

Impact of Bilingual Support on English Language Learning among Special Students in Multilingual Classrooms in Pakistan

Muhammad Sohail¹

Noor Ul Ain²

Waheed Shahzad³

Abstract

This study explores the impact of bilingual support on English language learning among special students in multilingual classrooms in Pakistan, focusing particularly on learners with learning disabilities, hearing impairments, and mild cognitive challenges. Utilizing mixed methods, including questionnaires and semi-structured interviews with teachers and students from government and private schools in South Punjab, the research investigates the effectiveness of bilingual instructional strategies such as translanguaging and code-switching. The findings highlight significant cognitive and academic benefits of bilingual support, reinforcing sociocultural and Universal Design for Learning (UDL) theories. However, challenges related to teacher preparedness, resource limitations, and policy implementation were also identified. The study recommends enhanced teacher training, development of bilingual resources, and policy reforms to foster inclusive education for special students in Pakistan's linguistically diverse classrooms. This research contributes to filling the gap in bilingual education literature for special needs students and offers practical implications for educators, curriculum designers, and policymakers.

Keywords: Bilingual support, English language learning, special students, multilingual classrooms, Pakistan, translanguaging, code-switching, inclusive education, teacher preparedness, learning disabilities.

¹ Institute of Humanities and Arts, Khwaja Fareed University of Engineering and Information Technology, Rahim Yar Khan

² Institute of Humanities and Arts, Khwaja Fareed University of Engineering and Information Technology, Rahim Yar Khan noor.ain@kfueit.edu.pk

³ Institute of Humanities and Arts, Khwaja Fareed University of Engineering and Information Technology, Rahim Yar Khan waheed.shahzad@kfueit.edu.pk

Introduction

In Pakistan, where a large number of people speak different languages, young individuals go to school to learn English because it's vitally important for getting nice work and making friends with more people. English is a significant concern in school, but it's really hard for young individuals who learn differently or have a tough time in school, such as young individuals with special needs. In their classrooms, they usually only hear teaching in English, even though it's not the language they first learned at home. This can make learning extremely hard for them. But some smart people are thinking that maybe people could learn better if teachers also used the languages those young individuals already know. This may make things less confusing and help them understand English far better. Sadly, though, when teachers construct their lesson plans, they don't always remember how special it is to use the language that young individuals speak at home too. A large amount of young individuals in Pakistan already speak languages such as Urdu, Punjabi, Sindhi, Pashto, and Balochi before they start learning English. People, who may require additional assistance occasionally, would do so much better if their teachers could use their home languages in class. Even though the significant leaders, who construct the school rules, are trying to change things so that every young individual, no matter how they learn, can do well in school, still don't know an entire lot about whether teaching in two languages helps people grasp better at English. This produces some people really upset and makes a big problem, almost a big mess because of sadness. It's like the teachers are being not respected but still followed because even though it's essentially rude not to use young individuals' home languages, they still only teach in English. A portion of the teachers are going along with the rules in a manner that's sort of bold, such as being stubborn to directives, because they're doing what's asked--but it's not really the best for the young individuals.

This paper is about an acceptable but normal thing: looking at how teaching in two languages helps young individuals who need special help with learning English in schools in Pakistan, where a large number of languages are spoken. They are trying to figure something out that other people haven't pointed out much in Pakistan or other places in the world. The paper wants to help teachers do a better job when they're teaching young individuals who speak different languages. Even though it seems like a smart idea to teach special young individuals in two languages, so they don't mix things up too much, understand better, and appreciate class more, schools in Pakistan don't do it a lot. The reason is that teachers are not very good at doing it, and not many people have looked into how two-

language teaching helps special young individuals learn English. This paper wants to look at how using two languages may help people learn English in classes with young individuals who speak several different languages in Pakistan. They want to help make teaching better and give ideas on how to make English learning fair and work well for everyone.

Research Objective

- To investigate the impact of bilingual support on English language learning among special students in multilingual classrooms.
- To identify effective bilingual strategies used by teachers to support special students' English language learning.
- To explore teachers' and students' perceptions regarding bilingual support in inclusive, multilingual classrooms.

Statement of the Problem

Some people greatly desire schools to include everyone and let young individuals learn two languages, but not a lot of people are looking into how this helps young individuals with special needs, who speak different languages, especially in places such as Pakistan. Even though being bilingual is quite common in Pakistan, and knowing English is vitally important for school, there's not much verbalize about how language rules, teaching all young individuals together, and using two languages mix together (Rahman, 2004--Mansoor, 2005). Studies don't often think about young individuals with special needs when they look at how learning in two languages can enhance your mind, work better, and help you do well in school.

Significance of the Study

When schools welcome everyone, including young individuals with disabilities, it's called inclusive education. It means that every young individual should get a good education together with others. There's this significant idea from UNESCO that tells us it's key. But to ensure all young individuals really understand what they're learning, some young individuals might need to learn in two languages. This helps if the young individual speaks one language at home and another at school. Think about it when you play with friends. Some friends are fine when distant, but if they need help, you might need to discuss with them in a manner they're amenable to: persuasion, such as maybe in their own language. That way, they don't feel left out. For young individuals with disabilities, this can be a sizeable change and help them not to feel upset or go through upheaval,

through despair, because they don't grasp what's happening in class. But in Pakistan, where many young individuals speak different languages, they haven't thought much about using two languages in school. They've been busy ensuring nearby schools are places young individuals can get to and that teachers know how to teach. Still, they forgot that speaking and understanding are vitally important for learning. Researchers from all over the world also say that when young individuals learn in their own home language and in the school language, they do better in school. Sadly, young individuals in Pakistan who are already struggling because of a disability might have an even harder time if they don't understand what's being said. If Pakistan ensured to have language help in their significant school rules, it would make things equal for every young individual. This is also something that everyone around the world is trying to do with SDG 4. It's centered on being entirely sure every single young individual in the world can learn and have a fair shot in school.

In school, young individuals who speak two languages and a portion of people need extra help because they learn differently. To ensure people are learning the best they can, the individuals or people who teach and those who construct our lessons need to work together. They have to think of ways to use both languages in class, such as switching between them, showing pictures with words from home, and putting parts of the languages together. This helps people understand and speak better in English, even if they have a difficult time learning (Montoliu et al., 2014; Cummins, 2000). Sometimes, books and activities in school are just in English and don't help young individuals who speak another language at home. If teachers use both languages while making lessons, all young individuals can understand and appreciate learning more. But not all schools do this today. In Pakistan for example, they only use English, which isn't good for those who speak other languages or need distinct ways to learn (Rahman, 2020; Mansoor, 2010). It is extremely important that special helpers for young individuals with learning differences, language teachers, and lesson producers work as a team to make everything in class good for everyone. If no one shows the teachers and lesson makers how to include both languages, young individuals, who already have a hard time because they speak another language and learn in distinct ways, will have an even harder time. Now, let's add some difficult words. Often, when encounter tough situations and feeling bad, it could said there's hope through faith.

And when somebody is doing what they're told, but not really the way they should, they're being disobedient to directives. Also, something that could happen but don't greatly desire to might be unexpected.

Scope and Limitations

In Pakistan, where many people speak different languages, teachers need to learn how to help young individuals in class who need extra support. Schools want everyone to get along and learn both languages, but not many people have looked into how to do this right especially where people speak a large quantity of languages at once. Most of the time, people only look at either schools that are good for all young individuals or how they teach languages, but they don't put the two together much. Not that many people have thought about ways to use both languages in class to make learning easier for all young individuals even young individuals with some learning troubles, or who have a hard time hearing. In South Punjab, some schools might not have enough teachers who know how to do this, or they may possibly not have what they need to teach in many languages. And whether you go to a public or private school makes a significant difference. I did a study to fill in blanks because knowing about this may help construct better school rules and teach teachers how to be great at this. I really wanted to ensure that special young individuals in classrooms receive the help they need with both languages so they aren't left out or confused. I tried to be sharp in my own way when doing my study, looking right at how two-language help makes a difference for people in South Punjab. I don't like schools where they only teach in one language, or schools that just add all young individuals together without giving special help. My study tries to show what's going on and what should change so that all young individuals here can learn the best. Some friends that write about school elements say two languages are better than one for very young people to learn more. But in my location, that's not what most schools do or try. How teachers could teach young individuals who find learning very difficult with two languages.

My looking and learning speaks about this because it's important for all the young individuals here. Young individuals sitting in class might need help but not even know it, or they don't know how to say it and just sit quiet. But some clever grown-ups and clever books say two languages may help everybody.

I am just hoping to make people think and change things by seeing what is happening right in South Punjab. In South Punjab, Pakistan, there's a location with a large amount of different languages and schools that aren't the same at all. The schools are thinking about are in the countryside, and rather in the city, and whether young individuals have a nice place to gain knowledge really depends on whether the school is run by the government, or if it's a private one. The study doing can't look at every location or school, and it's looking at schools just in South Punjab. Some

private schools here have more elements to help young individuals learn and they use English to teach, but administration schools use Urdu or other languages from here. That makes it fraught for young individuals who have to learn in more than one language, especially if they need extra help in school. Teachers aren't always ready to help people, and they don't always get the help with languages they need. This isn't the same everywhere, which isn't fair. Looking very carefully at this one area so it could be understood better when young individuals can get help with both languages in school and when they can't. Also, looking at both the government and private schools lets us see what's making school hard or easy for young individuals who need that extra help, such as what the schools are doing and what the rules say. People in upscale schools use difficult words (vocabulary), make bad choices because they're too tired or don't know better (decision-making through exhaustion, greatly influenced by ill-conceived notions), and they don't always think about young individuals who need some special attention, to know more about that so may help construct it better.

Gaps Identification

Some young individuals with special needs, such as trouble hearing, learning differently, or difficulty with thoughts, go to school with everyone else. People are different and learning things such as English can be utterly hard or difficult for them. They need distinct ways to learn or extra help that they don't always get in regular classes. Some young individuals might need to learn with a large amount of pictures and songs, or might use sign language to understand better. Teachers aren't always taught how to help people the best way. And sometimes there's not enough technology to help them, or everyone has to learn the same thing the same way, which might, in reality, be tough. In Pakistan, they're trying to fix this, but there's still a lot to do. It's important, though, to ensure every young individual can learn and join in, no matter what special challenges they have. Ensuring fully people can be a real part of school means changing lessons just for them, ensuring fully they can understand in different languages, and always helping them out. It is possible even though it's hard, and it's vitally important, even if sometimes people don't want to make the changes. Young individuals with special needs are fragile. While rare, that just represents the need to really ensure nobody feels very bad or overwhelmed through shame (that's a significant word for feeling embarrassed because they can't do what others can) when they're learning. in South Punjab, aiming to inform both policy and practice through locally grounded evidence.

Literature Review

Theoretical Framework

There's sociocultural theory that Lev Vygotsky came up with. It's about how students learn to speak and understand things through speaking to other people and what's happening around us. Vygotsky said that start to learn by playing and speaking with others, and then start to think about things by ourselves. Mr. Vygotsky spoke of the Zone of Proximal Development (ZPD), which is similar to when you need someone to help you do something hard, but later you can do it all on your own. This theory is very much of help for kids who are in a class where they speak different languages. If a teacher uses the young individual's first language to help teach them a second language, it's easier for them to learn. This is exceptionally positive for children who might have a hard time hearing or have other challenges when they're learning. They can do better when they learn with friends, have lessons in more than one language, and use pictures to help. In places like Pakistan, a large amount of young individuals, in class, speak more than one language, and teachers are still trying to ascertain the best manner to help everyone learn together. Vygotsky's ideas tell teachers it's an exceptionally positive thing to use two languages in class to help young individuals understand better and not feel so lost. In simple words, this sharp individual Vygotsky says that speaking and listening to others, especially our friends and teachers, helps our minds grow. Even when things are hard learning in a large amount of languages, this trick may help us stay calm during difficult times. And because teachers are trying to find positive ways to teach everyone, no matter what our minds or ears are like, they shouldn't be too fancy or high-class about it. In addition it shouldn't be extremely scared even if angry about something difficult, because this is ascertain how to grasp better.

Jim Cummins pointed out two kinds of speaking and understanding words much better. Mister Cummins split it into Basic Interpersonal Communicative Skills (that's BICS), and Cognitive Academic Language Proficiency (CALP). BICS is centered on discussion you need to speak to friends at school--you learn that quickly in about a year or two of spending important time with people who speak English. That's similar to the tough schoolwork talk where you have to examine deeply--it can take you five to seven years to become experienced with it. When teachers look at how young individuals who speak two languages are doing in English, it's vitally key to remember this. Some young individuals might be acceptable doing the everyday talk, but then they get lost when it's time for intellectual school things. There are people who learn English and their home languages, such as Urdu and Punjabi, at the same time. Young individuals who have a tough time learning or who have a hard time hearing can get

help if teachers use both BICS and CALP well. Like in Pakistan, sometimes the young individuals don't get the help they need for long enough, because teachers don't really grasp how different BICS and CALP are. This destroys things, and the young individuals might not do well with their schoolwork. Young individuals sometimes mix languages to understand things better - it's like having keys for different language locks and mixing them all up. You can add some words from home or use the easy BICS to build up to the fraught CALP talk. Jim Cummins knows that mixing the talking and understanding together is the way to go. Young individuals need not only a little bit of concern but also real, helpful ways to become sharp with words! However, if you rush or expect much, it's surely a significant fall - you end up not only unhappy but also feeling mixed up and unsure. Remember, being exceptionally positive with books and schoolwork is something you grasp when you are well-taught. Sometimes there's a momentous argument (or a flourishing contention) about the best way to do this teaching, but know definitively: taking it step by step is best.

Multilingualism in Pakistan

In Pakistan, there's an amazing mix of languages that a large number of people speak in different places. Many people have their own words and ways of speaking. Urdu is surely the main language everyone understands, but there are others, like Punjabi, Sindhi, Pashto, Balochi, and Saraiki, that people use a lot too, especially in South Punjab (Shahzad et al., 2020). This is important for schools, because when young individuals go to class, they bring many languages with them. Teachers must ascertain great ways to help every young individual, even the special ones who need more help with languages. Sometimes, though, the significant people who construct the rules for schools think mostly about Urdu and English and don't pay much attention to the other languages, which isn't really fair. Knowing how to jumble and use both the significant languages such as Urdu and the local ones can make learning much better for everyone. As an analogy, it's like being sharp in your head but a bit slow when it comes to doing the real work - learning can be tricky while intellectual. And some people who decide what schools should do aren't always kind - they can be unscrupulous with pretense of fairness. Teachers must full with all the words they know but feel hungry to learn more sort of like being empty but full of language (Sarwat et al., 2024).

In schools in large cities and private schools in Pakistan, speaking English is thought to be very important. If you can speak English, people think you can move up and do well in life (Sarwat et al., 2024). This has

been the case since a long time ago, when the country was under control of other rulers and so, English was made very important for learning at the top schools, in government, and with the rich people. This made it tougher for our local languages and our national language, Urdu, because they weren't seen as that important (Rahman, 2020; Mansoor, 2010). But now, with everyone around the world being able to talk to each other, knowing English is even more important if Pakistan wants to do business with other countries (Mansoor, 2010; Mirza, et al., 2021). Schools that teach in English are seen as the best kind of schools. But this is very difficult in classes where children come from different places and speak different languages and it's even harder if they don't get the extra help they need (Hameed & Hameed, 2016). The difference is significant between what kids learn in schools run by the government, and the ones that parents pay for, where kids speak English better the teachers in private schools usually have more training (Andrabi, Das, & Khwaja, 2008). That means not every young individual gets a fair chance at learning English well. Because English is such a big worry in Pakistan's schools, need to see clearly through the past and think carefully, regarding how we teach, so that all young kids no matter where they come from, or what language they start with can learn English in a fair way. We need to be like ponds: externally unhurried, meanwhile internally discomposed ensuring fully that learning in two languages works best for every student knowing that we come from a place where many languages are spoken a place where ideas are open and different thoughts are accepted.

In schools in Pakistan, especially the ones in large cities and private ones, English is really important. Young individuals think being proficient at English is terrific, owing to it may help them get ahead in the world. English is used a lot in good colleges by the administration and by rich, important people, and sometimes that makes it hard for other languages, such as Urdu, to become noticed (Rahman, 2020; Mansoor, 2010). Since a long time ago, even when the British were in charge, English has been very nice to one's liking in Pakistan. But, even though attempt to learn English, some young individuals who speak a large amount of languages might find it difficult especially if they need more help to understand English and their home languages at the same time (Hameed & nHameed, 2016). Also, not all schools have the same things to help young individuals learn English, or the teachers might not all be taught the same manner to teach English, and that is not right (Andrabi, Das, & Khwaja, 2008). Because all speak to people from other countries more and more, and use English a lot to buy and sell things, teachers in Pakistan think you're a good student if you're proficient at speaking and writing in English (Mirza, et al., 2021). But this can be tough, like the strange mix of soup, because

it can mix up a large amount of different things in ways that aren't always great. Teachers really should look closely at how they teach English and other languages in Pakistan, so that every young individual has the same chance to learn, no matter what language they speak first.

Special Education in Pakistan

There's Pakistan and they have been trying very hard to help all young individuals go to school together. Since 2009, they constructed some significant rules that say young individuals who learn differently or speak different languages should be able to learn with everyone else. Also, there's a large list of ideas from 2017 saying how to do that.

Rules are ensuring, fully, every young individual can get to school, learn really good things, and that's true for assorted young individuals—no matter how they speak or what they need help with. However, it is somewhat challenging for Pakistan to make this happen entirely. They need more things, such as safe buildings, enough money, and teachers who know how to help every young individual, which they're missing sometimes especially when young individuals need to know more than one language or they need more help. In large cities, they are trying out classes where all young individuals learn together, but it's not really happening in the countryside. Some places such as South Punjab don't even have the simple things that individuals need to learn, like tools that help them see or hear better, or books in two languages. There are significant plans from all over the world--such as one from the UN, that speaks about the rights of people who need extra help, and another from UNESCO, that says every young individual should be able to go to school. Significant plans push Pakistan to develop their own plans better. But the truth is, what's on paper in those rules doesn't always match what's actually going on in the schools. Because of problems, with resources such as buildings and not having enough proper rules, schools in Pakistan are still trying to become exceptionally positive at teaching every child in the style they learn best, no matter what language they speak.

Some young individuals in school need distinct ways to learn languages because they may find it difficult hearing, or thinking, or find it difficult learning things. People are unable to learn new languages like other young individuals. They need help with things they can see, such as pictures, or signing with their hands, or easier readings and they need to use the home language they know very good to help them learn a new language.

But in places such as Pakistan, where a large amount of young individuals speak Urdu, Punjabi, and Saraiki, they need to learn other

languages to understand everything. It's important that teachers note about people and help them have an equal opportunity to learn with everyone else. Teachers in Pakistan might not know how to teach people the best, because they haven't learned how to, or they don't have the right elements to use to teach them, or the rules for teaching special young individuals aren't used right in class.

When boys and girls get bigger, they get better at things because they grow up, and that helps them too. But sometimes, adults speak unkind words about others that aren't true, and then the young individuals have to deal with that. Also, outside, people might seem okay and calm, but inside, they can feel very broken and worried. Teachers have to ponder regarding how to teach every young individual in the way that is best for them, especially in a location with many different ways to talk.

Bilingual Education and Language Acquisition

In some schools, young individuals speak languages such as Punjabi, Saraiki, or Pashto at home, but learn in Urdu or English at school. Teachers sometimes switch between two languages when they speak or in a sentence to help young individuals understand better. This is called code-switching. There's also translanguaging, where young individuals use all their language skills together to make sense of things instead of keeping each language by itself. Teachers in Pakistan use clever ways because they are very effective, especially with special young individuals who need extra help understanding things. But most teachers don't learn how to do this the right way in school, and sometimes they're told not to do it and just use English. That's basically foolish, because when teachers help young individuals use all their languages, everyone learns better. A helpful analogy is the following: sharing all your crayons to produce the most amazing picture instead of just using one color. Even though it's helpful, some people who don't use languages this acceptable manner get prizes and claps that they haven't truly earned. The manner young individuals learn many languages in Pakistan should be noticed and praised more because it helps everyone. But sometimes, significant words and upscale food choices seem more important than real sharp learning tricks. And even though some teachers are very nice (nonchalant, still easily excited) and learn how to teach with different languages, there are times when strange troubles (caused by distractions) can destroy things. It's much better when special learners get to use all their languages to learn because it makes school easier and more fun.

Challenges in Multilingual Classrooms

When young individuals who need extra help in school have to learn, it can be very difficult when they speak different languages than their books and teacher. In Pakistan, some young individuals speak Punjabi, Pashto, or Saraiki at home, but at school, they have to understand English or Urdu. It's difficult because there's no help for both languages. Young individuals who are hard of hearing, have trouble speaking, or think differently might find it even harder to grasp what they're supposed to. Teachers sometimes don't know how to use things such as sign language or special pictures that can make learning easier for people. If schools make everyone only learn in one way, some young individuals might feel left out or do poorly in school. Teachers need to try distinct ways to teach and help teachers learn how to be better at teaching very young people.

Teachers need to know how to teach all children, even ones who learn differently or speak other languages. In many places around the world, when teachers learn how to teach children who need extra help, and how to teach in different languages, they do an exceptionally positive job. But in Pakistan, the individuals or people who teach teachers don't always tell them how to do this. Because of this, teachers might not know what to do when a child can't hear well, has trouble learning, or thinks in a different way especially if the class is supposed to learn in a language they don't speak at home. Teachers also might not know about special ways to teach, such as mixing languages or using pictures and tools that help children understand better. Schools don't always keep teaching teachers new things they don't have enough time, and what they have to teach can't be changed easily, which is tough for kids who need distinct ways to learn. To ensure all children can learn in Pakistan, where a large amount of languages are spoken, giving teachers good training is extremely important.

Research Methodology

Research Design

A case study design was utilized, focusing on specific schools where bilingual support strategies are implemented. The case study method was chosen to explore the dynamics of bilingual instruction in real classroom settings and how it affects special students' English language learning. This approach also allowed for a detailed examination of the classroom environment, teaching strategies, and student outcomes in a multilingual context.

Sampling

A purposive sampling technique was used to select participants who could provide relevant insights into bilingual education for special students. The sample included:

- **Special education teachers:** Teachers with experience in teaching special students in multilingual classrooms.
- **General education teachers:** Teachers who incorporate bilingual strategies for all students, including those with special educational needs.
- **Special students:** Students from diverse linguistic backgrounds who receive bilingual support in English learning.
- **School administrators:** Individuals involved in curriculum planning and implementation of bilingual education.

The schools were selected based on their linguistic diversity and the presence of special education programs, ensuring that the research reflected various linguistic and educational contexts in Pakistan.

Data collection methods

Teachers constructed questions on a paper to help us learn what teachers and young individuals in school, who speak more than one language, ponder regarding how they're helped when they use both languages. Teachers and young individuals got different papers with questions. The teachers' questions asked if they knew how to use words from different languages when they spoke or taught, and if their school helped them include all young individuals.

Teachers also told us if it was hard to plan lessons, speak in different languages, or if they didn't have enough materials for teaching. For young individuals who learn differently or who can't hear very well or think slower, the questions were made easy with pictures and two languages they know. This helps ensure they grasp the questions, which is eminent by design. The two languages on the paper help young individuals from places such as South Punjab tell us what they really think without the words getting in the way. Teachers ensured the question papers were good by having them reviewed by knowledgeable individuals, subsequently assessing their effectiveness in actual schools. This direction was special because it let us see the entire picture of how being helped to use two languages made it easier or harder to learn English in a class where a large amount of languages are spoken. Little words like care mean that things are constructed to help people everywhere. Any time teachers may try means any time they try to do something, and not only feeling really sad

but also not thinking straight means feeling really sad and also not thinking straight.

Teachers did a project to find out how young individuals who speak more than one language and need extra help in school, and their teachers feel about learning in different languages in the classroom. The researcher constructed special forms with questions for the young individuals and the teachers to fill out so could learn about this. A large quantity of people use questionnaires because they are an exceptionally positive way to learn what several people think and feel about something. The researcher asked teachers if they knew how to teach young individuals who speak different languages and if their schools helped them do it. Also wanted to know if they had a tough time making lesson plans, if language was a problem, or if they didn't have enough supplies to teach (Malik & Mirza, 2020). The young individuals with learning problems--those who can't hear well, or find some subjects somewhat difficult--got a very easy questionnaire with pictures and questions in both languages. This way, the researcher ensured all the young individuals could understand, no matter how they learn best, following sharp ideas called universal design for learning (Rose & Meyer, 2002 Florian & Spratt, 2013). The questions were in different languages such as English, Urdu, and a couple of local languages too. That way, the young individuals could say what they really felt without being stopped by language problems (Rahman, 2004 García & Wei, 2014). The researcher ensured the questions were just right by asking experts and trying them out at some schools first. By asking both teachers and young individuals to fill out forms, learned much more about how speaking in two languages may help young individuals who need extra help when they are speaking and learning in English, with young individuals from different places.

Data Analysis Methods

The qualitative research conducted on the impact of bilingual support for special students learning English in multilingual classrooms in Pakistan involved collecting data through semi-structured interviews, classroom observations, focus group discussions, and document analysis. The data were analyzed using thematic analysis, which helped to identify key patterns, recurring experiences, and emerging insights across different data sources.

- The **types of bilingual strategies** employed (e.g., translation, code-switching, simplified language).
- The **perceived benefits** of bilingual support, especially in terms of students' engagement, comprehension, and language retention.

- The **challenges faced** by teachers in implementing bilingual education for special students, including the lack of resources, training, and support.
- **Students' experiences** with bilingual instruction, including how it impacted their learning confidence, anxiety levels, and ability to understand English content.

Results

Data Organization and Coding

The first step in the data analysis process was organizing the collected data from semi-structured interviews with teachers, focus group discussions with students, classroom observations, and document analysis. The raw data were transcribed and organized into manageable chunks. The following categories of data were created:

- **Teacher perceptions and strategies**
- **Student experiences**
- **Classroom observations**
- **Curriculum and policy review**

The data was then coded to identify themes and sub-themes relevant to the research objectives. Codes such as "**bilingual strategies**," "**engagement**," "**student confidence**," "**teacher challenges**," and "**classroom interactions**" emerged during the coding process. These codes helped identify recurring ideas and concepts that contributed to the final themes.

Key Themes and Findings

Enhanced Comprehension and Engagement Through Bilingual Support

When used both Urdu and English in class, something stupendous happened - young individuals understood things much better. When teachers would translate or say things in Urdu, young individuals who needed more support understood the English stuff much more clearly. If there was a difficult English word, or if the teacher asked us to do a task in English, it was easier for the bilingual young individuals to grasp it when someone also said it in Urdu. I saw that those young individuals paid more attention and enjoyed doing class activities more when helped them with both languages. The important thing noticed was that when teachers used Urdu with English, young individuals learned better and truly knew what was happening. If young individuals had a hard time they did much better when they could hear things in Urdu, too. When teachers took

confusing English words, or very tough instructions, and made them clear in Urdu, the young individuals who knew both languages paid more attention and enjoyed school very much. Those young individuals participated more and did activities better when the teachers helped them in both English and Urdu.

One teacher mentioned: *“When I explain in Urdu first and then switch to English, students seem to grasp the idea better. They are less confused and more willing to try speaking in English.”*

This corroborated with student responses, where several students stated that they felt more confident when the content was explained in their native language before transitioning to English.

Increased Confidence and Reduced Anxiety

Another prominent theme was the positive impact of bilingual support on students' confidence and anxiety levels. Many special students reported feeling less anxious about participating in class when they knew that teachers would switch to Urdu or their regional language to ensure understanding. Teachers also observed that students were less afraid to attempt speaking English if they could first understand the concept in their mother tongue.

A student participant shared: *“When we start with Urdu, I understand what we are learning, and then I can try speaking in English. It feels less scary that way.”* This highlights that bilingual support contributed to creating a more inclusive, supportive, and confidence-building classroom environment.

Informal vs. Formal Implementation of Bilingual Strategies

A key finding was that bilingual strategies were often applied informally rather than systematically. Teachers tended to switch between Urdu, English, and sometimes regional languages spontaneously to support students, particularly those with learning disabilities. However, there was a lack of structured guidance or training in bilingual education, which limited the effectiveness of these strategies. Teachers were not formally trained in how to incorporate bilingualism into their lesson plans in a way that would maximize benefits for special students.

One teacher commented: *“I use Urdu when I see that the students are not understanding English, but I’m not sure if I am doing it correctly. There is no specific guideline for this.”* This indicates a gap in professional development and curriculum design that could be addressed to enhance bilingual instruction.

Teacher Challenges in Implementing Bilingual Support

Teachers expressed several challenges in implementing bilingual support. These included a lack of resources, insufficient professional development in bilingual education, and time constraints in covering the curriculum. Teachers often felt they were expected to teach in English, with little support for integrating other languages. Despite this, many teachers were committed to using bilingual strategies to help their special students, but they noted that without formal training or support, their efforts were often inconsistent.

A teacher remarked: *“I know bilingual teaching can help, but I don’t have the training, materials, or enough time to properly implement it for special students.”* This reflects a critical gap in both teacher education and the resources available to support bilingual instruction.

Conclusion

In the end, when young individuals in Pakistan, who are learning a large amount of languages, get support in their own language and also in English, it really helps them with learning English better. Individuals find it easier to grasp what English is about, they join in more in class, and they feel happier and closer to what they study in class.

There are still some tough parts, such as not having enough resources and needing better-trained teachers--but supporting bilingual education is certainly beneficial for vocabulary acquisition, in a way where everyone gets to be part of it.

Results and Discussion

Interpretation of findings

When teachers, in schools where young individuals speak a large amount of languages, do special things such as mixing up languages and switching between them, students understand better and join in more. This helps young individuals who need extra support with English do a lot better because it makes the difficult language elements easier, and everyone gets to take part. Some very smart people, named Vygotsky and Cummins, also think language is vitally key for learning and how learners get along with friends at school. But, even though this works, some schools, especially in South Punjab, don't have enough elements to help teachers do this right. It's really important for schools to ensure all young individuals feel included and to train teachers how to teach in classrooms with different languages.

Comparison with Existing Literature

The scientists looked at how unique young kids learn better when they can use two languages in school. They saw that when young individuals change languages and combine them, it's easier for them to understand things in class. This is just like what other smart people found out before. In Pakistan, where the study was done, it turns out that this is also really important, just like Rahman and Malik & Mirza said. They think teachers should learn how to teach in classrooms with a large amount of languages. But things in Pakistan aren't set up right for using two languages at school. They don't have what they need and it's different from some places in the world that are ready for it. That means it's vitally important for Pakistan to change how they do things in school to help all different kinds of young individuals learn. Even when things seem not good, it's good to keep working hard and doing well in school. The study people also believed that having two languages at school wasn't given enough attention, which they should have because it can really help.

Implications of results

Some young individuals who speak different languages do better in school when they find assistance in their own language and in English too. They understand more, participate more, and feel more confident about doing school work. Teachers say when they mix languages in class and change from one to the other, it helps the young individuals a lot, and they feel less afraid about speaking (García & Wei, 2014 Cummins, 2000). But, the study said that some teachers don't have the right training to do this, and they don't have the things they need to help the young individuals. This is a significant problem in places where there isn't a large quantity of money, such as in some schools in South Punjab (Malik & Mirza, 2020--Khan & Iqbal, 2018). The smart people who did the study said it's the same all over the world. They say teachers should speak in ways all young individuals understand and remember that how speaking really matters when figure out and know things (Vygotsky, 1978). Teachers need to construct new rules and teach teachers better ways to help very young people who speak different languages in Pakistan (Rahman, 2004--Florian & Spratt, 2013). As an analogy, it's like being rewarded by randomness when sometimes people receive assistance and sometimes they don't, just because of where they are or if they have money. And sometimes the individuals or people who try really hard don't get noticed - a helpful analogy is the following: like being invisible while lauded.

Recommendations

Summary of findings

When you're at school, everybody needs a fair chance to learn, no matter what language they speak. The significant homework people did tells the need for better classes where all young individuals can understand and help each other, mixing languages to make things simpler. For young individuals who have a tough time or maybe think a little differently, using two languages in class can make learning things less confusing and more fun. In Pakistan, where a major share of young individuals speak more than one language, they really must fix how teachers learn to teach. They need to know how to help everyone, and not only think about one language. The individuals or people in charge need to hurry up and ensure schools have what they need, such as books that include all the languages from places such as South Punjab. When teachers stand in front of the class, it's much better and is nice to know they can teach every young individual. No one should be sitting in class tired and staring blankly, missing what's going on. Things will only start changing when the significant rules that cover all schools catch up with how teachers really need to teachers in Pakistan (Rahman, 2004; Florian & Spratt, 2013).

Conclusions

When teachers help young individuals who speak two languages in class, it makes it easier for them to learn English. This is very important for young individuals who have trouble hearing or thinking. Vygotsky was a sharp individual who said that the use of language to help us learn, and ideas fit well with that--as an analogy, it's like having many different ways to teach so everyone can understand. But sometimes, teachers don't know the best way to do this or they don't have good lessons for everyone. Also, the rules at school in Pakistan, where South Punjab is, aren't always good enough to help people. This means to work harder to make it fair so all young individuals can learn--even if they speak in distinct ways or come from places that don't have a large quantity of things. And just like some things are both delicate and uncommon, to be careful not to hurt their chances to learn because not paying attention. It is, as an apt simile, similar to if I was talking to you many times and you didn't notice, not knowing you were being told off many times. To notice and help so all young individuals can learn and do well in school.

References

- Aftab, M. (2021). Analysis of the inclusiveness of the elementary teacher education curriculum implemented by the Higher Education Commission, Pakistan. *Pakistan Journal of Educational Research*, 4(4). Migration Letters
- Andrabi, T., Das, J., & Khwaja, A. I. (2008). A dime a day: The possibilities and limits of private schooling in Pakistan. *Comparative Education Review*, 52(3), 329–355.
- Cummins, J. (2000). Academic language learning, transformative pedagogy, and information technology: Towards a critical balance. *Tesol Quarterly*, 34(3), 537–548.
- Hameed, N., & Hameed, F. (2016). Effect of cultural factors on students of Pakistan. *arXiv preprint arXiv:1605.01580*.
- Mansoor, A. (2010). Teaching creative writing to university level second language learners in Pakistan. *New Writing*, 7(3), 201–218.
- Mirza, Q., Pathan, H., Khokhar, S., Raheem, M. A., & Mushtaq, M. F. (2021). English reading habits in online learning among tertiary learners in Pakistan: Evaluating the impact of COVID. *AEJ*, 28(1.1).
- Montoliu, L., Grønskov, K., Wei, A. H., Martínez-García, M., Fernández, A., Arveiler, B., & Li, W. (2014). Increasing the complexity: new genes and new types of albinism. *Pigment cell & melanoma research*, 27(1), 11–18.
- Rahman, T. (2020). Pakistani english. *The handbook of Asian Englishes*, 279–296.
- Sarwat, S., Panhwar, A. H., Shahzad, W., & Shahzad, S. K. (2024). Critical Discourse Analysis of the Speech of Recep Tayyip Erdogan at the United Nations General Assembly. *Qlantic Journal of Social Sciences and Humanities*, 5(1), 95–106.
- Sarwat, S., Iftikhar, I., Sahito, J. K. M., & Shahzad, W. (2024). Impact of student engagement in language support classes through cooperative learning: A study of Pakistani educational institutions. *Research Journal for Societal Issues*, 6(1), 199–210.
- Shahzad, W., Shahzad, K., Farooq, A., & Shah, L. (2020). An Introduction to the Language Policies (Lp) of Pakistan as a Multilingual Country: An analysis of the use of different ideologies in the LP from 1947-2009. *Hamdard Islamicus*, 43(1&2), 216–227.