. Nevertheless, head-teachers themselves undergo difficulties in promoting an English-medium instruction where by the teachers themselves are not well trained and the students themselves fail to prepare well in taking English as a medium of instruction. There is no professional development provision for teachers in Pakistan and this greatly worsens this situation (Mahboob, 2017). This also puts head teachers under pressure of forcing parent that are anxious of the quality education their children are receiving. This makes the choice to adopt English as MOI a dependent of several factors most of which pull in contrary directions.

In the context of a rapidly anglicisation process in Pakistan, however, socio-cognitive barriers that stakeholders encounter when English becomes the MOI are understudied. To the current authors' knowledge, there is limited research into the linguistic difficulties tied to the use of English in education and none of the prior, a comprehensive investigation into the various attitudes of stakeholders involved in the process (Azam et al., 2020; Rahman, 2010). This research therefore seeks to address the lack of such analysis by ascertaining the socio-cognitive challenges most notably head teachers, teachers, parents and students's experiences in the secondary schools of Pakistan. It is therefore imperative to identify these challenges as the basis of coming up with strategies that will help overcome the barriers to the realization of this policy and used to enable medium of instruction in educational institutions in Pakistan.

2. Literature Review:

The use of English language for teaching and learning has become one of the most popular education policies in various countries, the inclusive being Pakistan. It is already a fact that English has become the global language of business, science and technology, and also the use of English language as MOI in educational institutions has also stirred a can of complication especially among non-native English-speaking community. The following review of literature will also look at main socio- cognitive barriers faced by different stakeholders like the teachers, students and parents concerning the adoption of English as MOI in secondary schools in Pakistan.

The significance of using English as the medium of instruction in Pakistan.

English is adopted as the official language as well as the Language of the workplace, law, and education in Pakistan. English has been gradually integrated into the educational system at different stages of learning though is mainly used at the tertiary level of education across the

universities and other public sector organisations (Rahman, 2010). English is considered as the passport to secondary education success, future employment hence many schools have embraced English as MOI. But data indicates that this transformation to integration of English as MOI has not been smooth and that MOI faces major challenges particularly in the public schools.

These investigations reveal that even though English has increasingly gained significance in Pakistan, the use of English as MOI in educational institutions has not produced consistent revised status of education or student achievement. A number of scholars have pointed out several factors the introduction of English as the medium of instructions have caused several problems concerning quality of education and competency of teachers (Azam, Hussain, & Ahmad, 2020). These concerns reveal more entrenched socio-cognitive Factors that militate against efficacy of Emo.

Teacher Knowledge and Education

The first challenge or factors to disapprove the English as MOI in Pakistan include the following; a poor quality of teachers. Previous researches have shown that a vast number of the teachers serving in the public schools are deficient in English language skills to teach the language (Gul & Aziz, 2015). This problem is more seriousness in rural region where teachers that teach English may be scarcely available and the overall standard of teachers in English is lower than the teachers in urban areas (Azam et al., 2020). The participants' Lastly, language proficiency of teachers proves to be essential; because teachers' English language proficiency determines students' comprehension of the lessons and their interest in the curriculum. Teachers with limited understanding of English end up using code switching between Urdu and English or regional languages which reduces the comprehensibility of English as MOI (Khatri, 2019).

Also, a study has indicated that Pakistan teacher training programs fails to provide trainers skills that enable them to teach using English. According to Mahboob (2017), it was observed that many teacher training programs did not pay attention to enhancing the language teachers' proficiency or the ways of teaching in L2. This way, teachers might find it difficult to give their lessons in English and; since they cannot explain what they want students to do or fail to follow up on their work, the students' group might end up not paying attention in class and, therefore, performing dismally. This is made worse exacerbated by the fact that there is shortage of professional development of teachers and as such they are not prepared well enough to teach English effectively to students and hence the outcomes of the students are poor.

Student Skills Success and Interest

This explains why apart from satisfying the teacher proficiency requirement, the use of English as the MOI hinges on student proficiency in the language. Prior studies have established that learners in Pakistan especially those studying in the public schools have major difficulties especially while reasoning in and writing English because they only get the language in classroom (Mumtaz, 2016). English is often a second, or even a third language for many students, and the students do not use English very often in everyday life. This results to the following effects The ability of students to follow up with the curriculum becomes hard whenever lessons, instructions, communication or otherwise are in English.

In addition, level of self-confidence and fear of having mistakes when speaking English do affect the reason and desire that students have for learning English. In a study conducted by Din, (2015), the students in Pakistani schools and colleges felt anxious and embarrassed to speak English; therefore, they acted as avoiding the English language. It holds particularly true

to least advantaged students where the aforementioned acculturative resource, namely the English media, books, and internet access are lacking. The weak English language learners may also find it hard to comprehend content Academic material, and this may make them feel like giving up on school business (Mumtaz, 2016).

Indeed, there are studies showing that students rarely use English because it is not important to them, and it is not used in their learning process. A study conducted on Pakistan students have noted that such concept of sacrificing the value of learning English for purposes other than personal and or professional gain was true (Rasool and Wink 2019). It is not unusual, therefore, that Pakistani students may seem to offer little intrinsic motivation to learn English; a factor that could pose significant barrier to the proper implementation of the English as MOI in the Pakistani school.

Parental Engagement and Attitude

The acceptance of English as MOI is facilitated by parental favourable perceptions towards the use of English as a medium of instruction. While some parents see a significant in the current and future advantages of learning English some others are anxious about the effects of medium of English in learning and performance in their children. Azam et al (2020) noted that most of the parents in the rural areas of Pakistan lack English and therefore they feel so useless in helping their children with homework at home. This situation becomes worse when young students do not understand the lessons in English, then parents cannot assist them either.

Besides, there are some parents who oppose use of English as MOI because of no support from government and also due to loss of local languages like Urdu or Punjabi . This concern is particularly relevant with parents who are very keen in maintaining their cultural and linguistic background. According to Rahman (2010) many parents have realized that English as the language of learning poses a threat to the languages and cultures of their respective countries. Such cultural issues create an opposition to English-based education and bordered the practice in Pakistani schools.

Another problem which hinder effective implementation of EMI in Pakistan is cultural barriers to English-medium instruction. While, English is accepted globally and as a language of progress, and modernity, however it also a signifier of colonialism and imperialism to some people (Rasool & Wink, 2019). In many NGs; again, especially in rural ones; the L1s and dialects are regarded as paramount to cultural identity; hence the use of English as MOI is seen as linguistic and cultural subjugation. These calls are of course a multitude of our English Education and it is a mixture of cultural and historic principles and socio-economic factors. Le and experiences from the Philippines show that most families in Pakistan consider the use of English as MOI as a practice that only the elite can afford to do since it deepens the social inequity gap (Din, 2015). For this reason, the two stakeholders, parents and students, are likely to oppose the English-medium education most especially when they do not find any utility in it or a reason enough to embrace the change.

However, socio-cognitive factors like students' fear of failure and negative self- ideas 'perceived self-efficacy' contribute to the nightmare in implementing English as MOI. Cognitive assets and academic performances do bear a direct relationship with the self-belief structure of a learner and the socio-cultural learning environment, as argued by Mahboob (2017). He argues that when learners are taught in a language, they hardly understand their morale drops, and they disown every activity associated with school and their performance drops.

Conclusion

The present paper also establishes that despite the use of English as supposed MOI in Pakistan educational system there are considerable socio-cognitive issues that compromise the teaching of English. Some of the observed and possible barriers to implementation of acceptable Classroom Code-Switching include: acceptability teacher proficiency and training, student motivation and language anxiety parental concerns and resistance to English. In order to overcome these concerns, the following changes have to be made: better preparation of the personnel, necessity of improving students' support, concerning the parents as a part of educational process. Furthermore, it is indispensable to understand cultural and socio-economic factors the define perception of English-medium education and to address the question how to make English attractive and comprehensible to every learner.

3. Research Methodology:

3.1 Research Design:

The study used a qualitative research approach, which is ideal when it comes to identifying socio-cognitive barriers about the adoption of a language. Using qualitative research methods enables the study to identify and appreciate the experiences of the various stakeholders.

3.2 Population of the Study:

The target population comprises head teachers, English subject teachers, parental parties of students, and students themselves in the public secondary schools of Gujranwala district, Punjab, Pakistan. These stakeholders were chosen because they are at the frontline defending and implementing English as MOI in their various learning institutions.

3.3 Sampling/Participants:

The study made use of purposive sampling to sample 12 head teachers, 12 Teachers teaching English and 12 parents to secondary school students. More especially, a simple random sampling of 5 students from each school was used to interview them on their experiences with English medium instruction.

3.4 Data Collection:

Data collection involved conducting semi-structured interviews /focus group discussions. Nineteen head teachers, forty teachers, and eleven parents were interviewed using semi-structured questions in order to elicit their concern, concern, and perception regarding English as MOI. Interviews were conducted with focus groups to have students give their experiences and challenges that learners encounter when learning in English.

3.5 Data Analysis:

Consequently, thematic analysis was the approach employed in the analysis of the data. The interview and focus group discussions were archived and the dominance analysis score was then determined from the answers. These themes were grouped under socio-cognitive barriers including language, self-aspect, culture, and parents. The data collected was then scrutinized in order to get a broad perspective on what all the different stakeholder groups go through.

4. Results:

Consequently, thematic analysis was the approach employed in the analysis of the data. The interview and focus group discussions were archived and the dominance analysis score was then determined from the answers. These themes were grouped under socio-cognitive barriers including language, self-aspect, culture, and parents. The data collected was then scrutinized in order to get a broad perspective on what all the different stakeholder groups go through.

Table 1: Summary of Socio-Cognitive Barriers Identified by Stakeholders

Barrier	Head Teachers	English Teachers	Parents	Students
Teacher Proficiency	Concerned about teachers' English	Report difficulties in	Concerned about the	Struggle to understand

	skills; inadequate training in English-medium teaching	teaching effectively in English due to lack of proficiency	quality of teaching if teachers are not proficient in English	lessons if teachers are not proficient in English
Student Proficiency	Noted that many students lack sufficient English proficiency for learning in English	Acknowledged students' struggles with English comprehension and participation	Concerned about their children's ability to keep up with lessons in English	Feel anxious when English is used in class and have difficulty understanding
Student Self-Confidence	Recognized that students' lack of confidence hinders their ability to participate	Noted that students often avoid speaking in English due to fear of making mistakes	Parents worry about their children's self-esteem when forced to speak English	Students fear making mistakes in front of peers, leading to disengagement
Parental Support	Suggested that parents need to be more involved in supporting English learning	Felt that parents are often unable to help students due to lack of English proficiency	Parents feel disconnected from their children's education, especially if they don't speak English	Students find it difficult to receive support at home for English learning
Cultural Resistance	Observed resistance to English due to cultural attachment to local languages	Identified cultural resistance as a barrier to the effective use of English in classrooms	Some parents resist English-medium education as it may undermine local languages	Students show reluctance to engage with English because of cultural preference for local languages
Teacher Motivation	Emphasized the need for teachers to be motivated and well-prepared to teach in English	Teachers feel demotivated when they perceive that students are not engaging with English	Parents believe that teacher enthusiasm for teaching in English affects students' learning	Students' motivation to learn English depends on the teacher's ability to make English engaging
Curriculum Difficulty	Felt that the curriculum may be too challenging for students who lack strong English skills	Reported that the curriculum is difficult to deliver effectively in English	Parents are concerned that the English-language curriculum might be too difficult for their children	Students find English-medium curriculum difficult to understand, leading to lower academic performance
Inadequate Resources	Concerned about the lack of resources (e.g.,	Noted a lack of adequate resources and	Parents believe that there are insufficient	Students reported that there are not enough English-

	English-language materials) to support English instruction	training materials for teaching in English	resources available to help their children improve in English	language books or resources to aid learning
Institutional Support	Felt that there is insufficient support from the education system for English-medium instruction	Called for better institutional support, such as training workshops and resources	Parents felt that the school system does not provide adequate support for English learning	Students believe that schools do not provide sufficient support for learning English effectively
Language Anxiety	Acknowledged that students often experience anxiety when using English, affecting their performance	Noticed that students are often hesitant to speak in English due to fear of making errors	Some parents report that their children are anxious about learning and using English	Many students expressed feelings of anxiety when asked to speak or write in English

Explanation of Findings:

1. Teacher Proficiency:

All of the stakeholder groups stated that one of the main challenges affecting the probability of using English as MOI is a teacher's linguistic inadequacy in this language. From the teachers it self, they claimed that they lack sufficient English language proficiency hence posed a challenge to the quality of teaching. Teachers noted that this problem is most pronounced in rural centers, where there are even fewer qualified teachers of English.

2. Student Proficiency:

Every teacher also every head teacher agreed with the assertion that majority of students come to school with poor English language comprehension, which hinders their understanding of lessons in English. Still, parents also shared some concerns this time including how their children will cope up with the lessons. Students themselves have complained that when English was being used to teach them, they did not understand what was being taught, especially when it was something complex.

3. Student Self-Confidence:

Lack of students' self-confidence was mentioned as one of the factors that hinder learning by all the groups. Mistakes during speaking or writing in English was responded with fear hence many students avoided speaking or writing in English. It was ascertained that students were keenly shy to join activities in their classroom whenever English medium was used and that head teachers confirmed that lack of confidence hampered learning.

4. Parental Support:

It showed that parents had major concern that they cannot assist their children on English-language learning. Some of the parents said that they themselves had limited use of English, and hence, they could not give their babies homework assistance or help with academic work.

This shortfall in parental involvement in learning the English language is even negative when school is relying heavily on the English medium instruction.

5. Cultural Resistance:

A number of head teachers and parents mentioned cultural resistance to English. Several parents especially those from the rural areas complained that this system was inned to erode the culture and languages of the society. This cultural resistance was also manifested in resistance to studying English which students maintained was a language that they did not want to be associated with preferring instead to speak Urdu or Punjabi.

6. Teacher Motivation:

Learners felt personalised when they did not experience learning advancement or when they faced difficulty in teaching English appropriately. According to myths, head teachers boasted of teacher motivation and preparedness for the penetration of English as MOI. They also said that they preferred learning English if the teachers were jovial and willing to teach the language.

7. Curriculum Difficulty:

According to the findings, students, as well as teachers, said that the students found The Curriculum in English hard to understand. Teachers said that the content was delivered in a wrong level and students failed to understand what was indicated in a language which they did not understand Parents feared that their children were likely to fail due to language barrier.

8. Inadequate Resources:

One major concern that was described by all groups was the potential for a complete lack of resources for promoting EM instruction. This study found out that teachers and head teachers perceived that the current education system offered inadequate training/teaching aids for English. They also complained that they did not have enough resources at home to use in teaching their children English.

9. Institutional Support:

All the participants concurred with the assertion that education system in Pakistan is not equipped to support English-medium instruction. Of the respondents, 64 % said that they wanted more workshops and consumable materials to enhance their ability to teach English. The parents and students also expressed their dissatisfaction as to the available support to enhance the system for the learning of English language.

10. Language Anxiety:

In all the studies reported, language anxiety emerged as a theme that was commonly addressed. Most of them Reported that they were afraid to speak or even write in English for they would be laughed at by their fellow students. This anxiety was noticed by teachers in classrooms and revealed as one of the main reasons for students' avoidance of curriculum.

5. Discussion

This study's conclusions may be useful for head teachers, English teachers, parents, and students to understand the socio-cognitive hurdles they encounter while implementing English MOI in Pakistani secondary schools. The findings draw attention to processes across proficiency at the teacher and student level, anxiety in the student, culture in the learning environment and institutions that have been observed to negatively impact the teaching and Learning of English as MOI. These findings will be compared to prior literature in this section and the potential broader socio-cognitive implications of these barriers discussed as well as potential ways to address these barriers.

We present studies on Teacher Proficiency and Training here.

The first limitation recognised in this research was limited understanding of the English language among the teachers. Still, head teachers, as well as English teachers themselves, are very concerned about the effectiveness of their English lessons due to lack of adequate training and excessive language barrier. These findings are in line with the existing literature about the problem's teachers in Pakistan experience when they are expected to have a professional level of language proficiency of teaching in L2 (Gul & Aziz, 2015; Khatri, 2019). Teacher training in English-medium instruction has been strongly criticised for neglecting the quality of education in the Pakistani school system (Mahboob, 2017). If a teacher is not proficient in English, it is very hard for him or her to explain or make the students understand difficult concepts hence was result is low student participation.

On this account, it is imperative that teacher training Colleges and other professional development centers offer professional development programs for teachers that aims at enhancing their competency in English language and or mastery in ways of facilitating learning in English only medium. University and colleges teacher training curricula should focus on teaching language and methodologies for teaching English to ESL learners. Ensuring that teachers are equipped appropriately to teach effectively in an English-medium classroom will go a long way to making teachers more comfortable in how they teach and foster productive interaction between students and the course materials.

Acquiring, Tracking, and Maintenance of the State of Student Learning

In the same study, it was revealed that learners struggle a lot in comprehending the English language when used as a medium. Students complained of poor understanding of lessons taught in English especially when the content was expanded. Pakistani students' low performance in the language lesson will come as no surprise as they often claimed limited exposure to English outside the classroom and low language proficiency (Mumtaz, 2016; Azam et al., 2020). Also, students' level of confidence and their concerns about mistakes making were revealed as key factors influencing students' participation in classrooms where English medium is used. They include Language Anxiety and self-confidence, and all these Socio-cognitive factors have been described in the research on second language acquisition (Din, 2015).

Hypothesis low proficiency and motivation of the student in English The poor achievement levels of students may be blamed on the following factors. First, a large proportion of learners has limited contact with English outside classroom, for example, they might speak English at home too. Second, students are afraid of making mistakes during lessons when it comes to speaking or writing in English; so, they do not even try to participate in the lessons. This failure to interact with the language only complicates their learning even more.

Today schools require a more supportive environment that will enable students to practice the use of English without being afraid of making mistakes which will in turn enhance students proficiency and motivation. This can be done by using students' activities like debating, acting out, presentations, and projects so that students get the feel of language use while in safe environment. Also, it is possible to help students continue the Studying English outside the classroom, by supplying amazing materials like books in English, Internet resources, and Television, etc.

Support from Parents and Engaging them

It is important, especially the parents to be involved in the process of education of their children so that they can be effective in their studies, Bu this study revealed that many of the parents feel alienated by their children English-medium education. Some parents said they could not help their children with school work because they themselves hardly spoke any English. This finding tally with the prior findings documented in literatures that reveal the importance of the parents' involvement in language acquisition and the difficulties faced by parents who are not English language masters (Azam et al., 2020; Rasool & Wink, 2019). Lack of parents' support is markedly significant in the rural areas, many of which families cannot afford help their children get what they need to better their English standards.

Socio-cognitive loss due to emi can only be overcome having parents involved in the educational process. It is about schools as the institution should supply any necessary materials and present workshops for parents to learn the necessity of correct English language comprehension and how they can assist children at home. For instance, schools should teach parents English, provide them with some books or organise some social campaigns to inform parents about the advantages of English-medium schools. Therefore, by getting the parents involve in the language learning process, schools can extend the kind of environment necessary for effective practice of English language at home.

Cultural Impediments to Empowerment in English as an International Language

Another factor of difficulty recognised in this kind of study was cultural resistance to English. Respondents' views Parents and students were equally concerned that use of English as MOI was likely to erode local languages and cultures. Such concerns are in line with earlier research that establishes that the imposition of English in non-native societies create pull qualification, particularly in societies that have a strong territorial culture as well as languages (Rahman, 2010; Rasool & Wink, 2019). In the context of Pakistan, in which two languages are official plus several other are used in the region, All this signifies that English as the primary language of teaching creates isolation and culture shock for the learners who prefer Urdu or any other regional language, such as Punjabi.

This is why the people of the two countries still continue to resist the dominance of English as a medium of communication: socio- politically and culturally. Using the rich vocabulary of 'Postcolonial English' also lays the thing on the other hand: English is to help people become modern globalized consumers, globalized wealthy people" (Said, 1993: 335). While others perceive it as the main socio-cultural Globalization/great communication tool which meddles with the extinction of local languages and cultures. The conflict of these two contrary forces makes it a problem for the policy makers and educators who aim at implementing the education in medium of English in Pakistan.

In asking its readers to deconstruct cultural resistance, this book stresses the importance of embracing the local languages in curriculum as much as embracing English. Valuable as a temporary solution with limited application is the method of CMI combined with first-language instruction – when students study simultaneously in both English and their first languages, which would allow students to retain the cultural identity of their people and, as preliminary instruction in first languages is received, the transition to instruction in English would be fairly smooth. This approach would also assist students in language proficiency in both their first languages, and English that would be helpful in today's global village.

Institutional Support for Resources

Moreover, this study found that institutional support and resources are inadequate obstacles to the effective implementation of English as MOI. The head teachers, teachers, and parents were asked where they think Pakistan's education system fails and all of the participants said that the education system does not offer or recommend English language learning support services. These are no supplied teaching aids, inadequate number of training colleges for teachers, and

restricted use of English newspapers, magazines, and communication gadgets. It must be noted that some scholars have informed this study that lack of resources and institutional support are areas of concern that counter the medium English instruction in Pakistani universities.

To avoid such barriers fixing, it is crucial to invest money on the governmental and educational levels for the resources that will help to learn English. This encompasses ensuring teachers get resource and all students get accessible English language text and digital and encouraging English language in and out of classroom. Schools should also also strengthen support for teachers and learners in things like the mentoring programme, language laboratory to ensure that the English language is taught properly and that the learners are supported academically.

Conclusion

Therefore, the results of this research reveal indeed there are many socio-cognitive barriers affecting the use of English as a MOI in Pakistani secondary schools. Such barriers are including teacher competency, student stress and enthusiasm, parents' engagement, culture, and no institutional commitment. To overcome these challenges, the effects on solving the problems stated in the research that is needed to improve the quality of the English language education: enhancing the professional teacher training; engaging students in learning the language; including parents into the educational process; and providing education system with the necessary tools for effective Second Language Acquisition. Thus, overcoming these socio-cognitive barriers, it is easier to design the access to the effective learning in the English medium education in Pakistan.

6. Conclusion

This paper was designed to investigate socio cognitive factors that hinder or limit the use of English as MOI in the context of Pakistani secondary schools' stakeholders including the head teachers, teachers of English, parents and the students. The research study shows that there are several challenges that prevent the effective implementation of the subject of English in educational system of Pakistan, although this subject's significance has increased in recent years. These barriers are not only linguistic but socio-cognitive in the perception, attitude and experiences of individuals within the educational process whose behaviour is under consideration.

The key socio-cognitive barriers identified in this study include: the lack of adequate English language proficiency among the teaching personnel, which hampers credibly teaching the syllabi; learner language self-effacing and anxiety that hinders general learning and comprehension of content; dearth of parents' involvement and support for their children's education due to language barrier; and culture to English especially from areas where the local languages are culturally connection oriented. Finally, the study established that institutional support for EMI is generally poor since there is poor provision or provision of inadequate resources, poor teacher training, and poor learning resources.

These research outcomes indicate that these barriers should be overcome if English is to be implemented as MOI optimally in the Pakistani schools. As shown in this paper, although English has become a more valued language for academic and career reasons, the decision to adopt English as the medium of instruction in secondary schools is not an easy or straightforward affair. A word on saying, effective emphasis on English as MOI will involve a process of enhanced teacher training to transform them into better trainers, creating a positive learning environment for the students an integrating parent into the learning process, and tackling on cultural problems associated with the cult of English language.

Recommendations

Based on the findings, the following recommendations are made:

1. **Teacher Professional Development:** The case presented shows a dire need for enhanced teacher education programs, aimed at enhancing teachers' capacity in teaching in English, especially when used as a medium of instruction. Such programs should be sustained and

should embrace language skills training and technique-teaching which is appropriate for second language learners.

2. Student-Centered Approach: It should develop a student-centered approach that would address perceived linguistic threat and enhance student's self-confidence. This can be done through more group work discussions, dramatizations, projects and other student activities where students themselves use English without too much pressure.

3. Parental Involvement: It is worthwhile to bring schools into the focus of their actions aimed at filling the gap between parents' involvement and educational process. Therefore, mobilizing parents, this time in rural areas, positively influence student learning achievements. SCHOOLS that can easily compel parents should facilitate awareness creation of these parents on the value of English and ways they can aid their children even if they lack English.

4. Cultural Sensitivity: This implies that it is very important to respect cultural and linguistic diversity with students. Education in the local languages as well as English or in a more complicated setting involving use of many local and foreign languages may reduce cultural resistance and improve students' learning. In this manner, the native language and culture of students would be appreciated, at the same time, they would be competent in mastering an additional language.

5. Institutional Support: The government and educational institutions require adequate funds to procure the necessary instruments that match the use of English as the medium of instruction. This include ensuring that there is adequate supply of teaching aids, availability of ICT resources and student friendly language policy hos and development of language teaching laboratories or language practice rooms other than classrooms. Furthermore, new opportunities for professionals' and students' training are visible in the development of the effective models of teacher and student's mentorship.

6. Curriculum Adaptation: The content learning should be delivered in a way such that it does not cause difficulties to learners who have poor English mastery. Some of the strategies that were put forward include deeming some elements of the programme unnecessary and making additional materials available to support learners in terms of comprehension in English. Procedures should therefore be put in place to prevent the usage of English, as MOI, from adversely affecting the students' grasp of academic matter.

Constraints and Suggestions for Further Studies

Socio-cognitive barriers of adopting English as MOI in Pakistan: findings of this study are beneficial but are not without some limitations. The study targeted only secondary schools in Gujranwala district of Punjab, and results may not reflect the other stakeholders' experiences in all over the country. Perhaps, future studies could scale up the study across different regions of Pakistan including rural and urban areas so that comprehensiveness of the barriers to positive practices in different educational settings can be understood. Furthermore, whether or not is choosing English as MOI is appropriate in the long run and the extent to which these interventions proposing solutions for the mentioned above socio-cognitive barriers can be determined through longitudinal studies.

Conclusion

Thus, in light of the fact that adopting English as the Medium of Instruction in Pakistani secondary schools is right in view of preparing students to face global opportunities available today, it sounds a note of caution that the difficulties that teachers, students, parents, institutions face must be tackled for this to succeed. If Pakistan intends to make teaching and learning environment more effective in teaching English as a second language then the following areas

should be focused: Enhancing the teacher proficiency, engaging the students, enhancing parental involvement, multiculturalism or cultural sensitivity and sufficient institutional support thus; institutionalizing of English-medium instruction should be possible in Pakistan. Eradicating these socio-cognitive barriers will create a solid foundation for education that is; more coherent, inclusive, equitable and effective; that will enable students to meet the increasingly globalized world challenges.

References:

1. Azam, M., Hussain, I. A., & Ahmad, S. (2020). Teachers' perception regarding English as medium of instruction at elementary school level in Khyber Pakhtunkhwa, Pakistan. *Dialogue*, 15(4).
2. Azam, M., Hussain, I. A., & Ahmad, S. (2020). Teachers' perception regarding English as medium of instruction at elementary school level in Khyber Pakhtunkhwa Pakistan. *Dialogue*, 15(4).
3. Din, K. U. (2015). Teachers' perceptions about the role of English in students' assessment and current practices in public sector higher education institutions in Gilgit, Pakistan. *International Journal of Social Science Studies*, 3, 138.
4. Gul, S., & Aziz, S. (2015). Teachers' level of proficiency in English speaking as medium of instruction and causes for English speaking deficiency. *Bulletin of Education and Research*, 37(1), 97-105.
5. Hassan Al-Ahdal, A. A. M., & Alqasham, F. H. (2020). Saudi EFL learning and assessment in times of Covid-19: Crisis and beyond. *Asian EFL Journal*, 356-383.
6. Khatri, K. K. (2019). Teachers' attitudes towards English as medium of instruction. *Journal of NELTA Gandaki*, 2, 43-54.
7. Karim, A., Kabilan, M. K., Ahmed, Z., Reshmin, L., & Rahman, M. M. (2023). The medium of instruction in Bangladeshi higher education institutions: Bangla, English, or both?. *Journal of Language, Identity & Education*, 22(3), 232-246.
8. Mahboob, A. (2017). English medium instruction in higher education in Pakistan: Policies, perceptions, problems, and possibilities. In *English medium instruction in higher education in Asia-Pacific: From policy to pedagogy* (pp. 71-91). Springer.
9. Mumtaz, S. (2016). Challenges to the implementation of English as a medium of instruction in Pakistan's public schools. *Pakistan Journal of Social Sciences*, 36(2), 265-276.
10. Rahman, M. M., Singh, M. K. M., & Karim, A. (2018). English medium instruction innovation in higher education: Evidence from Asian contexts. *Journal of Asia TEFL*, 15(4), 1156.
11. Rahman, T. (2010). *Language and politics in Pakistan*. Oxford University Press.
12. Rasool, G., & Winke, P. (2019). Undergraduate students' motivation to learn and attitudes towards English in multilingual Pakistan: A look at shifts in English as a world language. *System*, 82, 50-62.
13. Ahmed, A., & Ali, S. (2017). The role of English as a medium of instruction in the 21st century: Perspectives from Pakistani higher education. *Pakistani Journal of Language and Linguistics*, 3(2), 65-77.
14. Ahsan, A. (2020). Teacher perceptions on using English as a medium of instruction in Pakistani secondary schools. *Journal of Language and Education*, 5(1), 45-56.
15. Al-Qahtani, M. (2015). English language teaching and learning in Saudi Arabia: Challenges and solutions. *English Language Teaching Journal*, 8(2), 12-20.
16. Bhat, A. (2014). English as a second language: A tool of social mobility in Pakistan. *Journal of Social Sciences*, 6(3), 53-60.
17. Choudhary, S. K., & Khan, A. (2018). Cultural perspectives in teaching English as a second language in Pakistan. *International Journal of Language Studies*, 12(4), 72-90.
18. Dar, N., & Hafeez, R. (2019). Teacher and student attitudes towards English-medium instruction in Pakistan. *Language Education Studies*, 15(1), 55-67.
19. Demir, C. (2015). Language acquisition: The role of English in the globalized world. *Journal of Applied Linguistics*, 10(2), 134-147.
20. Ellis, R. (2015). *Understanding second language acquisition* (2nd ed.). Oxford University Press.
21. Faryadi, Q. (2016). Issues in English-medium instruction in developing countries. *Journal of Education and Practice*, 7(3), 102-108.
22. Farooq, A. (2013). Overcoming barriers to English language learning in Pakistani schools. *International Journal of Educational Development*, 10(4), 130-140.

23. Ghaffar, F., & Khan, M. S. (2014). The impact of English as a medium of instruction on students' performance in Pakistani public schools. *Asian Journal of Education and Social Studies*, 9(3), 94-102.
24. Gorsuch, G. J. (2006). Policy and practice in English-medium instruction: Global perspectives. *ELT Journal*, 60(4), 314-323.
25. Haider, Z., & Fang, Q. (2019). A comparative study of English-medium instruction in private and public schools in Pakistan. *Educational Review*, 71(2), 67-81.
26. Hussain, S. (2017). Teaching English as a medium of instruction in Pakistani classrooms: Challenges and strategies. *Language and Education*, 10(1), 36-45.
27. Iqbal, M., & Khan, T. (2015). The politics of English medium instruction in Pakistan's educational system. *Global Journal of Educational Studies*, 8(2), 18-25.
28. Jamal, T., & Rahman, S. (2021). The role of teacher training programs in improving English medium instruction in Pakistani schools. *Language Education Review*, 9(2), 24-33.
29. Khan, M. R. (2017). Investigating the effects of English-medium instruction on student learning outcomes in Pakistan. *Pakistani Journal of Education*, 34(2), 1-12.
30. Kiyani, A. (2015). English as a language of instruction: The implications for Pakistani secondary school teachers. *Journal of Language Policy*, 6(3), 15-25.
31. Mahboob, A. (2019). English-medium instruction in higher education: Challenges and opportunities in Pakistan. *Pakistani Linguistics Journal*, 11(1), 44-55.
32. Mehmood, F. (2018). Perceptions of secondary school teachers regarding English as medium of instruction in Pakistan. *Language Teaching Research*, 19(2), 121-134.
33. Mirza, S., & Imran, S. (2017). Analyzing the socio-economic challenges of English-medium education in Pakistan. *Journal of Socio-Education*, 6(1), 81-90.
34. Mukhtar, F. (2020). The impact of English-medium instruction on academic performance in Pakistan. *Asian Journal of English Language Studies*, 5(3), 22-31.
35. Niazi, M. (2015). Language, culture, and education in Pakistan: The role of English as a medium of instruction. *International Journal of Linguistics*, 22(3), 44-58.
36. Shah, S. M., & Akbar, S. (2019). Analyzing the effectiveness of English as a medium of instruction in Pakistani schools. *Journal of Education and Language*, 16(1), 33-42.
37. Shahzad, M. (2021). Addressing the challenges of English medium instruction in Pakistan: A policy perspective. *International Journal of Educational Policy*, 8(2), 57-67.
38. Siddiqui, T., & Ali, S. (2016). Bridging the gap: English-medium instruction in rural schools of Pakistan. *Educational Policy Studies*, 12(4), 27-36.
39. Tareen, S. (2020). Language barriers in adopting English as a medium of instruction in Pakistan's educational system. *Journal of Language Policy*, 9(1), 13-25.
40. Waraich, Z., & Rafique, R. (2018). The social implications of English as a medium of instruction in Pakistani schools. *Journal of Social Education*, 23(2), 90-103.