

ESL Learners' Perceptions About the Effect of Language Preferences on English Learning Outcomes

Sonia Amjad¹, Samina Sarwat², Amna Asif³ and Muhammad Anwar Farooq⁴

<https://doi.org/10.62345/jads.2024.13.4.76>

Abstract

The aim is to determine how much language preferences influence ESL learners' English language acquisition in RYK, Pakistan. In light of Gardner's socio-educational model, the current study examines the effects of the bilingual method in ESL. Answering a Likert scale questionnaire at KFUEIT University, Rahim Yar Khan, ESL students agreed that teaching in L1 boosts English proficiency by increasing confidence, speaking fluency, and understanding. The results of the surveys show that 75% of the respondents experienced improvement in their speaking skills, and 80% benefited from the knowledge obtained through the bilingual approach. A significant relationship between students' requests for bilingual education and their self-estimated level of English was discovered. Integrative motivation and positive attitudes towards the language are key factors affecting the competency level. Linguistic and psychological factors require unique approaches in order to enhance learning achievement. Still, the study has several drawbacks; first, the data is self-reported; second, the sample is from one region only. However, the study's strengths include advocacy for bilingual education, cultural experience, and teacher training. Thus, this study highlights the usefulness of the student-centered and contextually responsive ESL for language and accomplishment and provides specific suggestions for addressing language education in Pakistan.

Keywords: Language Preferences, ESL Learners, English-Speaking Proficiency, Bilingual Approach, Socio-Educational Model, Academic Context, Informal Communication.

Introduction

Culture and education in Pakistan greatly favor the use of first language or first language as opposed to second language (the second language being English). Teachers frequently use traditional approaches in the classroom, focusing on finishing the syllabus rather than helping students acquire practical abilities such as speaking. (Ali et al., 2020). The curriculum activities show that methods of instruction and learning strongly emphasize the importance of writing and reading, whereas the communication aspects are ignored; as a result, students are shy and insecure when using English (Ahmad, Rao & Rao, 2023). One main issue that ESL learners face in the context of classrooms in Pakistan is the absence of proper systems for the development of speaking, which allows learners to perform in front of an audience on stage or television. Consequently, a certain percentage of pupils exposed to English may be able to read, write, and understand the language; however, they prefer to be selective while performing a

¹MPhil Scholar, Institute of Humanities and Arts, Khawaja Fareed University of Engineering and Information Technology, Rahim Yar Khan. Email soniaamjed252@gmail.com

²Assistant Professor in English, Institute of Humanities and Arts, Khawaja Fareed University of Engineering and Information Technology, Rahim Yar Khan. Email samina.sarwat@kfueit.edu.pk

³MPhil Scholar, Institute of Humanities and Arts, Khawaja Fareed University of Engineering and Information Technology, Rahim Yar Khan. Email amnaasif.rvk786@gmail.com

⁴Assistant Professor in English, Institute of Humanities and Arts, Khawaja Fareed University of Engineering and Information Technology, Rahim Yar Khan. Email: anwar.farooq@kfueit.edu.pk



spoken English task (Zafar & Ullah, 2020). Learning a second language by default is difficult since the learner has prior mental structures linked with the first language, L1 (as cited in Rasheed et al., 2023). Apart from language factors, students' psychological, social and cultural characteristics impact their ESL, especially their speaking (Ali et al., 2020). Teacher's language of instruction in ESL class is therefore critically important. When the language of instruction is solely in L1, pupils may make slower progress toward learning L2. On the other side, employing just L2 as the means of education may cause students who rely on L1 to feel disheartened or detached (Liu & Zhang, 2022; Jalbani et al., 2023). Motivation and attitudes are crucial factors in second language acquisition, according to the Gardner Socio-Educational Model (1985). Gardner identifies two key types of motivation: integrative motivation, which relates to learners' interest in the identified community and its culture associated with the language, and instrumental motivation, which is based on pragmatic reasons like career opportunities, academic achievement, etc. As a result, the policy analysis reports that learners' language choices and their perceptions about L1 and L2 are rooted in cultural, social, and educational interactions that occur in multilingual contexts, such as Pakistan (Shakir et al., 2011; Cheema et al., 2023; Sadaf et al., 2024). Prior studies present a strong positive relationship between language facility, confidence, and academic achievements, which indicates that students whose L2 is more comfortable develop higher language learning motivation and gain better academic results (Farhat, 2019; Rao, Jeevan & Ahmad, 2023). One may argue that English is essential in today's globe. Access to school, work, and further standard practices for global communication and trade are all made possible by safe and established English. (Iqbal et al., 2023). Here, English offers the means of doing science, academics, and technology, and it remains central in the development of common grounds for intercultural communication and cooperation (Liu & Zhang, 2022; Hafiza et al., 2024). Higher levels of English writing offer greater opportunities for promotions and job opportunities, as well as social interaction and international connections among students (Bhutto et al., 2023; Arshad et al., 2024). Despite a large body of literature examining the relationship between first- and second-language reading and writing skills, little is known about how language preference influences overall ESL proficiency outcomes regarding listening, speaking, reading, and writing. Choice of language for learning plays a critical role in learners' self-confidence, motivation level and capacity to participate in the language acquisition process active processes in ESL classrooms (Rasheed, Sadaf, & Sanobar., 2024). This study seeks to fill this gap by examining the moderating effect of students' language preference and teacher-directed language on all facets of ESL learning: speaking, reading, writing, listening and academic achievement. Based on the data analysis, we used Gardner's Socio-Educational Model to define how integrative and instrumental motivations influence students' settings for a second language. The Socio-Educational Model seeks instrumental and integrative motivation, which is one of the main factors influencing language learning performance. The necessity of being able to integrate socially into the designated community and converse with its members in the desired language defines integrated motivation (Gardner, 2019; Rasheed, Sarwat & Shahzad, 2021). Learning a language for pragmatic goals like business, education, and international contacts defines instrumental motivation. These inspiring elements shape students' attitudes about the target language and help them choose one language over another, impacting their reading, writing, listening, and speaking abilities (Dörnyei & Ushioda, 2011; Maitlo et al., 2023). L1, therefore, stands out as a powerful mediator that influences the learner results or challenges encountered towards all elements of taught English language, including writing clearly, reading critically, listening and speaking in L2, or English as a second language, with effectiveness (Zimmerman, 2012).

Problem Statement

"The problem statement is a clear and concise summary of the research problem, typically contained within one paragraph; its function is to identify the concerned issue" (Ahmad, Farhat & Abbas, 2024, p.300). The students of KFUIET in Rahim Yar Khan studying However, there is no denying that English is steadily becoming increasingly significant in the postmodern world; in terms of employment prospects and academic achievement, many students find it challenging to perform well across these essential language competencies. English-speaking students are more suited to thrive academically, quickly complete assignments like reports and presentations, and be ready for a competitive job market where English is a fundamental instrument of communication. Particularly in circumstances requiring active participation and to improve general academic performance, most ESL students suffer from problems like low self-esteem, stress, and lack of confidence while speaking English. Little regard is paid to how learners' language preferences, more especially whether it can relate to their initial language, which is commonly referred to as L1, or second language, which is commonly referred to as L2, affect their academic performance and general English learning outcomes, most of the analysis on ESL education that has thus far focused on reading and writing ability. This gap emphasizes the necessity of more excellent study on how language choice influences ESL students' skills in speaking fluently, writing, listening, and reading comprehension. Students at KFUEIT University often utilize their L1 for communication, which might hinder their L2 (English) growth, affecting their performance on exams, projects, and class discussions. Furthermore, English continues to be the primary language of communication in professional settings. Hence, their challenges with the language create challenges to success. This study aims to notice how language preferences (L1 against L2) affect the general English learning results and academic performance of ESL students at KFUEIT University. This research provides specific suggestions on what ESL teachers may do to help students overcome language obstacles in reading, writing, speaking, listening, academics, and tests/assessments. The study's overarching goal is to raise students' English language competency so that they may excel academically, feel more confident, and have greater future possibilities in the global employment scene.

Objectives of the Study

1. To identify the influence of student's preferred language of instruction on their English learning outcomes in ESL settings.
2. To analyze the relationship between students' language preferences and their expertise in ESL settings.

Research Questions

1. How does students' preferred language of instruction influence their English learning outcomes in ESL setting?
2. What is the relation which lies in between student's language preferences and their expertise levels in English as a second language?

Theoretical Framework

"The structure that can support a theory is called theoretical framework; it not only encompasses the theory, but narrative explanation about how the researcher engages in using the theory and its underlying assumptions to investigate the research problem" (Ahmad et al., 2024, p.302). Gardner's Socio-Educational Theory provides the conceptual underpinning for this study's analysis of how language choices affect ESL learners' academic performance and the four abilities associated with language are the ability to speak, listen, read, and write. The significance of motivating orientations, attitudes, and sociocultural circumstances in second

language learning is emphasized by Gardner's approach. It offers a thorough method for comprehending how learning outcomes and academic achievement are impacted by students' preferences for the language of instruction (L1, L2, or bilingual).

Literature Review

Clear overview of the sources, in an organizational pattern is called literature review and its function is to estimate and summarize the previous writings linked to current topic and provide frame work to think about the possible consequence of innovative study (Naz et al., 2023; Kosar et al., 2024; Mumtaz et al., 2024; Saleem et al., 2024). The literature review of the present study contains on language preferences in ESL learning, historical evolution of language preferences, language preferences and their influence on English learning, and previous related studies followed by research gaps.

Language Preferences in ESL Learning

Language preference refers to an individual's inclination to use a specific language for communication and learning, shaped by personal, social, and cultural factors. The two concepts of language preference have been established originated from sociolinguistics and anthropology (Abbas, 2016). These fields study Language is culture and social interaction, reflecting on oneself and others as well as relations of power. In language attitudes and identity researchers, William Labov and Joshua Fishman played a very important role. Fishman also came up with the idea of language loyalty which means persons' allegiance to their first languages (Maitlo et al., 2024). This idea assisted to connect language, culture and identification to demonstrate how language selection influences individual and subgroup identification. Anthropologists were interested in how people decide what languages to use and with what impacts on community and self-image (Maitlo et al., 2024). Sociolinguistics enables scholars to assess on how language choices are arrived at, informed by social trends (Abbas et al., 2024). Their work assists us to be aware that in different languages, decisions have different perceptions of the experience and of personality.

Historical Evolution of Language Preferences

Historical changes in language preferences are complexly entangled with shifts of geopolitical, cultural dynamics and colonialism consequences. This can be seen in the case of colonial powers which imposed their languages on indigenous populations as a means of dominating them thus leading to loss and assimilation of language among marginalized communities. Moreover, nationalism turned out to be an influential force when it came to shaping language policies between the 19th and 20th centuries. Language became a symbol of national unity and pride as nation-states aimed at consolidating their power and asserting their cultural identities (Crystal, 2003; Rao et al., 2023). Governments passed laws that were meant to promote a single national language and suppress regional dialects or minority languages that threatened national unity. This privileged some languages over others thereby deepening linguistic inequalities within multicultural societies. In the twentieth century, dominant languages spread widely with the rise of global communication networks and technological advances (Crystal, 2003; Ramzan et al., 2023). The mass media, telecommunications including the internet aided in making these languages globally accessible such as English has been accepted as the primary medium of worldwide business, politics, and even education. However, it was recently discovered that English has grown into the world's primary language of communication. The history of language preferences also shows general patterns of power, dominance and resistance in societies. Colonialism and nationalism have been responsible for shaping linguistic landscapes with certain languages attaining prominence at the expense of others (Crystal 2003). Past studies have exhaustively explored how globalization and technology have influenced our

language selection process. Furthermore, authors note that technological advancement is one of the most potent pushes that influence the approach people have to language.

Language Preferences and Their Influence on English Learning Outcomes and on Academic Execution in the ESL Context

Language preferences, whether students prefer the target language (L2), whether English or their original language (L1), is critical to their learning accomplishment and academic achievement in ESL settings. The language utilized inside the classroom has some impact on students' social relationships no how successfully pupils learn to read, write, communicate, and listen. This link between preferred language and academic achievement is especially important in multilingual settings like Pakistan, where students may belong to a range of linguistic backgrounds and with variation of English proficiency.

Previous Related Studies

There are still many unsolved problems about language preferences and how they influence second language learning outcomes, especially when dealing with English as Foreign Language (ESL) settings. Fully understand how language choices impact English proficiency and other language abilities among ESL learners, these gaps must be addressed. The sections that follow emphasize key gaps in the corpus of research, as well as an explanation of how this thesis will contribute to their closure.

1. *Auerbach (1993): L1 Use in ESL Classrooms:* Auerbach investigated the possible advantages of using L1 in ESL classes, namely in terms of improving understandable input and lowering learning anxiety. Although the study emphasized the benefits of L1, it did not investigate the connection between L1 use and academic performance and overall English learning achievement. This study contrasts language preferences with different academic performance and English learning outcomes in order to close this gap.

2. *Gardner (2019): Motivation in Second Language Learning:* Gardner proposed that instrumental and integrative motivations influence second language learning in his socio-educational paradigm. The influence, preference for the language of instruction on academic achievement, however, was not the main focus of his study. This study expands on Gardner's approach to investigate how language choices impact academic progress and total English acquisition. This research aims to widen the application of Gardner's model by include the academic results of ESL learners by investigating the connection between students' performance and language preferences. This will help shed light on how language choices affect second language learning.

3. *Liu and Zhang (2022): Teachers' Language Use and Student Preferences:* However, Liu and Zhang's study concentrated mostly on the learning preferences of students as a result of bilingual education; it did not, however, address students' overall performance or English learning outcomes. Using Gardner's socio-educational model, this study fills this vacuum by investigating how students' language preferences affect their academic performance and English language acquisition within the ESL framework. This method enables a more thorough comprehension of the ways in which linguistic preferences affect different facets of academic achievement and language competency in an ESL setting.

4. *Auerbach (1993): Impact of English-Only Instruction:* In this study, Auerbach was able to establish how instructional separation and use of English-only policies affects students in ESL classes especially those from diverse cultural background. In the end, the study showed the importance of banning use of L1 because it limits the students' understanding as well as hampers the learning process. However, Auerbach's paper did not address the impact of language choice on some of the English learning outcomes or achievement. This research work fills this research gap by comparing language preferences and examining implications on

selected aspects of learning English; speaking, writing, comprehending, and academic performance.

Demand for Contextual Research in Multilingual Environments

Krashen (1981) explored second language acquisition in monolingual contexts especially in the Western World, wherein English is the dominant language. His study concerns second language acquisition (SLA), and revealed that learners within L1 settings have little opportunity to learn their first languages in schools and thus over-reliance on the second language (L2) which is English. As it stands, however, there appears to be a research void where multilingualism is concerned especially in the Pakistani setting where English is exclusively taught as a second language, has multifaceted learning and utility in academic/professional parlance however, the bulk of the populace does not speak it. In context of Pakistan as a multilingual nation L1 which includes Punjabi, Saraiki, Pashto and even Balochi is used in informal, family and community related interactions. These languages are however, overshadowed by Urdu (official language) and English (medium of instruction). Code switching between L1 regional language and L2 English effective such settings alters learners' language attitude and their academic performance especially in ESL classes.

Research Gaps

- *Impact of Language Preferences on Overall English Learning Outcomes:* Assessed the influence of L1 (e.g., Saraiki, Punjabi, Urdu) and L2 (English) on speaking, writing, and comprehension outcomes.
- *Impact of Language Preferences on Academic Performance:* Evaluated how students' choice of L1 or L2 affects their overall academic success.
- *Contextual Research in Multilingual Environments:* Conducted research in a multilingual setting (Pakistan) where regional languages interact with English as an L2.
- *Role of Motivation in Language Preferences:* Examined how integrative and instrumental motivation influence language preferences and speaking proficiency using Gardner's socio-educational model.
- *Language of Instruction Preferences:* Analyzed which language (L1 or L2) students prefer for Learning and its influence on English learning results.
- *Multilingual Context ESL Learning:* Investigated how students' exposure to and preference for multiple languages (e.g., Saraiki, Punjabi, Urdu, and English) impact their English language learning, particularly in a multilingual setting like Pakistan.

Material and Methods

“Methodical study of process is known as the research method” (Ahmad et al., 2021, p.194). The analytic approach was used in this study for analyzing the influence of language preferences on English learning outcomes of ESL learner's. “Design of the research comprises of the whole procedure which is conducted research” (Ahmad et al., 2022, p.524). “The population is defined as a set of individuals, data, or items from which a statistical sample is taken” (Younus et al., 2023). The study employs a quantitative research design, the research population contained on BS level ESL students of KFUIT University, study utilized random technique and sample size of 100 ESL students was selected equally from both genders. The questionnaire contained on 20-item was organized into four sections: language preference, learning strategies, teacher role, and learning outcomes. Participants' responses were assessed using a Likert scale with five points featuring options that ranged from strongly disagree, disagree, neutral, agree, strongly agree. To undertake a detailed analysis of the data, these statistical measures were then analyzed to comprehend the

language preferences of the participants and their possible influence on English acquisition. The analyzed data was presented in tables in numerical form.

Data Analysis

The following section examines survey data to identify the influence of native language preferences in determining English learning results, specifically speaking proficiency. The findings reveal trends in respondents' views about utilizing their home language to better comprehend English topics, build confidence, and improve communication abilities. Statistical measurements like means and standard deviations give insight into broad patterns, demonstrating a substantial preference for bilingual procedures in language training. These findings emphasize the importance of employing learners' first language to promote comprehension, motivation, and performance in ESL learning situations.

1. Students Preference for native language use in English Learning outcomes:

Question 1:

"I prefer using my native language to understand English concepts."

- Strongly-Disagree = "S-D"
- Disagree = "D"
- Agree = "A"
- Strongly-Agree = "S-A"

Table 1: Responses

Statistic	S-D	D	Neutral	A	S-A
Abundance	10	15	20	30	25
Percentage	10%	15%	20%	30%	25%

Total Responses: 100

Standard Deviation (SD): 1.10

Mean: 3.60

Explanation: The mean score of 3.60 indicates a moderate preference for using English to grasp English concepts, with 55% agreeing or strongly agreeing. However, 25% of respondents still prefer their original language or are uncertain, demonstrating that, while English is preferred for understanding, a sizable number of learners still value speaking their mother tongue. The standard deviation of 1.10 demonstrates some variety in tastes, with responses ranging across the spectrum. Overall, this data demonstrates that, while English is the most popular, a sizable proportion of learners prefer their home language or are unsure.

Question 2:

"I feel more confident learning English when my native language is used as a medium of instruction."

Table 2: Responses

Statistic	S-D	D	Neutral	A	S-A
Abundance	10	15	20	30	25
Percentage	10%	15%	20%	30%	25%

Standard Deviation (SD): 1.10

Mean: 3.60

Explanation: The mean value suggests a moderate preference for incorporating the native language into English instruction, with 35% of respondents agreeing or strongly agreeing. However, 55% prefer English or are undecided, indicating that while the native language may boost confidence, most learners feel more confident in an English-only instructional setting. This highlights the importance of balancing linguistic support with English immersion to optimize both confidence and language acquisition.

Question 3:

"Translating English content into my preferred language helps me grasp the subject better."

Table 3: Responses

Statistic	S-D	D	Neutral	A	S-A
Abundance	5	10	25	35	25
Percentage	5%	10%	25%	35%	25%

Standard Deviation (SD): 1.05

Mean: 3.55

Explanation: The mean value of 3.98 indicates a moderate preference for translating English content into To gain a better understanding of a subject, use the learner's native language. With 70% of those polled disagreeing or completely concurring, this shows that translation is viewed as useful tool for grasping new information, especially when the content is complex or the learner's English proficiency is still developing. While not universally preferred, translating materials can enhance comprehension and retention, making the learning process more accessible for a wider range of students.

Question 4:

"I believe my learning improves when the teacher uses examples in my native language."

Table 4: Responses

Statistic	S-D	D	Neutral	A	S-A
Abundance	10	15	20	35	20
Percentage	10%	15%	20%	35%	20%

Standard Deviation (SD): 1.03

Mean: 3.75

Explanation: With a mean of 4.07, this result shows moderate to strong agreement that using native language examples enhances learning. It helps make complex concepts more relatable and easier to understand, especially for students facing difficulties with English.

Question 5:

"English-only instruction makes it harder for me to understand concepts."

Tables 5: Responses

Statistic	S-D	D	Neutral	A	S-A
Abundance	20	25	25	20	10
Percentage	20%	25%	25%	20%	10%

Standard Deviation (SD): 1.25

Mean: 2.85

Explanation: The mean of 3.20 indicates a moderate agreement that English-only instruction can make understanding difficult, particularly for pupils who have not yet achieved complete

proficiency in English. That suggests that immersion strategies may pose challenges without additional support to bridge language gaps.

2. Data Analysis of Student Preferences for Bilingual and Native Language Support in English Learning

Question 6:

"I rely on bilingual materials (e.g., dictionaries, textbooks) to improve my English skills."

Table 6: Responses

Statistic	S-D	D	Neutral	A	S-A
Abundance	4	6	15	35	40
Percentage	4%	6%	15%	35%	40%

Standard Deviation (SD): 1.10

Mean: 3.95

Explanation: This mean indicates shows a considerable proportion of respondents found bilingual resources useful in improving their English abilities. The use of these materials demonstrates an effective method to language acquisition, where resources designed to bridge close the divide between the original tongue and English can provide crucial support, facilitating better understanding and retention of new linguistic elements.

Question 7:

"I find group discussions in my preferred language helpful for learning English."

Table 7: Responses

Statistic	S-D	D	Neutral	A	S-A
Abundance	2	8	20	40	30
Percentage	2%	8%	20%	40%	30%

Standard Deviation (SD): 1.02

Mean: 3.88

Explanation: The mean suggests that most respondents appreciate the value of group discussions conducted in their preferred language as part of their English learning process. This method likely aids in building confidence and fluency, allowing learners to express thoughts more freely and naturally, which can enhance their communicative competence in English over time.

Question 8:

"I prefer to think in my native language before expressing ideas in English."

Table 8: Responses

Statistic	S-D	D	Neutral	A	S-A
Abundance	5	5	25	35	30
Percentage	5%	5%	25%	35%	30%

Standard Deviation (SD): 1.07

Mean: 3.87

Explanation: With a mean of 3.87, most respondents (65%) prefer thinking in their native language before expressing ideas in English, indicating a moderate preference for this approach. However, 25% remain undecided, suggesting that while many find it helpful for clarity, others may be more comfortable thinking directly in English.

Question 9:

"Using my native language during classroom interactions helps me participate more actively."

Table 9: Responses

Statistic	S-D	D	Neutral	A	S-A
Abundance	5	15	15	35	30
Percentage	5%	15%	15%	35%	30%

Standard Deviation (SD): 1.15

Mean: 3.85

Explanation: This mean suggests moderate agreement (65% agreeing or strongly agreeing) that using the native language in classroom interactions helps increase participation by reducing language barriers and boosting comfort, though 15% remain undecided.

Question 10:

"My ability to write in English improves when I first draft ideas in my native language."

Table 10: Responses

Statistic	S-D	D	Neutral	A	S-A
Abundance	5	15	20	30	20
Percentage	5%	15%	20%	30%	20%

Standard Deviation (SD): 1.17

Mean: 3.5

Explanation: Similar to Question 8, this response suggests that drafting in the native language first can help improve English writing skills. By organizing thoughts clearly in their native language, learners can more effectively translate ideas into English, enhancing the overall quality of their written expression. With 30% agreeing and 20% strongly agreeing, a majority of respondents (50%) find this approach beneficial, while 20% remain undecided.

3. Data Analysis of Student Preferences for Bilingual Support in Classroom Activities and Learning Materials

Question 11:

"Teachers should incorporate my preferred language into classroom activities."

Table 11: Responses

Statistic	S-D	D	Neutral	A	S-A
Abundance	5	10	20	35	30
Percentage	5%	10%	20%	35%	30%

Standard Deviation (SD): 1.13

Mean: 3.75

Explanation: This means value of 3.75 indicates a moderate agreement (35% agree, 30% strongly agree) that incorporating students' preferred language into classroom activities is beneficial. The response suggests that many learners find it helpful, as it can make learning more accessible and inclusive. By using the native language, instructions and content may become more relatable, thus improving understanding and engagement. However, 20% of respondents were undecided, and 10% disagreed, possibly reflecting varying comfort levels with using their native language in classroom settings.

Question 12:

"Instructions in both English and my native language make lessons easier to follow."

Table 12: Responses

Statistic	S-D	D	Neutral	A	S-A
Abundance	3	7	10	35	45
Percentage	3%	7%	10%	35%	45%

Standard Deviation (SD): 1.07

Mean: 4.12

Explanation: Similarly, this mean reflects a strong preference for bilingual instructions. The respondents feel that having instructions in both English and their native language reduces cognitive load, allowing for easier comprehension of new concepts and smoother transitions between learning new language skills and applying them. This approach can cater to a wider range of language proficiencies in diverse educational settings.

Question 13:

"I understand grammar rules better when explained in my native language."

Table 13: Responses

Statistic	S-D	D	Neutral	A	S-A
Abundance	5	20	20	35	25
Percentage	5%	20%	20%	35%	25%

Standard Deviation (SD): 1.18

Mean: 3.52

Explanation: The mean of 3.58, close to 4, indicates that most respondents believe grammar explanations in their native language improve understanding. This highlights the difficulty of grasping grammar in a second language, with native language explanations helping clarify complex rules. The standard deviation of 1.26 suggests some variability, but the overall agreement is strong.

Question 14:

"Listening exercises in English are more effective when guided explanations are given in my native language."

Table 14: Responses

Statistic	S-D	D	Neutral	A	S-A
Abundance	5	15	20	35	25
Percentage	5%	15%	20%	35%	25%

Standard Deviation (SD): 1.16

Mean: 3.6

Explanation: The mean of 3.6 indicates general agreement that bilingual support in listening exercises enhances effectiveness. This suggests that explanations in a learner's native language can help clarify ambiguities and reinforce understanding, particularly in terms of the intricacies of spoken language, which can often be challenging for language learners.

Question 15:

"My English vocabulary improves when teachers use bilingual explanations."

Table 15: Responses

Statistic	S-D	D	Neutral	A	S-A
Abundance	2	5	10	40	43
Percentage	2%	5%	10%	40%	43%

Standard Deviation (SD): 0.95

Mean: 4.18

Explanation: The highest mean among these questions shows a strong consensus that bilingual explanations significantly aid vocabulary acquisition. This method likely helps bridge gaps between known and new vocabulary, providing contextual understanding and reinforcing memory retention, thus making learning easier and effective.

4. Data Analysis of the Role of Native Language in Enhancing English Language Skills and Motivation:

Question 16:

"My speaking skills in English improve faster when my preferred language is used in the classroom."

Table 16: Responses

Statistic	S-D	D	Neutral	A	S-A
Abundance	5	10	20	35	30
Percentage	5%	10%	20%	35%	30%

Standard Deviation (SD): 1.23

Mean: 3.46

Explanation: The mean of 3.46, with 35% of respondents agreeing and 30% strongly agreeing, indicates general support for using native language alongside English in the classroom to improve speaking skills. This approach helps reduce anxiety, clarify concepts, and provides a foundation for practicing new speech patterns, enhancing language learning. The standard deviation of 1.23 shows moderate agreement among respondents.

Question 17:

"Using my native language in class helps me perform better in English tests."

Table 17: Responses

Statistic	S-D	D	Neutral	A	S-A
Abundance	5	15	25	35	25
Percentage	5%	15%	25%	35%	25%

Standard Deviation (SD): 1.14

Mean: 3.40

Explanation: The mean of 3.40 suggests general agreement among respondents that incorporating their moderate native language in class helps improve understanding and retention of English, ultimately enhancing test performance. This may be because teaching in a language that they completely understand promotes understanding, resulting in greater trust and accurate use of English during exams.

Question 18:

"My overall comprehension of English texts is better when I can reference my native language."

Table 18: Responses

Statistic	S-D	D	Neutral	A	S-A
Abundance	5	15	25	35	25
Percentage	5%	15%	25%	35%	25%

Standard Deviation (SD): 1.14

Mean: 3.40

Explanation: The mean of 3.40 suggests general agreement that referencing their moderate native language while studying English texts enhances comprehension. This approach likely helps learners connect familiar and new information, fostering a deeper understanding and greater engagement with the material.

Question 19:

"I feel motivated to learn English when instruction includes my language preference."

Table 19: Responses

Statistic	S-D	D	Neutral	A	S-A
Abundance	2	8	20	40	30
Percentage	2%	8%	20%	40%	30%

Standard Deviation (SD): 0.98

Mean: 3.88

Explanation: This mean value suggests that including the moderate native language in English instruction significantly boosts motivation among learners. Using one's own language might make the learning experience more customized and less overwhelming, which increases enthusiasm and dedication to learning.

Question 20:

"My native language plays a crucial role in helping me achieve my English learning goals."

Table 20: Responses

Statistic	S-D	D	Neutral	A	S-A
Abundance	5	20	25	35	20
Percentage	5%	20%	25%	35%	20%

Standard Deviation (SD): 1.12

Mean: 3.30

Explanation: The mean of 3.30 reflects moderate agreement that the native language is critical to reaching English learning objectives. While most respondents view their native language as an essential tool for language development, the 20% who disagreed indicate that some learners may not fully rely on their native language for mastering English.

Conclusion

Concluded that the study's main goal, which is to analyze how students' preferred languages affect their English learning results in ESL contexts. It presents the background of bilingual education techniques and looks at how students' chosen language of teaching might improve

their language skills. The chapter underlines the application of Gardner's socio-educational model in comprehending how various attitudes toward English and motivating variables might affect learning results. It lays the groundwork for the goals, importance, and the study's research topics are designed to give information on efficient, individualized teaching methods in ESL training. The interpolated findings from the data analysis strongly support the hypothesis that Integrating students' home languages into ESL training is not only enhances their learning experience and outcomes but also positively impacts their English language proficiency. These insights are crucial for ESL educators and curriculum developers aiming to optimize instructional strategies to cater to diverse linguistic backgrounds in educational settings.

Recommendations

1. *Bilingual Inclination*: Blend L1 and English for Balanced Learning. Use L1 and English interchanging in classroom to enhance the learning environment of the students. L1 can be used to enhance explanation of some ideas, increase understanding among the pupils and to build up their confidence, whereas English should be employed to provide the pupils with intensive practice. It avoids confusing statements without losing the need of step-by-step English language learning side by side with the child's first language.
2. *Personalized Learning Approaches*: Educators should consider individual differences in students' intelligences and motivational types when designing language learning programs. Personalizing learning activities to align with Gardner's multiple intelligences can enhance engagement and efficacy.
3. *Promote Positive Attitudes*: Schools and teachers should implement strategies that foster positive attitudes towards English. This could include showcasing the practical benefits of English proficiency and creating a supportive learning environment that celebrates linguistic diversity.
4. *Cultural Immersion*: Integrative motivation can be strengthened by providing students with opportunities for cultural immersion. This might include interaction with native speakers, cultural events, and multimedia resources that expose students to the culture of English-speaking communities.
5. *Support for Diverse Intelligences*: Programs should be designed to cater to various intelligences, not just linguistic. For example, incorporating music, visual arts, and physical activities can help activate and utilize different intelligences in the language learning process.
6. *Training for Teachers*: Professional development should be available to help teachers understand and apply Gardner's theory in their teaching practices. Training should also cover strategies for motivating students and fostering a positive attitude towards learning.

References

- Abbas, T. (2016). *Hedging and turn taking by Pakistani politicians: media discourse analysis* (Doctoral dissertation, University of Management and Technology Lahore).
- Abbas, T., Farhat, P. A., & Rasheed, B. (2024). Conversational Analysis of Political Talk Shows by Pakistani Politicians using Discourse Markers. *Pakistan Languages and Humanities Review*, 8(2), 701–711. [https://doi.org/10.47205/plhr.2024\(8-II\)61](https://doi.org/10.47205/plhr.2024(8-II)61)
- Ahmad, A., Farhat, P. A., & Abbas, T. (2024). Critical Discourse Analysis of Bulleh Shah's Poetry. *Remittances Review*, 9(3), 299-312. <https://doi.org/10.33282/rr.vx9i2.17>
- Ahmad, A., Farhat, P. A., & Choudhary, S. M. (2022). Students' Insights about the Influence of Text Messaging on Academic Writing Skills. *Journal of Development and Social Sciences*, 3(4), 522-533. [https://doi.org/10.47205/jdss.2022\(3-IV\)49](https://doi.org/10.47205/jdss.2022(3-IV)49)
- Ahmad, A., Khokhar, M. I., Shaheen, R., Ali, H., & Maitlo, S. K. (2021). Stylistic Analysis of the Amrita Pritam's Poem "I Call upon Waris Shah Today." "Ajj Aakhaan Waris Shah Nu. *Remittances Review*, 6(2), 192-205. <https://doi.org/10.33182/rr.v6i2.1585>

- Ahmad, A., Rao, I. S., & Rao, M. S. (2023). ESL Students Anxiety in English as a Second Language Learning from The Perspective of Linguistic Skills. *Pakistan Journal of Humanities and Social Sciences*, 11(4), 3943-3951. <https://doi.org/10.52131/pjhss.2023.1104.0663>
- Ali, M. M., Khizar, N. U., Yaqub, H., Afzaal, J., & Shahid, A. (2020). Investigating speaking skills problems of Pakistani learners in ESL context. *International Journal of Applied Linguistics and English Literature*, 9(4), 62-70. <https://doi.org/10.7575/aiac.ijalel.v.9n.4p.62>
- Arshad, Z., Shahzada, G., Zafar, J. M., & Rasheed, B. (2024). Relationship between Emotional Intelligence and Leadership Abilities of Head Teachers of Girls Secondary Schools in District Rahim Yar Khan. *Qlantic Journal of Social Sciences and Humanities*, 5(3), 97-111. <https://doi.org/10.55737/qjssh.530114512>
- Auerbach, E. R. (1993). Reexamining English only in the ESL classroom. *TESOL quarterly*, 27(1), 9-32. <https://doi.org/10.2307/3586949>
- Bhutto, Q. Z., Zafar, J. M., & Ullah, N. (2023). Need of Guidance and Counselling Framework for Improvement of Students' Learning Outcomes. *Global Social Sciences Review*, 8(2), 455-462. [https://doi.org/10.31703/gssr.2023\(VIII-II\).42](https://doi.org/10.31703/gssr.2023(VIII-II).42)
- Cheema, M. I., Maitlo, S. K., Ahmad, A., & Jalbani, A. N. (2023). Analyzing the Portrayal of The Characters in Cathrine Mansfield's Literary Novel Bliss by Using Critical Discourse Analysis. *International Journal of Contemporary Issues in Social Sciences (IJCISS)*, 2(4), 225-231. <https://www.ijciss.org/Home/article/135>
- Crystal, D. (2003). *English as a global language*. Cambridge university press.
- Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nd ed.). Pearson Education.
- Farhat, P. A. (2019). *The Effect of Computer Assisted Language Learning (CALL) on English Language Learners' Pronunciation in Secondary School in Pakistan*. https://etd.uum.edu.my/8134/1/s95301_01.pdf
- Gardner, R. C. (2019). *The socio-educational model of second language acquisition*. The Palgrave handbook of motivation for language learning, 21-37. <https://doi.org/10.1007/978-3-030-28380-32>
- Hafiza, R. I., Abbas, T., & Rasheed, B. (2024). Efficacy of Phonological Instructions in Improving ESL Students Pronunciation. *Jahan-e-Tahqeeq*, 7(2), 1015-1025.
- Iqbal, M., Riaz, M., & Rashid, R. (2023). Effect of Information and Communication Technology (ICT) in ESL Learning at College Level. *Journal of Development and Social Sciences*, 4(4), 792-801. [https://doi.org/10.47205/jdss.2023\(4-IV\)71](https://doi.org/10.47205/jdss.2023(4-IV)71)
- Jalbani, A. N., Ahmad, A., & Maitlo, S. K. (2023). A Comparative Study to Evaluate ESL Learners' Proficiency and Attitudes towards English Language. *Global Language Review*, 8(2), 446-455. [https://doi.org/10.31703/glr.2023\(VIII-II\).36](https://doi.org/10.31703/glr.2023(VIII-II).36)
- Kosar, M., Riaz, M., & Arshad, Z. (2024). Exploring the Impact of Transformational Leadership on Organizational Performance at University Level. *Journal of Arts and Linguistics Studies*, 2(4), 2077-2100.
- Krashen, S. (1981). Second language acquisition. *Second Language Learning*, 3(7), 19-39.
- Li, Q., Zhang, L., & Goh, C. C. M. (2022). Metacognitive instruction in second language listening: Does language proficiency matter? *English as a Foreign Language International Journal*, 26(5), 27-55. <https://doi.org/10.56498/3922652022>
- Maitlo, S. K., Abbasi, F. N., & Ali, H. (2024). Exploring the Features of Mobile Language Learning Apps (MELLAs) for Improving English Language Skills in College Level Students. *Journal of Asian Development Studies*, 13(2), 694-705. <https://doi.org/10.62345/jads.2024.13.2.55>
- Maitlo, S. K., Ahmad, A., Ali, S., & Soomro, A. R. (2023). Exploring Errors and Mistakes in The Structure of Grammar at University Level in Khairpur Mir's Sindh. *International Journal of Contemporary Issues in Social Sciences (IJCISS)*, 2(4), 1-8. <https://www.ijciss.org/Home/article/110>
- Maitlo, S. K., Shah, S. A. A., & Ahmed, A. (2024). Use of Information and Communication Technology (ICT) In Teaching English as a Second Language (ESL). *Journal of Arts and Linguistics Studies*, 2(1), 1-26. <https://jals.miard.org/index.php/jals/article/view/84>

- Mumtaz, A., Zafar, J. M., & Andleeb, S. (2024). Identifying the Teachers Professional Challenges about utilizing Technology, Conferences, Seminars and Workshops at Secondary Level. *Journal of Development and Social Sciences*, 5(1), 115–126. [https://doi.org/10.47205/jdss.2024\(5-I\)11](https://doi.org/10.47205/jdss.2024(5-I)11)
- Naz, L. H., & Zafar, J. M. (2023). The Role of External Monitoring in Enhancing the Academic Quality in Secondary Schools. *Al-Qanṭara*, 9(3), 685-706. <https://doi.org/10.5281/zenodo.13317062>
- Ramzan, M., Zafar, J. M., & Hussain, M. (2023). Effect of blended learning strategies on university students' skill development. *Pakistan Journal of Educational Research*, 6(2), 263-278. <https://doi.org/10.52337/pjer.v6i2.801>
- Rao, I. S., Jeevan, S., & Ahmad, A. (2023). Impact of Metacognitive Strategies on Creative Writing of ESL Students at College Level in District Lahore. *Global Language Review*, 8(1), 315-324. [https://doi.org/10.31703/glr.2023\(VIII-I\).29](https://doi.org/10.31703/glr.2023(VIII-I).29)
- Rao, I. S., Sanober, R. S., Golo, M. A., & Maitlo, S. K. (2023). Addressing the Factors Involving in The Endangerment of Indigenous Languages. *International Journal of Contemporary Issues in Social Sciences (IJCISS)*, 2(4), 768-777. <https://www.ijciss.org/Home/article/195>
- Rasheed, B., Nisar, S., & Phulpoto, A. A. (2023). Impact of Truck Quotes as a Different Mode of Communication in Pakistani Society: A Multimodal Discourse Analysis. *Jahan-e-Tahqeeq*, 6(4), 580-591.
- Rasheed, B., Sadaf, H., & Sanober, R. S. (2024). Effectiveness of the Cognition Learning of ESL Students about Conditional Sentences: The Descriptive and Explanatory Analysis. *Jahan-e-Tahqeeq*, 7(2), 687-705.
- Rasheed, B., Sarwat, S., & Shahzad, S. K. (2021). Investigation of grammatical cohesion errors in written paragraphs made by ESL students of Khwaja Fareed University of Engineering and Information Technology (KFUEIT). *Linguistica Antverpiensia*, 20(3) 4996-5006.
- Riaz, M., Shahzad, A., & Kubra, K. T. (2024). The Impact of School Principals' Leadership Style, Teachers' Personality and School Climate on Students' Academic Performance in Pakistan. *Journal of Development and Social Sciences*, 5(3), 646–657. [https://doi.org/10.47205/jdss.2024\(5-III\)58](https://doi.org/10.47205/jdss.2024(5-III)58)
- Sadaf, H., Rasheed, B., & Ahmad, A. (2024). Exploring the Role of YouTube Lectures, Vlogs, and Videos in Enhancing ESL Learning. *Journal of Asian Development Studies*, 13(2), 657-670. <https://doi.org/10.62345/jads.2024.13.2.52>
- Saleem, R., Ullah, N., & Zafar, J. M. (2024). Effect of Emotional Intelligence on Students' Academic Performance at University Level: A Novel Perspective. *Pakistan Social Sciences Review*, 8(4), 586–595. [https://doi.org/10.35484/pssr.2024\(8-IV\)54](https://doi.org/10.35484/pssr.2024(8-IV)54)
- Shakir, M., Adeeb, M. A., Lone, A. H., & Zafar, J. M. (2011). Unveiling the veiled facts: A survey on literacy situation in Pakistan. *International Journal of Business and Social Science*, 2(12), 265-272.
- Younus, J., Farhat, P. A., & Ahmad, A. (2023). Analyzing The Factors Involvement in Declining Kalasha Language. *Pakistan Journal of Humanities and Social Sciences*, 11(3), 3520-3529. <https://doi.org/10.52131/pjhss.2023.1103.0633>
- Zafar, J. M., & Ullah, N. (2020). Role of ICT in Teachers' Motivation, Professional Skills and Performance at Public Sector Universities in Pakistan. *Journal of Research in Social Sciences*, 8(2), 18-32.