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English Education And Social Development In Pakistan: Investigating Motivation, Challenges, And Future Prospects Among Students

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Abstract

This study investigates the role of English education in Pakistan, focusing on students' motivation, challenges, and future prospects in relation to social development. Using a quantitative descriptive survey approach, the research examines factors influencing students' motivation to learn English, the barriers they face, and potential strategies for improvement. The population of the study comprised secondary and higher secondary students across various regions of Pakistan. A stratified random sampling technique was employed to select a representative sample of 500 students. Data were collected through a structured questionnaire and analyzed using statistical techniques such as mean scores, standard deviation, t-tests, and ANOVA. Findings reveal that cultural exposure ($M=4.21$, $SD=0.75$), economic opportunities ($M=4.35$, $SD=0.68$), and educational aspirations ($M=4.12$, $SD=0.81$) significantly motivate students to learn English. However, students encounter challenges such as inadequate access to quality education ($M=3.89$, $SD=0.92$), socio-economic disparities ($M=4.05$, $SD=0.87$), and linguistic barriers ($M=3.76$, $SD=0.94$). A t-test analysis indicates a significant difference ($p<0.05$) in motivation levels between



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students from urban and rural areas, highlighting disparities in access and exposure. ANOVA results further confirm that socio-economic background significantly affects English learning motivation ($F=6.87$, $p<0.01$). The study underscores the need for comprehensive reforms in English education policies, emphasizing curriculum enhancements, teacher training programs, and equitable access to resources. The discussion highlights the implications of these findings for Pakistan's social development, emphasizing how improved English proficiency can enhance students' self-confidence, social engagement, and career prospects. The conclusion stresses that targeted interventions in English education can bridge social gaps and foster inclusive development.

Keywords	English education, social development, student motivation, challenges, Pakistan, future prospects
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INTRODUCTION

English education plays a pivotal role in the social and economic development of Pakistan. As a global lingua franca, English serves as a gateway to academic and professional opportunities, facilitating communication and collaboration in an increasingly interconnected world (Crystal, 2012). In Pakistan, English is not only a medium of instruction in elite educational institutions but also a prerequisite for higher education and employment in many sectors (Rahman, 2020). Despite its significance, the motivation to learn English, the challenges associated with its acquisition, and its long-term implications for social development remain complex and multifaceted issues.

This study investigates the motivational factors influencing Pakistani students' pursuit of English proficiency, the barriers they encounter, and the potential strategies for improving English education to enhance social development. Understanding these dynamics is crucial for policymakers, educators, and stakeholders seeking to bridge linguistic inequalities and promote inclusive educational opportunities. By examining the intersection of language learning and social integration, this research aims to provide insights into how English education can empower students to engage more effectively in their communities and the global landscape.

LITERATURE REVIEW

MOTIVATION FOR LEARNING ENGLISH IN PAKISTAN AND ITS IMPACT ON SOCIAL DEVELOPMENT

English is a widely spoken and influential language in Pakistan, playing a crucial role in academic, professional, and social domains. The motivation to learn English in Pakistan is shaped by various intrinsic and extrinsic factors, with significant implications for individual growth and societal development. This paper explores the motivational factors driving English language learning and examines its impact on social development in the Pakistani context.

**VOL-3, ISSUE-3, 2025****MOTIVATIONAL FACTORS FOR LEARNING ENGLISH IN PAKISTAN****INTRINSIC MOTIVATION**

Intrinsic motivation refers to the internal drive of learners to acquire English due to personal interest, enjoyment, or intellectual curiosity. Many Pakistani students view English as a means of self-improvement and cultural enrichment (Deci & Ryan, 1985). Learners who are intrinsically motivated often develop a deeper understanding and stronger communication skills due to their sustained engagement with the language.

EXTRINSIC MOTIVATION

Extrinsic motivation stems from external rewards and pressures, such as career advancement, academic success, and social prestige. According to Gardner's (1985) socio-educational model, language learning motivation is influenced by two orientations:

Integrative Motivation: This occurs when learners acquire English to integrate into English-speaking communities and participate in global interactions.

Instrumental Motivation: This involves learning English for pragmatic purposes, such as employment opportunities, academic achievements, and economic benefits (Dornyei, 2009).

In Pakistan, instrumental motivation is a dominant factor, as English proficiency is often linked to better job prospects, access to quality education, and higher social status (Shamim, 2017).

IMPACT OF ENGLISH LANGUAGE LEARNING ON SOCIAL DEVELOPMENT**SOCIAL MOBILITY AND ECONOMIC OPPORTUNITIES**

English proficiency enhances an individual's employability, leading to better job opportunities and upward social mobility. Research by Khan et al. (2021) indicates that Pakistani students with strong English communication skills experience broader career prospects and increased participation in professional environments. Many multinational companies and prestigious institutions prioritize candidates with English proficiency, reinforcing the language's role in socioeconomic progress.

ACADEMIC GROWTH AND INTERNATIONAL ACCESS

Proficiency in English allows students to access global knowledge resources, academic materials, and international scholarships. As most higher education programs in Pakistan are conducted in English, mastering the language is essential for academic success (Rahman, 2002). Moreover, Pakistani students who pursue higher education abroad benefit from international exposure and professional networking, further contributing to national development.

SELF-CONFIDENCE AND COMMUNICATION SKILLS

English fluency fosters self-confidence among learners, enabling them to express their ideas effectively in academic and professional settings. Studies suggest that students who are proficient in English actively engage in classroom discussions and extracurricular activities, leading to improved interpersonal skills and leadership abilities (Shamim, 2017).

SOCIAL INEQUALITY AND EDUCATIONAL DISPARITIES

Despite its benefits, English language learning in Pakistan is often associated with social inequality. Access to quality English education is limited to urban and elite private

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schools, creating a divide between privileged and underprivileged students (Rahman, 2019). Students from rural and low-income backgrounds face challenges in acquiring English proficiency due to inadequate teaching resources and lack of exposure to an English-speaking environment.

CONCLUSION

Motivation for learning English in Pakistan is driven by both intrinsic and extrinsic factors, with a significant impact on social development. While English proficiency facilitates academic success, career advancement, and self-confidence, disparities in access to quality education limit its potential benefits for all segments of society. Bridging this gap through inclusive language policies and improved English education frameworks can contribute to a more equitable and socially developed Pakistan.

CHALLENGES IN LEARNING ENGLISH AND THEIR IMPACT ON SOCIAL DEVELOPMENT**LIMITED ACCESS TO QUALITY ENGLISH INSTRUCTION**

One of the primary challenges in English language learning in Pakistan is the lack of access to high-quality instruction. Public schools, particularly in rural areas, often lack trained English teachers, well-developed curricula, and modern teaching resources (Rahman, 2011). This results in students developing weak language skills, limiting their ability to compete in academic and professional settings.

SOCIOECONOMIC DISPARITIES

English proficiency is often linked to socioeconomic status in Pakistan. Students from affluent backgrounds have access to private schools where English is the primary medium of instruction, while those from lower-income families rely on public schools where English teaching standards are often subpar (Shamim, 2017). This disparity creates a social divide, reinforcing inequalities in education and employment opportunities.

LINGUISTIC DIVERSITY AND MOTHER TONGUE INTERFERENCE

Pakistan is a multilingual country with several regional languages, including Urdu, Punjabi, Sindhi, and Pashto. Many students struggle with English due to interference from their native languages, making it difficult for them to grasp English grammar, pronunciation, and vocabulary (Rahman, 2011). The challenge of balancing multiple languages often results in ineffective English learning outcomes.

PSYCHOLOGICAL BARRIERS AND LACK OF CONFIDENCE

Many Pakistani students experience anxiety and a lack of confidence when communicating in English, particularly in formal or academic settings (Khan et al., 2021). Fear of making mistakes and societal pressure discourage learners from actively using the language, further impeding their progress.

IMPACT ON SOCIAL DEVELOPMENT

These challenges in learning English have far-reaching implications for social development. Limited English proficiency restricts students' access to higher education, global employment opportunities, and participation in international discourse (Dornyei, 2009). It also reinforces existing class divisions, as English fluency is often associated with elite social status in Pakistan (Shamim, 2017). Addressing these challenges through inclusive and equitable language education policies is essential for fostering social mobility and bridging socioeconomic gaps.

**VOL-3, ISSUE-3, 2025****DISPARITIES IN ENGLISH-MEDIUM AND URDU-MEDIUM SCHOOLS
UNEQUAL ACCESS TO EDUCATIONAL RESOURCES**

A significant barrier to English language learning in Pakistan is the disparity between English-medium and Urdu-medium (or regional language) schools. English-medium institutions, often catering to the elite, provide better educational resources, modern teaching methodologies, and exposure to global perspectives. In contrast, public schools, where instruction is primarily in Urdu or regional languages, struggle with outdated curricula, a lack of teaching aids, and limited access to digital learning tools (Manan et al., 2017).

TEACHER TRAINING AND PEDAGOGICAL DIFFERENCES

English-medium schools generally employ teachers who have better English proficiency and training in modern pedagogical approaches. In contrast, many Urdu-medium schools face challenges due to inadequately trained teachers who lack fluency in English, making it difficult for students to develop strong language skills (Shah, 2019). This difference affects students' ability to compete academically and professionally.

SOCIOECONOMIC DIVIDE AND CAREER OPPORTUNITIES

Students from affluent backgrounds who attend English-medium schools have better career prospects, as English proficiency is a key requirement for higher education and prestigious jobs. On the other hand, students from Urdu-medium schools often face challenges in accessing higher education institutions where English is the primary language of instruction, limiting their career advancement (Rahman, 2011). This widening gap reinforces existing social inequalities.

PSYCHOLOGICAL AND SOCIAL BARRIERS

The divide between English-medium and Urdu-medium schools also creates psychological and social barriers. English proficiency is often associated with higher social status, leading to a sense of inferiority among students from Urdu-medium backgrounds. This further affects their confidence and willingness to engage in academic or professional settings where English is dominant (Shamim, 2017).

IMPLICATIONS FOR SOCIAL DEVELOPMENT

The educational divide between English-medium and Urdu-medium schools hinders overall social development in Pakistan. The lack of equitable access to quality English education prevents many students from participating fully in the global economy and intellectual discourse. Addressing this issue requires comprehensive educational reforms, including improved teacher training, curriculum development, and policies that promote bilingual proficiency in both English and national languages (Manan et al., 2017).

LINGUISTIC DIVERSITY AND LEARNING DIFFICULTIES**MULTILINGUAL CONTEXT AND ITS IMPACT ON ENGLISH ACQUISITION**

Pakistan is a linguistically diverse country with multiple regional languages, including Urdu, Punjabi, Sindhi, Pashto, Balochi, and others. For many students, English is not their second but their third or even fourth language, making language acquisition a complex process (Shackle, 2003). The cognitive load of learning multiple languages simultaneously can slow down English proficiency, particularly for students from rural and underprivileged backgrounds.

**VOL-3, ISSUE-3, 2025****LIMITED EXPOSURE TO ENGLISH IN RURAL AREAS**

In many rural regions of Pakistan, students have minimal exposure to English outside the classroom. Unlike urban centers where English is often used in social and professional settings, rural students rely solely on formal education to develop their English skills (Rahman, 2020). This lack of immersion significantly affects their fluency, confidence, and ability to use English in practical contexts.

SOCIO-CULTURAL RESISTANCE TO ENGLISH

English is often perceived as a colonial legacy in Pakistan, leading to socio-cultural resistance in some communities. Many view English as a language of the elite, foreign influence, or even a threat to local and national identity (Rahman, 2020). Such attitudes can discourage students from fully engaging with the language, affecting their motivation and learning outcomes.

CODE-SWITCHING AND LANGUAGE INTERFERENCE

Due to the multilingual nature of Pakistani society, students frequently engage in code-switching—mixing English with their native languages. While code-switching can facilitate communication, it may also lead to difficulties in mastering English grammar, pronunciation, and vocabulary, making it harder to achieve academic and professional fluency (Shackle, 2003).

IMPLICATIONS FOR EDUCATIONAL AND SOCIAL DEVELOPMENT

The linguistic diversity and related learning challenges have direct implications for students' academic success and social mobility. Those who struggle with English often face barriers in higher education and job markets where English proficiency is a key requirement. To address these issues, there is a need for bilingual or multilingual teaching approaches that acknowledge students' linguistic backgrounds while promoting effective English learning strategies (Rahman, 2020).

FUTURE PROSPECTS OF ENGLISH EDUCATION IN PAKISTAN FOR SOCIAL DEVELOPMENT**CURRICULUM REFORMS AND MODERN TEACHING APPROACHES**

To improve English education in Pakistan, there is a need for comprehensive curriculum reforms. Traditional rote-based learning methods should be replaced with innovative pedagogical approaches such as Communicative Language Teaching (CLT), which emphasizes interaction and real-life communication skills (Bashiruddin & Qayyum, 2014). Integrating contextualized learning materials relevant to students' backgrounds can also make English education more effective and engaging.

TECHNOLOGY-ENHANCED LEARNING

The integration of technology in English education can play a transformative role in bridging learning gaps. Digital resources, online learning platforms, and language apps can provide students with greater exposure to English outside the classroom (Bashiruddin & Qayyum, 2014). Virtual classrooms, video-based instruction, and AI-powered language learning tools can particularly benefit students in rural areas with limited access to qualified English teachers.

TEACHER TRAINING AND PROFESSIONAL DEVELOPMENT

A major challenge in English education is the inconsistency in teacher training between private and public institutions. Investing in professional development programs for

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teachers can help standardize English instruction across different educational sectors (Shamim, 2017). Workshops, certification programs, and continuous training in modern language teaching methodologies can enhance teachers' ability to deliver effective English lessons.

EQUITABLE LANGUAGE POLICIES AND BILINGUAL EDUCATION

A balanced language policy that promotes bilingual education—where students develop proficiency in both English and their native language—can foster social inclusivity and prevent linguistic hierarchies (Rahman, 2020). Encouraging bilingualism can help bridge the divide between English-medium and Urdu-medium schools, ensuring that students from diverse backgrounds have equal access to higher education and job opportunities.

ROLE OF ENGLISH IN SOCIOECONOMIC DEVELOPMENT

English proficiency plays a crucial role in Pakistan's economic and social development by enhancing employment prospects, access to global knowledge, and participation in international discourse. By implementing effective reforms in English education, Pakistan can equip its youth with the language skills necessary for career advancement, entrepreneurship, and cross-cultural communication (Shamim, 2017).

POLICY INTERVENTIONS FOR EQUITABLE ENGLISH EDUCATION**EXPANDING ENGLISH LANGUAGE SUPPORT PROGRAMS IN GOVERNMENT SCHOOLS**

One of the most effective policy interventions to bridge the gap between private and public education is the implementation of English language support programs in government schools. Many public schools lack adequate English instruction, putting students at a disadvantage in higher education and the job market. Government initiatives should focus on:

- i. Establishing English language resource centers in public schools
- ii. Providing free or subsidized language learning materials and technology-assisted learning tools
- iii. Implementing remedial English programs for students struggling with language proficiency (Manan et al., 2017)

PROMOTING AFFORDABLE AND INCLUSIVE LANGUAGE LEARNING RESOURCES

Equitable English education requires access to affordable and high-quality learning materials. Many students, particularly in rural areas, lack access to textbooks, digital learning platforms, and well-trained teachers. Government and private sector collaboration can help:

- i. Develop open-access digital platforms for English learning
- ii. Provide free or subsidized English textbooks and audio-visual learning aids
- iii. Establish community-based English learning centers (Shah, 2019)

INTEGRATING BILINGUAL EDUCATION FOR EFFECTIVE LANGUAGE ACQUISITION

A bilingual education model, where students gradually transition from their native language to English, can facilitate better learning outcomes. Instead of enforcing English-only instruction, integrating local languages can help students grasp English concepts more effectively. Key strategies include:

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- i. Introducing bilingual textbooks with English alongside regional languages
- ii. Training teachers in bilingual education methodologies
- iii. Implementing a phased transition to English-medium instruction rather than abrupt shifts (Shah, 2019)

ENHANCING TEACHER TRAINING PROGRAMS

Teacher training plays a crucial role in ensuring equitable English education. Standardized teacher training programs focused on modern pedagogical approaches, such as Communicative Language Teaching (CLT), can improve English instruction quality. Policy measures should include:

- i. Nationwide professional development programs for English teachers
- ii. Certification programs to ensure minimum proficiency levels for English educators
- iii. Incentives for teachers to undergo continuous training and skill development (Manan et al., 2017)

ENSURING ENGLISH AS A TOOL FOR SOCIAL MOBILITY

Looking ahead, the role of English in Pakistan's social development will continue to evolve. If systemic challenges are adequately addressed, English education can serve as a powerful tool for:

- i. Enhancing employment opportunities in both local and international markets
- ii. Facilitating access to global knowledge, higher education, and research
- iii. Strengthening social cohesion by bridging linguistic and socioeconomic divides

By fostering an inclusive and equitable language learning environment, policymakers can ensure that English proficiency contributes meaningfully to students' academic and social advancement, ultimately driving national progress.

METHODOLOGY**SAMPLING TECHNIQUE AND SAMPLE SIZE**

A stratified random sampling technique was employed to ensure a representative selection of participants from diverse educational backgrounds. This method was chosen to account for variations in students' educational institutions, such as English-medium and Urdu-medium schools, as well as urban and rural settings. A total of 500 students were selected for the study, ensuring a balanced representation across different strata.

DATA COLLECTION METHOD

The primary data for this study were collected using a structured questionnaire, designed to assess students' motivation for learning English and its impact on their social development. The questionnaire included both closed-ended and Likert-scale questions to capture quantitative responses effectively.

DATA ANALYSIS TECHNIQUES

The collected data were analyzed using various statistical techniques to draw meaningful insights:

Mean Scores & Standard Deviation: Used to determine the central tendency and dispersion of students' responses.

t-tests: Conducted to compare the mean differences between two groups, such as students from different school types or socioeconomic backgrounds.



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ANOVA (Analysis of Variance): Applied to examine variations in responses across multiple groups, such as regional differences or different proficiency levels in English. These statistical methods ensured the validity and reliability of the findings, providing a comprehensive understanding of the relationship between English learning motivation and social development.

FINDINGS

This section presents the findings of the study, focusing on the key factors motivating students to learn English, the challenges they face, and the statistical analysis of variations across different demographic groups.

MOTIVATIONAL FACTORS FOR LEARNING ENGLISH

The study identifies three primary motivational factors influencing students' English learning: cultural exposure, economic opportunities, and educational aspirations. The descriptive statistics in Table 4.1 provide insights into the mean scores and standard deviations for these factors.

TABLE 4.1: DESCRIPTIVE STATISTICS OF MOTIVATIONAL FACTORS

Motivational Factor	Mean (M)	Standard Deviation (SD)
Cultural Exposure	4.21	0.75
Economic Opportunities	4.35	0.68
Educational Aspirations	4.12	0.81

As shown in Table 4.1, economic opportunities have the highest mean score ($M=4.35$, $SD=0.68$), suggesting that students view English proficiency as a crucial skill for securing better career prospects. Cultural exposure ($M=4.21$, $SD=0.75$) also plays a significant role, reflecting students' desire to engage with global cultures and media. Lastly, educational aspirations ($M=4.12$, $SD=0.81$) indicate that English proficiency is linked to higher education goals.

CHALLENGES IN LEARNING ENGLISH

Students also reported facing multiple challenges that hinder their English learning progress. The primary challenges include inadequate access to quality education, socio-economic disparities, and linguistic barriers.

Table 4.2 presents the descriptive statistics of these challenges.

TABLE 4.2: DESCRIPTIVE STATISTICS OF CHALLENGES IN LEARNING ENGLISH

Challenge	Mean (M)	Standard Deviation (SD)
Inadequate Access to Quality Education	3.89	0.92
Socio-Economic Disparities	4.05	0.87
Linguistic Barriers	3.76	0.94

As seen in Table 4.2, socio-economic disparities ($M=4.05$, $SD=0.87$) represent the most significant challenge, indicating that students from lower-income backgrounds struggle with English acquisition due to limited resources. Inadequate access to quality education ($M=3.89$, $SD=0.92$) further exacerbates learning difficulties, particularly in public



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schools and rural areas. Lastly, linguistic barriers ($M=3.76$, $SD=0.94$) highlight the difficulties students face in transitioning from their native languages to English.

DIFFERENCES IN MOTIVATION ACROSS DEMOGRAPHIC GROUPS

To examine disparities in English learning motivation, statistical analyses, including t-tests and ANOVA, were conducted.

URBAN VS. RURAL MOTIVATION DIFFERENCES (T-TEST ANALYSIS)

A t-test was performed to compare motivation levels between students from urban and rural areas. The results indicate a statistically significant difference ($p < 0.05$), suggesting that urban students have higher motivation levels due to better exposure, resources, and opportunities.

SOCIO-ECONOMIC BACKGROUND AND MOTIVATION (ANOVA ANALYSIS)

An ANOVA test was conducted to analyze variations in English learning motivation based on students' socio-economic status. The results indicate a significant effect ($F = 6.87$, $p < 0.01$), confirming that students from higher socio-economic backgrounds have greater motivation due to access to better schools, learning materials, and opportunities.

TABLE 4.3: SUMMARY OF STATISTICAL TEST RESULTS

Statistical Test	Variable Analyzed	Test Statistic	Significance Level (p)	Interpretation
t-test	Urban vs. Rural Motivation	Significant	$p < 0.05$	Urban students have higher motivation
ANOVA	Socio-Economic Background	$F = 6.87$	$p < 0.01$	Socio-economic background significantly affects motivation

INTERPRETATION OF FINDINGS

- Economic opportunities drive English learning motivation the most, indicating that students view English proficiency as a key to better job prospects.
- Socio-economic disparities are the biggest barrier, highlighting the need for policy interventions to improve access to quality English education for underprivileged students.
- Urban students have a higher motivation to learn English than rural students, primarily due to better access to quality education and exposure to the language.
- Socio-economic status significantly influences motivation, with students from privileged backgrounds showing greater enthusiasm for English learning due to better resources and institutional support.

DISCUSSION

The findings of this study highlight the critical role of motivation in learning English among Pakistani students and the socioeconomic challenges that hinder their language acquisition. The results indicate that economic opportunities ($M=4.35$, $SD=0.68$), cultural exposure ($M=4.21$, $SD=0.75$), and educational aspirations ($M=4.12$, $SD=0.81$) are the primary drivers of English learning motivation. However, barriers such as socioeconomic disparities ($M=4.05$, $SD=0.87$), inadequate access to quality education ($M=3.89$,

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SD=0.92), and linguistic barriers ($M=3.76$, $SD=0.94$) significantly impact students' ability to learn the language effectively.

IMPLICATIONS FOR ENGLISH EDUCATION POLICIES

The study underscores the urgent need for comprehensive policy reforms to ensure equitable access to English education. Policymakers should focus on:

- i. **Curriculum Enhancements:** Implementing contextualized, interactive, and communicative-based approaches rather than rote memorization.
- ii. **Teacher Training Programs:** Investing in continuous professional development for teachers to standardize instruction quality across public and private schools.
- iii. **Equitable Resource Allocation:** Addressing disparities between urban and rural schools by providing modern teaching aids, digital learning platforms, and supplementary learning materials.

ENGLISH PROFICIENCY AND SOCIAL DEVELOPMENT

The study provides strong evidence that English proficiency significantly contributes to students' social development in Pakistan. Improved English skills can:

Enhance Self-Confidence: Students who can communicate fluently in English are more likely to engage in academic discussions, participate in social interactions, and develop leadership skills.

Improve Social Engagement: English proficiency enables students to access diverse cultural and intellectual resources, broadening their worldviews and social networks.

Expand Career Prospects: Given Pakistan's globalizing economy, English remains a gateway to better job opportunities, international scholarships, and participation in the global workforce.

BRIDGING SOCIOECONOMIC GAPS THROUGH ENGLISH EDUCATION

The study's statistical analyses reveal that students from urban areas have significantly higher motivation to learn English than those from rural backgrounds ($p<0.05$). This disparity is primarily due to differences in exposure, institutional support, and educational quality. Similarly, ANOVA results ($F=6.87$, $p<0.01$) confirm that students from higher socioeconomic backgrounds have greater access to English education resources, leading to educational inequalities.

- To bridge this gap, targeted policy interventions are needed, such as:
 - i. Expanding English language support programs in rural schools.
 - ii. Providing scholarships and free learning resources to underprivileged students.
 - iii. Integrating bilingual education models to facilitate smoother transitions into English learning.

CONCLUSION

This study reinforces the idea that English education is a crucial factor in Pakistan's social development, but its benefits are not equally distributed across all segments of society. While students recognize the value of English for career advancement, cultural exposure, and academic success, many face barriers due to socioeconomic disparities, inadequate educational resources, and linguistic challenges.

To maximize the social benefits of English education, targeted interventions are necessary. Policymakers should prioritize curriculum reforms, teacher training programs, and equitable access to learning resources to ensure that students from diverse

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backgrounds have equal opportunities to acquire English proficiency. By addressing these challenges, English education can serve as a powerful tool for social mobility, empowerment, and national progress.

Ultimately, a holistic approach to English education—one that combines policy reforms, community engagement, and digital learning innovations—can help bridge social gaps and foster inclusive development in Pakistan.

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