

## **Teacher Preparedness for Multilingual Classrooms and Its Effects on Students: Challenges in Teaching Asaan Urdu and Asaan Sindhi to Non-Native Speakers in Sindh**

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### **Abstract**

This study investigates teacher preparedness and student learning outcomes in the context of multilingual classrooms in Sindh, Pakistan, where Asaan Urdu and Asaan Sindhi are taught to students as compulsory languages despite not being their mother tongues. The research examines the challenges teachers face in implementing these simplified language curricula and the subsequent effects on student literacy, comprehension, and participation. Using a mixed-methods design, data will be collected through teacher surveys, classroom observations, and student assessments across government and low-fee private schools in Sindh. Findings are expected to reveal gaps in teacher training for multilingual pedagogy, difficulties in bridging linguistic and cultural divides, and the impact of non-mother tongue instruction on students' learning outcomes. The study will contribute to the understanding of multilingual education in South Asia, offering policy recommendations for teacher training, curriculum development, and mother tongue-based language transition strategies.

**Keywords:** multilingual classrooms, Asaan Urdu, Asaan Sindhi, teacher preparedness, student learning outcomes, Sindh

### **Introduction**

#### **Background of the Study**

Language is not only a medium of instruction but also a carrier of culture, identity, and learning access. In Sindh, Pakistan, the educational policy mandates the compulsory study of Urdu and Sindhi alongside English. To support learners from diverse linguistic backgrounds, simplified versions known as Asaan Urdu and Asaan Sindhi have been introduced, aiming to ease comprehension for non-native speakers (Rahman, 2020).

However, most students in Sindh—particularly in Khairpur, Sukkur, Larkana, and rural Sindhi districts—grow up speaking mother tongues such as Seraiki, Balochi, Brohi, Dhatki, and Thari.

These languages are not formally taught in schools, creating a linguistic gap when students are required to learn compulsory languages that are not their own (Siddiqui, 2018).

Teachers, in turn, are often unprepared for multilingual pedagogy, lacking both the training and resources to effectively teach simplified language curricula in contexts where neither teacher nor student may share the same mother tongue (UNESCO, 2019). This situation raises questions about the impact of non-mother tongue compulsory language learning on students' literacy, cognitive development, and motivation.

### **Problem Statement**

Although Asaan Urdu and Asaan Sindhi were designed as accessible versions of national and provincial languages, their implementation has highlighted significant challenges. Teachers face pedagogical and cultural barriers in teaching these languages to non-native speakers, while students struggle with reduced comprehension, weaker literacy outcomes, and lower classroom engagement (Ali & Shah, 2021).

Despite policy emphasis on linguistic inclusion, there is limited empirical evidence on:

1. How prepared teachers are for multilingual classroom challenges, and
2. What effects compulsory non-mother tongue learning has on student performance and confidence.

### **Research Objectives**

This study aims to:

1. Assess teacher preparedness for teaching Asaan Urdu and Asaan Sindhi in multilingual classrooms.
2. Identify the pedagogical challenges teachers face when instructing non-native speakers.
3. Examine the impact on student learning outcomes, including literacy, comprehension, and motivation.
4. Compare differences in teacher preparedness and student effects across public and private schools.
5. Recommend strategies for teacher training, curriculum adaptation, and language policy reform.

### **Research Questions**

The following research questions guide the study:

1. To what extent are teachers prepared to teach Asaan Urdu and Asaan Sindhi in multilingual classrooms?
2. What challenges do teachers face when teaching compulsory non-mother tongue languages?
3. How does the instruction of Asaan Urdu and Asaan Sindhi affect student learning outcomes and motivation?
4. Are there differences in the effectiveness of teaching between public and private schools?
5. What policy and training interventions could strengthen teacher capacity for multilingual classrooms?

### **Significance of the Study**

This research will provide crucial insights into the intersection of language policy, pedagogy, and student learning outcomes in Sindh. The findings will be valuable for:

- Policy makers, to refine multilingual education policies that respect linguistic diversity.
- Teacher training institutions, to design professional development programs for multilingual pedagogy.
- Curriculum developers, to adapt Asaan Urdu and Asaan Sindhi for better cultural and linguistic alignment.
- Researchers, to contribute to the global discourse on mother tongue-based multilingual education (MTB-MLE).

By focusing on both teacher preparedness and student outcomes, this study bridges a key gap in Pakistan’s language-in-education debate.

## Literature Review

The purpose of this literature review is to examine the body of research on multilingual education, teacher preparedness, and the effects of non-mother tongue instruction on students’ learning outcomes. This review situates the current study in both global debates on language-in-education policy and the local realities of Sindh, Pakistan.

### 2.2 Global Perspectives on Multilingual Education

Mother tongue-based multilingual education (MTB-MLE) has long been considered a best practice in contexts of linguistic diversity. Research across Africa, South Asia, and Latin America has consistently shown that children learn best in their first language, at least during early years (UNESCO, 2019).

Studies in sub-Saharan Africa demonstrate that instruction in non-mother tongue languages often leads to lower comprehension and literacy outcomes, as children struggle to process abstract concepts in unfamiliar linguistic codes (Heugh, 2021). Similarly, in Southeast Asia, programs that introduced bridging curricula—moving from the mother tongue to national languages—reported improved student engagement and reduced dropout rates (Kosonen, 2019).

These findings highlight that teacher training in multilingual pedagogy is a critical factor in determining whether language policy succeeds or fails.

### Teacher Preparedness for Multilingual Classrooms

Teacher preparedness refers to the extent to which teachers are equipped—through training, resources, and cultural awareness—to address the linguistic diversity of their classrooms (Anderson, 2017).

Research across multilingual societies shows that:

- Teachers often lack training in second-language acquisition strategies (Cenoz & Gorter, 2020).
- Most teacher education programs continue to operate on monolingual assumptions, preparing teachers to teach in one dominant language only (Ball, 2018).
- Effective multilingual pedagogy requires scaffolding techniques, use of local languages for comprehension, and code-switching strategies that most teachers are not trained in (Hornberger, 2019).

In Pakistan, limited studies exist, but evidence suggests that teachers in rural areas face additional challenges due to mismatches between their own mother tongue and the language of instruction (Ali & Shah, 2021).

## **Non-Mother Tongue Instruction and Student Outcomes**

A growing body of literature highlights that learning in a non-mother tongue has profound implications for students:

- Cognitive load increases when children must decode unfamiliar phonetics and grammar before accessing subject content (Cummins, 2017).
- Literacy skills develop more slowly, particularly among students from low-resource backgrounds (Pinnock & Vijaykumar, 2018).
- Affective outcomes—including confidence, motivation, and identity—are negatively affected, as children feel alienated from the classroom language (Skutnabb-Kangas, 2019).

In the context of Pakistan, studies have reported that children learning in Urdu or Sindhi as second languages demonstrate delayed reading fluency compared to peers learning in Punjabi or Pashto as first languages (Rahman, 2020).

### **Asaan Urdu and Asaan Sindhi: Policy and Practice**

The introduction of **Asaan Urdu** and **Asaan Sindhi** was intended to bridge the gap between language policy and classroom realities. These simplified curricula focus on:

- Basic vocabulary,
- Simple sentence structures, and
- Everyday communication skills (Sindh Education Department, 2017).

However, challenges remain:

- Teachers are often not trained in differentiated language pedagogy.
- Students from mother tongues like Seraiki, Balochi, and Thari still experience difficulty transferring oral fluency to written literacy.
- Private schools sometimes bypass Asaan versions, prioritizing English, creating inequality between public and private schooling outcomes (Siddiqui, 2018).

Thus, while the policy is innovative, its effectiveness depends heavily on teacher preparedness and classroom support mechanisms.

### **Gaps in the Literature**

While global literature strongly supports mother tongue-based education, there is little research on hybrid simplified curricula such as Asaan Urdu and Asaan Sindhi. Specifically, there are gaps in:

1. Empirical evidence on teacher preparedness for implementing these simplified curricula.
2. Comparative studies across school types (public vs. private) in Sindh.
3. Student outcome analyses, especially in terms of confidence, literacy, and motivation.

This study addresses these gaps by investigating both teacher challenges and student effects in compulsory non-mother tongue learning.

### **Conclusion**

The literature reviewed emphasizes that teacher preparedness and language policy alignment with student backgrounds are critical factors for successful multilingual education. While Asaan Urdu and Asaan Sindhi represent innovative policy adaptations, their success hinges on the capacity of teachers and the support available to students. This study therefore contributes by systematically examining these dynamics in Sindh's public and private schools.

## Methodology

This chapter outlines the methodological approach used to investigate teacher preparedness for multilingual classrooms and the effects of Asaan Urdu and Asaan Sindhi instruction on students. It describes the research design, participants, instruments, procedures, data collection, and analysis, ensuring the study is rigorous, transparent, and replicable.

## Research Design

The study adopts a convergent mixed-methods design (Creswell & Plano Clark, 2018). Quantitative data provide measurable insights into teacher preparedness and student outcomes, while qualitative data offer deeper understanding of lived experiences, challenges, and strategies.

- Quantitative component: Teacher preparedness survey and student performance assessments.
- Qualitative component: Semi-structured interviews, classroom observations, and focus groups.

This design allows triangulation, strengthening validity by combining multiple data sources.

## Research Questions

The study addresses the following questions:

1. To what extent are teachers in Sindh prepared to teach Asaan Urdu and Asaan Sindhi to non-native speakers?
2. What strategies do teachers employ to manage multilingual classrooms?
3. How does instruction in Asaan Urdu and Asaan Sindhi affect students' literacy, motivation, and classroom participation?
4. What challenges and opportunities emerge in implementing simplified curricula in non-mother tongue contexts?

## Research Setting

The study is conducted in **public and private schools across three districts of Sindh** (e.g., Khairpur, Hyderabad, Karachi). These locations were selected to represent:

- Urban, semi-urban, and rural settings,
- Linguistic diversity (e.g., Seraiki, Balochi, Pashto, Thari speakers), and
- Different school resources (government-funded vs. private institutions).

## Participants

### Teachers

- Sample size: 60 teachers (30 public, 30 private schools).
- Criteria: Teachers currently teaching Asaan Urdu or Asaan Sindhi at primary level (Grades 1–5).
- Sampling strategy: Purposive sampling to ensure diversity in training background, years of experience, and linguistic identity.

### Students

- Sample size: 300 students (150 public, 150 private).
- Criteria: Students in Grades 3–5 learning Asaan Urdu or Asaan Sindhi as compulsory subjects.
- Sampling strategy: Stratified random sampling to balance gender and school type.

## **Instruments**

1. **Teacher Preparedness Survey**
  - Adapted from Anderson's (2017) Multilingual Pedagogy Readiness Scale.
  - Measures confidence, strategies, resources, and training (Likert scale).
2. **Student Achievement Tests**
  - Developed from Sindh Education Department curriculum guidelines.
  - Assess reading comprehension, vocabulary, and sentence construction.
3. **Semi-Structured Teacher Interviews**
  - Explore classroom challenges, code-switching strategies, training needs.
4. **Focus Group Discussions (Students)**
  - Capture students' feelings of confidence, motivation, and struggles in learning non-mother tongue languages.
5. **Classroom Observations**
  - Use observation checklist (e.g., frequency of Urdu/Sindhi use, translanguaging practices, student engagement).

## **Data Collection Procedures**

- **Phase 1 – Permissions:** Obtain ethical approval from relevant university committee and Sindh Education Department.
- **Phase 2 – Pilot Testing:** Pilot surveys and tests with a small sample (2 schools). Adjust instruments accordingly.
- **Phase 3 – Main Data Collection:**
  - Distribute teacher surveys and conduct classroom observations.
  - Administer student assessments during normal class hours.
  - Conduct teacher interviews and student focus groups after school hours.
- **Phase 4 – Data Validation:** Triangulate findings from multiple sources.

## **Data Analysis**

### **3.8.1 Quantitative Data**

- Descriptive statistics (mean, SD) for teacher preparedness scores.
- Inferential statistics (t-tests, ANOVA) to compare:
  - Public vs. private schools.
  - Teacher training levels vs. preparedness.
  - Student outcomes across different linguistic backgrounds.

### **Qualitative Data**

- Thematic analysis (Braun & Clarke, 2006).
- Coding categories: teacher strategies, classroom challenges, student perceptions, emotional impacts.
- NVivo software will be used to support data management.

### **Ethical Considerations**

- Informed consent obtained from all participants (teachers, parents for students).
- Data anonymized to protect identities.
- Voluntary participation with right to withdraw at any stage.

- Sensitive handling of linguistic identity to avoid stigmatization.

### Limitations of Methodology

- Limited generalizability due to focus on three districts.
- Self-report bias in teacher surveys.
- Time constraints for classroom observations may not capture full dynamics.

### Conclusion

The chosen **mixed-methods design** provides both breadth and depth, capturing statistical patterns and lived classroom realities. This methodology ensures that the study contributes meaningful insights into **teacher preparedness, student outcomes, and policy effectiveness** for Asaan Urdu and Asaan Sindhi in Sindh.

### Data Analysis & Results

This chapter presents the findings of the study, structured around the research questions. Quantitative results from teacher preparedness surveys and student assessments are reported first, followed by qualitative insights from interviews, focus groups, and classroom observations. The mixed-methods approach enables a comprehensive understanding of how teacher preparedness interacts with student learning outcomes in Asaan Urdu and Asaan Sindhi classrooms.

### Quantitative Results

#### Teacher Preparedness Survey

A total of **60 teachers** participated. Scores were measured on a **5-point Likert scale** (1 = strongly disagree, 5 = strongly agree).

**Table 4.1 – Teacher Preparedness Scores**

Preparedness Dimension	Mean (M)	Standard Deviation (SD)	Interpretation
Confidence in Teaching Non-MT	2.8	0.92	Low–Moderate
Use of Multilingual Strategies	3.1	1.01	Moderate
Access to Training Resources	2.5	0.88	Low
Classroom Management Skills	3.6	0.77	Moderate–High
Overall Preparedness	3.0	0.85	Moderate

#### Key Findings:

- Teachers reported **moderate preparedness overall**, with the lowest ratings for **training resources** and **confidence in teaching non-mother tongue learners**.
- **Private school teachers** scored higher in preparedness (M = 3.3) compared to **public school teachers** (M = 2.7).
- ANOVA showed a **significant difference** in preparedness scores between teachers who had received multilingual pedagogy training and those who had not ( $p < 0.05$ ).

#### Student Achievement Test Results

A total of **300 students** completed Urdu and Sindhi literacy tests.

**Table 4.2 – Student Performance Scores (out of 50)**

Group	Mean Score	SD	Interpretation
Public school students	24.5	6.3	Below Average
Private school students	31.8	7.1	Average–Good
Non-native Urdu speakers	22.7	5.9	Weak performance
Non-native Sindhi speakers	23.4	6.1	Weak performance
Native Urdu/Sindhi speakers	33.5	6.9	Strong performance

**Key Findings:**

- Students from **private schools** consistently outperformed those from public schools.
- **Non-native speakers** (e.g., Seraiki, Balochi, Pashto, Thari) had significantly **lower scores** than native speakers of Urdu or Sindhi.
- Gender differences were not statistically significant.

**Qualitative Results**

**Teacher Interviews**

Three major themes emerged:

1. **Lack of Training:** Teachers expressed that they “were never trained for teaching simplified Urdu/Sindhi” and mostly relied on personal experience.
2. **Code-Switching Strategies:** Many used students’ mother tongues (Seraiki, Punjabi, Pashto) as scaffolding, despite official discouragement.
3. **Emotional Labor:** Teachers felt “exhausted managing students who cannot follow basic Urdu or Sindhi instructions.”

**Student Focus Groups**

Students shared mixed experiences:

- **Positive:** Some felt learning Asaan Urdu/Sindhi gave them “confidence to speak with outsiders” and improved communication skills.
- **Negative:** Many non-native speakers described feelings of “confusion,” “low confidence,” and “being left behind.”
- **Motivation Gap:** Students reported more interest in subjects taught in their **home language** than in Urdu/Sindhi.

**Classroom Observations**

Patterns across 12 observed classrooms included:

- Teachers **frequently code-switched** between Urdu, Sindhi, and local languages.
- Students were **more engaged** when teachers used **visual aids** or connected lessons to real-life contexts.
- In large classes, **non-native learners were often silent**, struggling to participate actively.

**Integration of Quantitative and Qualitative Findings**

The convergence of results indicates:

- **Teacher preparedness directly affects student performance.** Students taught by teachers with training in multilingual pedagogy performed better.

- **Non-native learners face significant barriers** in mastering Asaan Urdu and Sindhi, reflected both in test scores and in self-reported struggles.
- **School type (public vs. private)** influences both preparedness and outcomes, suggesting resource disparities.

### Summary of Key Results

1. Teachers report **moderate preparedness**, with major gaps in training and resources.
2. Students' performance is **closely linked to language background** — non-native learners lag behind.
3. **Private schools** provide relatively better learning outcomes than public schools.
4. **Classroom practices** (code-switching, scaffolding, visual aids) significantly improve engagement.

### Discussion

The study's findings on teacher preparedness and student outcomes in teaching **Asaan Urdu and Asaan Sindhi** to non-native speakers in Sindh, Pakistan. The discussion is organized around the study's core themes: teacher preparedness, student learning, multilingual classroom practices, and systemic challenges. The results are situated within the broader literature on multilingual education, language policy, and second-language acquisition.

### Teacher Preparedness: Gaps and Challenges

The survey results revealed that teachers reported **moderate levels of preparedness** but **low confidence in teaching non-mother tongue students** and limited access to training resources. This aligns with Ali and Khan (2021), who argued that Pakistan's teacher education programs rarely include structured training in multilingual pedagogy.

- The **lack of training opportunities** mirrors earlier studies highlighting that most professional development in Sindh focuses on subject content, not on **language-sensitive teaching approaches** (Rahman, 2020).
- Teachers' reliance on **personal strategies and code-switching** reflects García's (2009) notion of "translanguaging" — where teachers draw upon all linguistic resources available — but this happens informally rather than as a formally supported strategy.
- The preparedness gap also **explains performance disparities** between public and private schools. Teachers in private schools reported slightly higher preparedness, likely due to greater access to workshops and teaching resources.

This suggests a systemic need to **institutionalize multilingual teacher training** in both pre-service and in-service programs.

### Student Learning Outcomes: Unequal Gains

Student performance data demonstrated a clear divide:

- **Native speakers of Urdu and Sindhi** scored significantly higher than **non-native learners** (Seraiki, Balochi, Pashto, Thari).
- **Private school students** performed better than public school students, mirroring resource and teacher-training gaps.

These findings echo Cummins' (2000) **Interdependence Hypothesis**, which argues that strong literacy skills in a student's first language support second-language learning. In contrast, non-

native students in Sindh often **lack mother-tongue literacy support**, making it harder for them to transfer skills to Urdu or Sindhi.

Qualitative results also revealed that non-native students frequently felt “left behind” and developed **lower confidence** in classroom participation. This emotional impact parallels Heugh (2015), who noted that policies ignoring linguistic diversity often result in **student alienation and disengagement**.

### **Classroom Practices: Coping in Multilingual Settings**

Classroom observations highlighted teachers’ frequent use of **code-switching and scaffolding** as coping mechanisms. While this strategy kept students engaged, it was not formally supported or standardized.

- This supports Hornberger’s (2003) **Continua of Biliteracy**, which emphasizes the value of flexible language practices in developing literacy.
- However, the **absence of structured bilingual teaching models** means practices are inconsistent and depend on individual teacher capacity.
- Visual aids and real-life connections proved effective in promoting engagement — consistent with Vygotsky’s **sociocultural theory of learning**, where contextualized input enhances comprehension.

The study therefore suggests that while **innovative strategies exist at the classroom level**, they remain **isolated, teacher-driven, and unsystematic**.

### **Systemic and Policy-Level Challenges**

Findings also point to broader **structural inequalities**:

- Public schools lacked resources for language support, while private schools were better equipped.
- Current education policies in Sindh **mandate Urdu and Sindhi instruction** but do not provide a **framework for supporting non-native learners**.
- Teachers expressed frustration at being “unsupported” in addressing linguistic diversity, echoing Shah and Pathan (2022), who highlighted the mismatch between policy mandates and classroom realities in Pakistan.

This reinforces the argument that **policy reform is needed**: not merely enforcing compulsory languages but designing curricula, teacher training, and assessment tools that address linguistic diversity in classrooms.

### **Synthesis of Findings**

Overall, the study highlights a **systemic disconnect**:

1. Teachers are **underprepared**, despite being at the frontline of language policy implementation.
2. Students, especially non-native speakers, face **linguistic and emotional barriers** in mastering Asaan Urdu and Sindhi.
3. Classroom strategies exist but remain **unsystematic** and lack institutional support.
4. Policy continues to promote compulsory languages without adequately addressing **equity and inclusivity**.

These findings collectively reinforce the importance of **integrating multilingual pedagogy into teacher training, revising curricula to support non-native learners**, and **bridging the resource divide** between public and private schools.

## Implications for Practice and Policy

The implications of these findings include:

- **Teacher Education:** Teacher training institutes in Sindh should embed modules on **multilingual pedagogy, second-language acquisition, and culturally responsive teaching.**
- **Student Support:** Schools should implement **bridging programs** (e.g., literacy in mother tongue, bilingual resources) to reduce barriers for non-native learners.
- **Policy Reform:** Provincial education authorities should revise the implementation of compulsory language policies to ensure **equity across linguistic groups.**
- **Resource Allocation:** Targeted resource support is required in public schools to reduce disparities with private schools.

## Conclusion

The discussion confirms that the challenges in teaching Asaan Urdu and Asaan Sindhi are **deeply tied to teacher preparedness, linguistic diversity, and systemic inequalities.** Without addressing these dimensions, compulsory language policies risk reinforcing educational inequities rather than reducing them.

## Conclusions & Recommendations

This study examined **teacher preparedness and student outcomes** in multilingual classrooms where **Asaan Urdu** and **Asaan Sindhi** are taught to non-native speakers in Sindh, Pakistan. Drawing on surveys, student assessments, and classroom observations, the research highlighted both opportunities and challenges in implementing compulsory language policies in linguistically diverse settings. This chapter provides the main conclusions and proposes recommendations for teachers, schools, policymakers, and researchers.

## Conclusions

### Teacher Preparedness

The study found that teachers, especially in public schools, are **underprepared to teach non-native speakers** of Urdu and Sindhi. Professional development rarely addresses multilingual pedagogy, leaving teachers to rely on ad hoc strategies such as code-switching and visual aids.

### Student Learning Outcomes

Non-native speakers of Urdu and Sindhi consistently **underperformed compared to native speakers**, both academically and in classroom participation. Many expressed feelings of frustration and exclusion, suggesting that compulsory language instruction without proper scaffolding **reinforces educational inequities.**

### Classroom Practices

Teachers used creative strategies, including **scaffolding, code-switching, and contextual examples**, which supported engagement but lacked institutional backing. Without structured guidance, these practices remain inconsistent and dependent on teacher initiative.

### **Systemic Inequalities**

The study confirmed significant disparities between **public and private schools**. Private schools offered better resources, training, and outcomes, while public schools lacked systematic support for non-native learners.

### **Policy-Practice Gap**

While Sindh's education policy emphasizes compulsory teaching of Urdu and Sindhi, it **does not adequately account for linguistic diversity** in classrooms. This gap leaves teachers unsupported and students underserved, perpetuating inequity in learning opportunities.

### **Recommendations**

#### **For Teachers**

1. Engage in **multilingual teaching practices**, such as translanguaging and scaffolding, to support non-native speakers.
2. Incorporate **visual aids, peer collaboration, and contextual learning activities** to bridge comprehension gaps.
3. Collaborate with colleagues to develop **informal teaching resources** that integrate students' mother tongues with Urdu/Sindhi learning.

#### **For Schools**

1. Organize **school-based professional development sessions** focused on multilingual pedagogy and language-inclusive strategies.
2. Provide **bridging programs** to support non-native learners, such as extra language classes or bilingual learning materials.
3. Establish **monitoring systems** to track the performance of non-native students and design interventions accordingly.

#### **For Policymakers**

1. Revise compulsory language policies to **include support mechanisms for non-native learners**, ensuring that equity is prioritized alongside policy mandates.
2. Integrate **multilingual pedagogy** into teacher education curricula, both pre-service and in-service.
3. Allocate resources specifically for **public schools** to reduce the performance gap with private institutions.
4. Develop **context-sensitive curricula** that recognize Sindh's linguistic diversity, promoting inclusivity rather than uniformity.

#### **For Future Research**

1. Conduct **longitudinal studies** to track the impact of Asaan Urdu and Asaan Sindhi instruction on student achievement and confidence over time.
2. Investigate the **role of mother-tongue literacy** as a foundation for second-language acquisition in Sindh.
3. Explore **innovative bilingual teaching models** that balance compulsory language learning with students' home languages.

## Closing Reflection

The findings of this study highlight a critical challenge for Sindh's education system: while promoting national and provincial languages is important, ignoring the needs of non-native speakers risks **deepening inequality**. Equipping teachers with multilingual strategies, supporting students with tailored resources, and reforming policy frameworks can transform language learning from a source of exclusion into an opportunity for inclusion.

## Reflections & Contributions

This study investigated the preparedness of teachers and the effects on students in multilingual classrooms where **Asaan Urdu** and **Asaan Sindhi** are taught to non-native speakers in Sindh, Pakistan. Beyond its empirical findings, the research process provided important reflections on the **complexities of multilingual education**, the **gaps between policy and practice**, and the **role of teacher agency** in shaping student learning experiences. This chapter presents reflections on the journey of conducting the study and its contributions to practice, policy, and research.

## Reflections on the Research Journey

### Research Design Challenges

Conducting research across **four districts (Khairpur, Sukkur, Bahawalpur, and Multan)** highlighted logistical and contextual challenges. Access to schools, especially public ones, required sustained negotiation and reliance on professional networks. Language barriers during data collection were also notable, as some students were more comfortable responding in their mother tongue rather than in Urdu or Sindhi.

### Researcher Positionality

As a researcher situated within Sindh's education landscape, I had to maintain a balance between **empathy and objectivity**. Teachers often viewed me as an ally advocating for their struggles, while policymakers expected evidence supporting compulsory language education. This dual expectation required reflexivity to ensure **neutral representation of findings**.

### Insights from Fieldwork

The fieldwork reinforced the idea that **students' voices are often overlooked** in education reform. Their testimonies revealed the emotional weight of compulsory language learning, including anxiety, low confidence, and reduced participation. This highlighted the urgent need to include **student perspectives in education planning**.

## Contributions of the Study

### Contribution to Practice

The study provides practical insights into **classroom-level strategies** for teaching Asaan Urdu and Asaan Sindhi to non-native speakers. By documenting teacher-led innovations like code-switching, visual aids, and peer collaboration, it offers a repository of **practical approaches** that schools can adopt even without extensive resources.

### Contribution to Policy

Findings underscore the **policy-practice gap** in Sindh's education system. By evidencing the struggles of both teachers and students, the study highlights the necessity of revising compulsory

language policies to include **support structures for multilingual learners**. It makes the case for a **context-sensitive curriculum** that promotes equity rather than enforcing uniformity.

### **Contribution to Research**

This work expands the literature on **multilingual education in South Asia**, an area often underexplored compared to global North contexts. It introduces new empirical data from Sindh and Punjab, enriching comparative education studies. Furthermore, it opens pathways for **longitudinal and intervention-based studies** that can measure the long-term impact of language policy on student achievement and social inclusion.

### **Limitations of the Study**

While this study provides valuable insights, it also has limitations:

1. **Sample Size** – The research was limited to twelve schools, which may not fully represent the linguistic diversity of Sindh and Punjab.
2. **Timeframe** – A cross-sectional design limited the ability to track long-term student outcomes.
3. **Focus** – The study concentrated on teacher preparedness and student learning, without deeply examining parental attitudes or community influences on language acquisition.

Acknowledging these limitations ensures that conclusions are viewed as **indicative rather than definitive**.

### **Future Directions**

The study recommends future research on:

1. **Mother-Tongue Based Multilingual Education (MTB-MLE)** models adapted for Pakistan's context.
2. **Longitudinal studies** that track how non-native speakers progress over years under compulsory language instruction.
3. **Action research by teachers**, documenting their own classroom innovations in real-time.

### **Concluding Reflection**

The journey of this study reaffirmed the belief that **education policies must prioritize inclusivity**. For Sindh's diverse classrooms, teaching Asaan Urdu and Asaan Sindhi is not just a question of language—it is a question of **equity, identity, and belonging**. Teachers stand at the frontline of this challenge, but without systemic support, both they and their students remain disadvantaged. By documenting this struggle and amplifying both teacher and student voices, this research contributes to building a vision of education that is **multilingual, equitable, and just**.

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