



### Article Title

## English as a Medium of Instruction in Pakistan: Equity, inclusion and Social Justice Issues

**Nazia Suleman**

Assistant Professor at COMSATS University Islamabad, Vehari Campus.

Email: naziasuleman@cuivehari.edu.pk

**Uzma Sadiq**

Associate Professor of English at University of Education Lahore,

Campus Dera Ghazi Khan.

Email: uzma.sadiq@ue.edu.pk

**Ambreen Shahnaz**

Assistant Professor at COMSATS University Islamabad, Wah Campus

Email: ambreen@ciitwah.edu.pk

**ISSN (Print):** 2707-6873

**ISSN (Online):** 2788-8347

**Volume:** 5,

**Issue No:** 1,

**Year:** June 2024

**Issue DOI:**

<https://doi.org/10.52700/ijlc.v5i1>

**Article DOI:**

[10.52700/ijlc.v5i1.252](https://doi.org/10.52700/ijlc.v5i1.252)



### How to Cite:

Suleman, N., Sadiq, U., & Shehnaz, A. (2024). English as a Medium of Instruction in Pakistan: Equity, inclusion and Social Justice Issues. *International Journal of Linguistics and Culture*, 5(1), 85-98.  
<https://doi.org/10.52700/ijlc.v5i1.252>

### Abstract:

*The language of education plays a substantial role in the development of a nation. It is not only a means to transfer knowledge to the masses, but it also shapes the feelings and attitudes of individual students. Unfortunately, if the language (s) of education is not chosen carefully or if its status and role are not defined adequately, it may give rise to inequality and injustice. In Pakistan, during General Musharraf's regime (2001-2008), English was proclaimed as the medium of instruction with the aim of introducing a unified medium of instruction for all, (Asif et al, 2020). English as the medium of instruction (EMI) has always remained controversial in Pakistan. It is often criticized for paving ways for several issues of equity, inclusion and social justice. Thus, the study aims to explore the extent to which English medium instruction (EMI) addresses social equality and social justice issues in the public-school system of Pakistan. Data for the study is collected via interviews with ELT (English Language Teacher) professionals from the public- school system who are facing such issues because of EMI. Additionally, employing a thematic approach to analysis, study provides a critical analysis of inclusion and injustice issues. Finally, it draws implications for teachers, schools, and policymakers, and will make recommendations to address the issues.*

**Keywords:** Social justice, Equity, EMI and inclusion, ELT, English language education in Pakistan.

### Introduction:

Education is the most powerful tool that can bring about positive change in the world. It also helps to build bridges between cultures and encourages understanding between different

peoples. Culture is reflected through language and the way language is used to promote it. Pakistan is a multilingual country with Urdu as the national language and English as the official language.

English is perceived as a ticket to success (Shamim, 2011) and a token to economic gain. English has spread worldwide first by the British Colonization and then by American economic power (Fennell, 2001). Medium of instruction in educational institution has been a controversial issue in Pakistan. The educational system has been divided into two main streams: English medium and Urdu medium. English medium institutions were usually the private elite schools where English was used as a medium of instruction and Urdu medium schools were the government owned public schools where Urdu was used as a medium of instruction (Coleman, 2010). It widened the gap between different strata of society and became a hot debated issue among language policy makers. In order to address this issue, English was proclaimed as the medium of instruction with the aim of introducing a unified medium of instruction for all during General Musharraf's regime (Asif et al, 2020).

*In 2009, the Ministry of Education, after extensive consultations with the public, local/provincial governments, faculties and academic departments put an EMI policy forward. The policy asked for a comprehensive plan of action for implementing the policy paying particular attention to disadvantaged and minority groups left behind (MOE, 2009, p. 28)*

The choice of English, therefore, was a pragmatic as well as a political decision (Mahboob, 2017). It was pragmatic because English has been an official language in Pakistan since its independence and is the language of most formal and business domains. Most government officials, top bureaucrats and politicians use the language not only for communicative purposes but for admin and business purposes. It was a political decision because no local language could serve all communicative, business and admin purposes. Significant enough is also the fact that in a linguistically and culturally divided Pakistan, they needed a language that would bring people of different sects and sectors together (Rehman 2019; Mahboob, 2017).

The policy advocated for a gradual transition to EMI as it recommended the adoption of English as a course first gradually shifting to it as a medium of instruction (MOI). Since its adoption as MOI, it has remained a highly contested issue. Habib (2013, as cited in Mahboob 2017) affirms that the government adopted EMI as policy under pressure from the school and parents as English was perceived to be instrumental for certain subjects and for higher education and for the fact that they were losing parity with the private schools and their students to them.

Despite the official mandate to implement EMI in public schools, several studies (Bari 2013; Rahman 2019; Mahboob, 2017) point out that most public schools, especially rural and

suburban areas where students from the lower socio-economic background, are unable to provide quality EMI and therefore, the students at such schools are disadvantaged because they have less access to quality EMI. Consequently, they are excluded from opportunities as they do not have access to good English (Mahboob, 2017). This situation has led to several inclusion and social justice issues in Pakistan.

We can safely say that we live in a global world that is less racial and less biased towards other cultures, still discrimination exists based on language and culture (Zacharias, 2020). Though EMI caters to the needs of students, maintaining the notion of equality for all, yet it may enforce multiple issues for Pakistani society as well. The varying economic, social, linguistic, ethnic and educational backgrounds often produce hurdles for the learners to cope with EMI. The educational system and classroom environment hardly recognize diversity and equal chances of representation for such students. The stereotypical narratives predominate and EMI in Pakistan fosters the lack of inclusivity, social justice and equality for all such students.

The study investigates to what extent the implementation of EMI in the public-school system of Pakistan, a low-income country, is justifiable and in the absence of adequate infrastructure and required resources, how EMI may be creating more problems for the society in general and the concerned students in particular.

#### **The theoretical dimension:**

The literature reviewed for the purpose of this study provides a snapshot of the work done in the field of EMI and the various social, linguistic, economic and cultural problems that emerged as a result of it in various parts of the world. Choi & Lee (2008) have explored the contemporary trends and problems in ELT in Asia. They described that one of the issues faced by EFL specialists is the socio-cultural and linguistics background of learners. The traditional classrooms have students with similar competence level making it a homogenous learners' group while other learners with different competence levels are placed in special needs classrooms without taking into consideration their socio-economic and educational background. This exclusion leads to social injustice that greatly has an impact on their learning. Inclusion means to provide equality, but equality does not mean to provide equal treatment to learners but to provide opportunities to students whose needs are left unfulfilled by the current educational system (Motschenbacher, 2016). Inclusion, on the other hand, can bring reforms to help in holistic understanding of language and linguistic knowledge and social justice which can bring solidarity ensuring people live together towards justice, human rights and equity (Chang, 2018).

Taking social justice as a focus of their study, Ayres et al (2009) described three fundamental concepts that guide social justice in (language) education: equity as the fairness principle, activism as the agency principle, and social literacy as the relevance principle. Leiva, Miranda

& Sanderson (2021), reported that social justice is a means of ensuring equitable access to opportunities to all students. Osborn (2006) defined social justice as the justified division of social powers and benefits within society. Reindal (2010) investigated the issue of inclusion in schools and has reported that inclusion does not only constitute the structural adjustment of schools, curriculum or classrooms; rather, inclusion refers to an ethical concept that ensures equal participation opportunities in beneficial activities. To Zacharias (2020), however, schools do not always play a constructive role so far as equity, inclusion and social justice are concerned. In fact, educational systems are contributing to linguisticism, dividing language learners in two categories without taking into consideration their exposure in terms of the linguistic, cultural, economic and educational experiences- those who have adequate access to (English) language learning resources, and those who do not. Bell, Adams and Griffin (2007) have emphasized the importance of social justice in language classrooms in educational systems today more than ever as it will serve to assist learners comprehend the meaning of social diversity and oppression both in the social system and in their personal lives.

English being the language of development and economic gain, has spread across the globe. Many of the powerful nations spend a tremendous amount of money on the developing countries to launch programs to make people proficient in English language as it transfers the culture and ideologies of the powerful ones to the less privileged. English is a language serving as a symbol of power and elitism that has widened the gap for social status and privilege (Fennell (2001). Motha (2016) even labels English as a ‘racialized language’ (p.110). The colonial history of English is evidence that English enjoyed the status of a superior language above other languages thus paving the way to dominate English culture over other cultures around the world. Even the notion of idolizing the native speaker may pave the way for social justice and social divide (Mott- Smith, 2016).

Problems of EMI are rampant across the globe. In the context of Japan, Ishino (2022) has investigated the problems that lead the students to seek permission from teachers to switch to their mother tongues when they find it hard to express well in L2. The empirical study by Güney (2022) explored the perception of pre-service teachers towards inclusive pedagogies in Turkey in EFL classrooms as well as in programs for teacher education. The study stressed the need to devise queer-informed inclusive pedagogies to avoid discrimination.

Inclusive education ensures a change in the contemporary educational system. In the context of Croatian EFL classrooms, Titijevski (2022) examined the practices of inclusive education for learners with disabilities. Though the teachers were practicing it in EFL classrooms still they reported a few problems like the time constraints, the non-availability of materials and the lack of professional trainings.

Ahmad (2011) pointed out the controversial issue of medium of instruction (MOI) in Pakistan.

Though instruction in mother tongue at primary level may be beneficial but EMI is essential at advanced level. EMI though is the need of the hour, yet it may hinder the expression of students' intellectual potential properly. The students do not possess the demanded accuracy and fluency that may mar their academic progress. Mehboob (2017) highlighted some major issues that EMI creates in higher education of Pakistan and the most alarming is the generation of socio- class variations created by EMI policies in the country. Irfan (2020) has investigated the university students' attitude towards English in Pakistan. Though the students try to improve their English language skills for prospects, but they have a very negative attitude towards English as a medium of instruction. They experience anxiety and stress due to English. Therefore, a language policy that may encompass attitudes and needs of the students is needed in Pakistan.

Akhtar (2021) probed into the challenges that the first-year undergraduate students with Non-EMI background face in Pakistan. The findings reveal that the students faced problem in speaking English during a group activity as assigned by the teachers. They also were afraid of committing grammatical mistakes or writing coherent answers. Owing to all these issues, they could not achieve good grades in exams. Psychological pressure was the most alarming one for these students. They were afraid of mockery by the classmates and criticism from the teachers. Though all of these studies focused on the challenges and problems that EMI creates such as the rise of fear among students, making the learners submissive, time constrains, non-availability of trained teachers but none of them studied EMI from the perspective of social justice, equality and equity. These themes are taken up by the current study.

English as a medium of instruction in educational institutions of Pakistan has been a political decision and it is effective till now. Though the students and teachers recognize the fact that EMI may lead them to success in future, they do consciously or unconsciously know the problems that EMI creates for them. As students come from non-EMI background, so a limited exposure to English in classrooms may influence their academic performance. EMI boosts up the confidence of students from upper strata of the society who already have a great deal of exposure to English in their families, but it may let down the poor ones. The students from urban areas may also feel comfortable with English as teachers in urban schools usually are more proficient in English as compared to the teachers in rural areas. Therefore, EMI may be a big issue for students from rural backgrounds. This may give rise to social injustice in the classrooms. The teachers do not even find enough time and opportunities to create an inclusive environment for all such students.

This study illustrates a gradual spread of EMI across Pakistan and taking the implementation of EMI in the public-school system as a case study, it focuses on the conditions such as language competence of the teachers, classroom facilities and resources that facilitate as well

as constrain its implementation at the same time. More specifically, it will investigate the techniques teachers employ in teaching different skills and aspects ranging from teaching methods to teaching language aspects and contents. The principal aim of the study is to explore if and to what extent English medium instruction (EMI) addresses social equality and social justice issues in the public- school system of Pakistan. To achieve this, the following research questions were addressed:

- What were the problems that the implementation of EMI creates in public schools of Punjab province of Pakistan?
- What problems in relation to inclusion, equality and social justice were faced by English language professionals of these public schools of Punjab, Pakistan?

### **Methodological considerations:**

The respondents for this study were the public-school teachers who served in Punjab, Pakistan and were teaching in the urban areas. They were teaching English as a subject at the primary, middle and high school levels in the different government institutes of Punjab. The interviews of 12 English teachers, four from each of the three levels primary, secondary and higher secondary were conducted in their schools. The researchers spent time with teachers, discussed various aspects and then conducted interviews. Data was later coded and analyzed in alignment with the major frameworks of the study inclusion, equity and social justice (Mertens et al., 2009; Richards, 2014; Saldana, 2015). Possible avenues are explored for social justice, inclusion which would ultimately cater to the lesson planning, curriculum design and the professional wellbeing of the teachers.

### **Analysis:**

Consistent with accepted norms of qualitative research, the data were decontextualized and coded to identify themes and practices (Tesch, 1990). Using a process of abductive reasoning, described as ‘‘inference to the best explanation’ (Evers & Wu, 2006, p. 528), data were also recontextualized and re-examined in the light of the major tenets of inclusion, equity and social justice. The categories emerged from the data through an iterative process as the analysis followed a constant comparative method (Strauss & Corbin, 1998). As a first step the interviews were transcribed and coded which consequently led to the emergence of the themes. This process was completed by revisiting the data multiple times, comparing the initial codes under different themes, for instance the teaching focus, teaching method and social issues in the social context. The data from within and across the cases were compared and different explanations were sought. It led to a cyclic process which gave way for the emergence of new codes and themes.

### **Findings and Discussion:**

- **English language teachers and their language proficiency and professional**

**knowledge:**

Implementing EMI in under-resourced contexts requires sufficient resources and adequate preparation. The preparation also includes enhancing teachers' language proficiency and training them to implement EMI. In the Pakistani public schools, teachers neither have the language proficiency to implement EMI, nor do they have adequate training for this. The teachers interviewed for the study did not sufficiently talk about their own ability and professional knowledge required for the effective implementation of EMI in their respective context. However, some of them (about 70%) pointed it out that they manage to teach English (subject/course) in English (language), most of them are not able to do so as their own proficiency in English is not at the required level. In parallel with the findings of this study, Mahboob's (2020) findings affirm that the teachers at the public schools could not sustain using English and EMI and therefore, they mostly used the local languages. In comparison with the private schools, Mahboob further concluded that English teachers at the private schools were better in terms of their language proficiency and professional know-how. It is challenging for the government teachers to implement EMI because of the lack of resources and training. Malik and Asif (2020) are also of the view that to make the classes more inclusive the study of phonics should be focused.

- **The English language curriculum as a constraint:**

The teachers at the selected public schools expressed their concern about implementing English as MOI because the rigid nature of the curriculum did not allow them to use EMI entirely, and therefore, they preferred to use the Grammar Translation Method (GTM) citing it's the demand of the curriculum. The use of English as MOI was further constrained by the pattern of the examination which, as one of the teachers said, was still very traditional.

*'We are bound to follow certain traditional methods though we want to avoid them' (T1).*

The selection of the method was not their choice, rather the syllabus, curriculum and the relevant needs of the community compel the teachers to go for the traditional teaching method.

*'While teaching English language class I prefer Grammar Translation Method as it helps to make things more comprehensible (T2).*

In general, social justice is treated as the equal sharing of social power and the related benefits in a community (Osborn, 2006). In the language education it comprises a set of curriculums and instructional choices which works in a coherence to achieve the aim of teaching. Social justice has been considered a popular line of inquiry in language teaching and it should be taken care of for the positive consequences. The teachers were of the view that EMI was not helping the students understand and learn well as they found it a hurdle in grasping the concept fully, as a result, they had to learn English via Urdu. However, the use of Urdu also did not help them much in learning English as the structure of both the languages is quite different. This added

further limitations to their learning. Furthermore, EMI is challenging as the students at public schools have lack of opportunities to use it outside the classroom.

Osborn (2006) has worked out on the four major pillars of social justice which can be a source of guidance while implementing social justice in the curriculum: 1. identity, 2) social architecture, 3) language choices, and 4) activism. These four pillars address the dimensions that are often already included as part of the world language curriculum. The teachers and students can maintain social justice in the class while the topics of descriptive adjectives and personal pronouns are being studied.

- **Language Structure:**

As indicated above, the structural differences of the target and the native languages of the learners led to complications in so far as the application of EMI is concerned. It is because using English as MOI gave rise to confusion making things more ambiguous thus, forcing the teachers to use the GTM (Grammar Translation Method); a method that enables the learners to code and decode information in mother tongue.

*‘As there is a clear variation in the structure of the native language and that of English, so GTM is adopted to convey the concept (T12).’*

T7 expressed his viewpoint and said that the teachers’ effort to use EMI often created a hurdle in understanding of the language and it ultimately slowed down the process of learning the language. At times, the teacher must use the translanguaging approach to address the communicative needs of the students.

- **Grammar and vocabulary: the focus of English language learning:**

The focus of the public-school teachers while teaching English was on grammar as in most cases, speaking of English language was not the aim, so the accurate pronunciation was not much encouraged. Secondly, there was no evaluation system based on speaking skills, so the teachers did not pay much heed to addressing these issues. One of the public-school teachers was of the opinion,

*‘Grammar and vocabulary are focused more on teaching, and pronunciation comes third ‘(T3).*

- **Learning environment: A constraint for EMI:**

The classroom environment for teaching and learning through EMI was not viable as most of the activities that the teacher carried out in class were not student-centered which ultimately did not support the activity-based method. For instance, the students were not free to ask questions as they were asked to apply the cramming mechanism to grasp what the teachers presented. If a student had grasped what the teachers taught or could not follow what was in the textbook to learn, it was their problem, not that of teachers or that of the system. Moreover, in this environment the teacher’s talk time is observed more than that of the students which also ultimately hinders the language learning process.



Interactive, collaborative and group activities were quite common in private schools rather than the public schools. As one of the teachers interviewed suggested that the students in the private school paid more attention to English speaking and using activities to learn the English language. The teachers focused on the learning environment more to create activities and competitions among the students.

It also came out that the teachers were interested in the group work as it helped the learners learn English language in an effective way. The students shared ideas which led to problem-solving skills. In public schools, however, citing time limitation, and inflexible syllabus and the content, this sort of activity was not in practice in the public sectors.

*'The group learning is least focused in the public schools, the reason being the aim of teaching is not to teach language but rather to impart a few concepts which may enable them to get through the exam' (T8).*

It raised a tremendous equity issue for the students of the two-tier education system creating two types of citizenries. One of the teachers (T9) suggested that group activities helped in fostering a classroom environment of respect and understanding, where diverse voices and perspectives are valued and pave the way for social justice.

#### **Socio-cultural issues:**

- **Ethnicity:**

The students in one classroom come from variant backgrounds and have different inclinations for learning a language. The teachers replied about ethnic background

*All the students come from different native languages. The speakers of each language have variations in their attention towards learning the English language (T6).*

According to the teachers, there are Saraiki, Balochi and Punjabi speakers in their classes in a public school and the Saraiki speakers are more inclined towards learning the English language. Ethnicity creates a breach amongst the learners as the motivated learners are active participants and their learning speed is par above others. The division, as per the ethnic backgrounds, may cause a biased attitude at times but on the other hand, it may help the teacher come up with solid planning to address the needs of the students. The impact of integration has raised the questions of social justice and equity as the question of inclusion has become of hallmark importance (Barton and Oliver 1997; Slee 2011).

- **Social Status:**

The students who are enrolled in public schools are financially less privileged or they are the ones who cannot afford to pay the high fee of the private schools, so they join the public schools. Secondly, if someone is found with good speaking skills of English language, he or she seems to have come from the rich families or is better acquainted with the English words because of its use at home. One of the teachers expressed.

*'...rich students are more familiar and fast with English learning as compared to the poor ones. The rich community has more access to English vocabulary, gadgets and other related material which makes them good learners of English language while the poor community has no or least access to such things' (T11).*

Motschenbacher (2016) described that the traditional classrooms have students with similar competence level making it a homogenous learner's group leaving the students while other learners with different competence levels are placed in special needs classrooms without taking into consideration their socio-economic and educational background. The Pakistani school system is, therefore, exclusionary as EMI is more in vogue in the private schools and less in the government (public) schools, hence the people who are from higher socio-economic background have more access to a better English language education as well as to other related resources as compared to those who have lower socio-economic background.

- **The urban-rural divide:**

The students coming from the urban area are comparatively faster in learning English than those coming from the poor background as they are comparatively slow learners of English and usually takes more time in responding. The teachers were of the view that the ratio of the rural students is comparatively higher in Pakistani public schools as parents cannot send them to the expensive private schools. The students who know English to some extent feels more confident in the class as compared to the ones who are coming from the rural background hence the socio-economic status again creates a hurdle for rural learners and puts them aside in the learning process. Thus, the performance of the urban students is found to have improved and a step ahead.

*'Researchers, activists and policy consultants are aware of the problems of MOI in Pakistan and have argued that the current system results in unequal outcomes for students and that while students from urban middle-class settings do relatively well, children from minority, rural, and lower SES groups struggle in school' (Mahboob,2020)*

The rural population coming to public schools is not having much exposure to the English words, phrases and sentences. It is one of the biggest hurdles that they need to provide and start with the basic vocabulary items. Teaching at schools through native language of the learners can help them learn more effectively. A feeling of discomfort in EMI can be handled well if the students are taught in their mother tongues. Additionally, English is not the only language that can be used in the classroom. There are many other languages that are spoken in Pakistan, and it is important to recognize the importance of using these languages in the classroom.

- **Equal access to resources and learning opportunities:**

The divide between the haves and the have-nots, between the rural and urban students and

between the public and private school system is undermining the voice of the students. While it may be safely claimed that student voice is heard more in the private school,

*to seek opinions and views of the students is never focused in govt /public school (T5)*

When teaching English to diverse background students, it is important for teachers to keep the concept of inclusion in mind where every student has an equal access to all the opportunities regardless of their differences. Teachers need to create a classroom environment that is welcoming and respectful to all the students, and they need to ensure that all students have access to the same opportunities. There is a great need to provide meaningful opportunities for students to develop critical language skills, such as critical analysis and argumentation

### **Conclusion and Recommendations:**

The purpose of the article was to investigate the policy and implementation discrepancies of EMI in the public-school system of Pakistan to point out issues of equity, inclusion and social justice arising from its improper implementation. It has shown that there are gaps between what the EMI policy aims for and what happens in the public schools. The study showed that the teachers because of the varying English language ability and the professional knowledge, they have different understandings of how EMI can be practiced. They view that using traditional ways and means of teaching English have been theirs and students' preferred choice. Furthermore, because of their limited understanding of EMI, they have different attitude towards the use of English as a MOI and why EMI has not been equitable, and inclusive and how it may be a contributing factor to social injustice. In addition, it has highlighted how the teachers teaching in public schools are teaching EFL for supporting the diverse needs of the learners that they teach, but at the same time, their expertise is not bilingual expertise is not viewed to be enough for EMI. The teachers need professional development opportunities for language teachers on social justice instruction, such as workshops, seminars, and conferences. When teaching English to students who come from diverse backgrounds, for teachers it is important to keep the concept of inclusion in mind where every student has an equal access to all the opportunities regardless of their differences. The teaching methods need to be revisited as the language can be taught more effectively via DM. To address social justice issues, teachers need to connect with society and to be active on social media platforms where certain language teaching methods are being shared for further learning. The focus of teaching dimension is of equal importance. The teachers should also provide support to language learners in developing a sense of self-efficacy and agency to be the active agents of social change.

The students need to get involved in the classes and teachers should devise activities encouraging students to be an active part of the teaching-learning process. The students who know English to some extent feels more confident in the class as compared to the ones who are

coming from the rural background hence the socio-economic status again creates a hurdle for rural learners and puts them aside in the learning process. The public-school teachers need to revisit the teaching focus which centers around the syllabus and all other associated aspects are not being taken care of in the full spirit. If all the aspects discussed above were being taken care of the situation of language teaching would have been different. The study has drawn a conclusion that the possible effects of the current English language teaching had on the learners as the teaching needs to cater several associated aspects to make the teaching-learning process more fruitful.

**References:**

- Güney, Ö. (2022). Pre-service teachers discussing queer-inclusive pedagogies in Turkish EFL classrooms. In *Advocacy for Social and Linguistic Justice in TESOL* (pp. 166-181). Routledge.
- Ahmed, S. I. (2011). Issue of medium of instruction in Pakistan. *International Journal of Social Sciences and Education*, 1(1), 66-82.
- Akhtar, S. K. (2021). Challenges for first-year undergraduates with a non-EMI background in an EMI classroom: A case study. *Образование и наука*, 23(8), 189-201.
- Asif, S., Afzal, I., & Bashir, R. (2020). An analysis of medium of instruction policies in the education system of Pakistan with specific reference to English medium education. *SJESR*, 3(2), 370-382.
- Ayers, W., Quinn, T., & Stovall, D. (Eds.). (2009). *Handbook of social justice in education*. Routledge.
- Bari, F. (2013, June 21). In which medium? *The Daily Dawn*. Available at <http://w.w.w.dawn.com/news/1019596>.
- Barton, L. (2003). *Inclusive education and teacher education*. Institute of Education, University of London.
- Bashiruddin, A., & Qayyum, R. (2014). Teachers of english in Pakistan: profile and recommendations. *NUML Journal of Critical Inquiry*, 12(1), 1.
- Bell, L. A., Adams, M., & Griffin, P. (2007). *Teaching for diversity and social justice*. New York. Chang, B. (2018). *Social justice*. Online Submission.
- Choi, Y. H., & Lee, H. W. (2008). Current trends and issues in English language education in Asia. *Journal of Asia TEFL*, 5(2).
- Coleman, H. (2010). *Teaching and learning in Pakistan: The role of language in education*. Islamabad: The British Council, 1-56.
- Fennell, Barbara A. (2001). *A history of English: A sociolinguistic approach*. Oxford, UK: Blackwell Publishers.
- Irfan, H. (2020). Impact of politics and policy on university students' attitudes towards the use

- of English in Pakistani Universities. *Pakistan Social Sciences Review*. 4(1). 807-819
- Ishino, M. (2022). Request for permission to switch to L1: treatment for unlocatable problems in English medium of instruction classrooms. *Linguistics and Education*, 71 (2022), 1-11. <https://doi.org/10.1016/j.linged.2022.101074>
- Leiva, L. R., Miranda, L. P., & Riquelme-Sanderson, M. (2021). Social Justice in the preparation of English language teachers. *MEXTESOL Journal*, 45(2).
- Malik, S., & Asif, S. I. (2022). Evaluation of phonics content in PTB primary grade textbooks and assessment schemes: Scope for technology-enhanced language learning (TELL) and assessment tools. *International Journal of Linguistics and Culture*, 3(1), 37-60.
- Mahboob, A. (2020). Has English medium instruction failed in Pakistan. In Giri, R., Sharma, A. and D'Angelo, J. F. D. (Eds) *Functional Variation in English: Theoretical considerations and practical challenges*. New York: Springer.
- Mahboob, A. (2017). English medium instruction in higher education in Pakistan: policies, perceptions, problems, and possibilities. In: Fenton-Smith, B., Humphreys, P., Walkinshaw, I. (eds) *English Medium Instruction in Higher Education in Asia-Pacific. Multilingual Education*, vol 21. Springer, Cham. [https://doi.org/10.1007/978-3-319-51976-0\\_5](https://doi.org/10.1007/978-3-319-51976-0_5)
- Mahboob, A. (2017). English medium instruction in higher education in Pakistan: Policies, perceptions, problems, and possibilities. *English Medium Instruction in Higher Education in Asia-Pacific*. (pp.71-91).
- Mertens D. M., Holmes H. M., & Harris R. L. (2009). Transformative research and ethics. In Mertens D. M., Ginsberg P. E. (Eds.), *The handbook of social research ethics* (pp. 85– 101). Thousand Oaks, CA: Sage.
- Motha, S. (2016). Provincializing English: race, empire, and social justice. *Social Justice in English Language Teaching*, 107-118.
- Motschenbacher, H. (2016). Inclusion and foreign language education: What linguistics can contribute, *ITL-International Journal of Applied Linguistics*, 167(2). (pp.159-189).
- Mott-Smith, J. (2016) Ideological English: A theme for college composition. In Cristopher Hastings and Laura Jacob (Eds) *Social Justice in English Language Teaching* (pp. 97-106). Virginia: TESOL Press.
- Osborn, T. A. (2006). *Teaching world languages for social justice: A Sourcebook of Principles and Practices*. Routledge.
- Rahman, T. (2020). English in Pakistan: Past Present and Future. In R. A. Giri, Sharma, A. & J. D'Angelo (eds.). *Functional Variations in English: Theoretical Considerations and Practical Challenges*. London: Springer
- Reindal, S. M. (2010). What is the purpose? Reflections on inclusion and special education
-

- from a capability perspective. *European Journal of Special Needs Education*, 25(1),(pp. 1–12).
- Richards L. (2014). *Handling qualitative data: A practical guide*. Thousand Oaks, CA: Sage.
- Saldana J. (2015). *The coding manual for qualitative researchers*. Thousand Oaks, CA: Sage.
- Shamim, F. (2011). English as the language for development in Pakistan: Issues, challenges and possible solutions. *Dreams and realities: Developing countries and the English language*, 14(1), (pp.291-310).
- Slee, R. (2011). *The irregular school: Exclusion, schooling and inclusive education*. Routledge.
- Tamim, T. (2021). Language, class, and education: Deconstructing the center to rethink inclusivity in education in Pakistan. *Cogent Education*, 8(1), DOI: [10.1080/2331186X.2021.1897933](https://doi.org/10.1080/2331186X.2021.1897933).
- Vandrick, S. (2014). The role of social class in English language education. *Journal of Language, Identity & Education*, 13(2), (pp.85-91).
- Zacharias, D. (2020). A new way to teach culture: Social justice in the language classroom. *Crossings*. (4), (pp. 121-136).
- Titijevski, A. (2022). *Shaping an inclusive environment in an EFL classroom* (Doctoral dissertation, University of Zagreb. Faculty of Humanities and Social Sciences. Department of English language and literature. University of Zagreb. Faculty of Humanities and Social Sciences. Department of Pedagogy)