

ROLE OF URDU COMPETENCY ON ENGLISH PROFICIENCY OF ENGLISH LEARNERS AT THE HIGHER SECONDARY SCHOOL LEVEL

*Dr Azmat Ullah¹, Dr Sobia Kaleem²

¹ Institute of Education & Research (IER), Gomal University, DIKhan, KPK, Pakistan.

² Institute of Education & Research (IER), Gomal University, DIKhan, KPK, Pakistan.



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ARTICLE INFO

Article History:

Received: June 01, 2026

Revised: June 19, 2026

Accepted: June 24, 2026

Available Online: June 30, 2026

Keywords:

Urdu & English Competency

Higher Secondary School

L2 Acquisition & Translanguaging

Bilingual Education

Language Competence

Funding:

This research journal (PIIJSS) doesn't receive any specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

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ABSTRACT

The present study aims to explore the contribution of Urdu to English among higher secondary school students. The main aim of this study was to explore the correlation between Urdu language competence and English language competence and to test the extent to which Urdu competence predicts English performance in relation to other factors. In this respect, a quantitative correlational research design was followed, and students of higher secondary schools were selected for collecting the data, using standardized test of Urdu competency and English proficiency. Data collected were analyzed descriptively, by simple correlation (Pearson correlation) and linear regression and analyzes employing the SPSS software. The results indicated that students' Urdu competency scores were relatively high as compared to English proficiency scores. A significant and positive correlation was found between Urdu competency and English system and regression analysis results showed that Urdu competency accounts for a significant portion of variability in learners' English proficiency levels. The findings confirm the Linguistic Interdependence Hypothesis, in which the positive role of L1 competence in L2 learning has been claimed. Based on the above findings, it is concluded that Urdu competency is important to enhance English language learning among the higher secondary school students and for this, teachers are recommended to use a bilingual teaching approach that involves the use of students' Urdu competency to achieve English.

*Corresponding Author's Email: hafizazmatullah611@gmail.com

INTRODUCTION

Language is a fundamental part of communication, learning and cognition of human beings. The first language proficiency in multilingual societies can affect the learning process of L2. Urdu is the national language of Pakistan and English is an official language, and the medium of instruction in higher education and professions in the country has a special language ecology where Urdu is used with both meaning and emotion as the national language while English is used as the rule of law and as the medium of instruction in higher education and many professions. This has led to English proficiency being a key indicator of students' outcomes and their future employment. Although the second language problem is highly relevant, many students at the secondary level do not acquire the English language well, and this has raised queries about the conditions for successful second language acquisition.

The role of L1 competence in L2 competence, the topic of this paper, has been added to this list, and it can be said that this theme has been a focal point of research in the field of language acquisition for a long time. There have been theoretical perspectives on bilingualism that suggest that abilities acquired via the first language can support language learning in the second language. The concept of L2 Proficiency gained from L1 proficiency has been put forward by Cummins (1979), who stated that knowledge in one language helps to acquire another language. This theory is that learners who have high competencies in reading and writing

their native language have a higher chance of developing higher proficiency in their foreign language due to the possibility of carrying proficiency as well as linguistic strategies and cognitive skills from their native language to their foreign language.

Urdu is a major language of literacy and communication for a significant number of students in Pakistan. In Urdu, students develop key language competencies including comprehension, word knowledge, grammar, writing and critical thinking skills. These skills can help students master English because they can enhance their understanding of abstract text, organize ideas properly and build up metalinguistic awareness. Previous research on bilingual education has found that the ability to read and write in the L1 facilitates L2 achievement and academic success (Cummins, 2000; García & Wei, 2014).

The studies concerning multilingual education in recent years stress the importance of valuing and using the learners' own language in the learning process. Translanguaging emphasizes how students utilize the knowledge of one language to draw on in learning another language. There has been a considerable amount of research suggesting that the home language can facilitate the development of the second language (L2) in areas such as comprehending L2 text, learning new vocabulary, and producing target language in L2 (Cenoz & Gorter, 2022). In the Pakistani context, Urdu can be a significant linguistic tool to facilitate the process of English language development at the higher secondary level.

But the correlation between Urdu competency and English skills is not always straightforward. Although well-developed Urdu skills may facilitate positive language transfer, there may be structural differences between Urdu and English which also may generate language interference. Problems in facilitating the transfer from Urdu to English in terms of grammar, word usage, pronunciation and sentence structure arise in learners. Expressions of these difficulties can be found in their speech, writing, reading and listening abilities. Hence, both the supporting and hindering role of Urdu competency in the learning of English should be looked into.

This is especially so for the higher secondary level of schooling because instruction at this level is crucial to both higher education and career placement, in which the mastery of English is now a critical prerequisite. Students' ability in English is often a crucial element in passing a board exam, getting into

a university, and succeeding in applying to competitive exams. It is therefore important to understand what factors affect the achievement of English language proficiency, as this will help to enhance educational outcomes. Knowledge of the role of Urdu competency will be helpful for designing effective instructional approaches and strategies that will leverage learners' language strengths and then work on their weaknesses.

In view of the importance of the Urdu language both as a mother tongue and as a second language, the objective of this study is to explore how good Urdu language competency affects English language competence of learners at higher secondary school level in Pakistan. The purpose of the study is to investigate the link between students' Urdu competence and their performance in English, which can contribute to the body of research on bilingualism, second-language acquisition and language education. The results can offer valuable insights to teachers, curriculum planners, policy makers, and researchers for enhancing the teaching and learning of the English language in Pakistan's schools.

RESEARCH OBJECTIVES

1. To study the Urdu level of Higher Secondary Students.
2. To evaluate the English Skill level of Higher Secondary students.
3. To investigate the correlation between Urdu and English proficiency levels of higher secondary school students.
4. To determine the relationship between having Urdu competency and English proficiency in higher secondary school students.
5. To determine the effect of Urdu language skills (reading, writing, vocabulary and grammar) on students' English language proficiency.

RESEARCH HYPOTHESES

Null Hypothesis (H_0)

H₀1: There is no statistically significant relationship between Urdu competency and English competency of the higher secondary division students.

H₀2: No significant difference will be found between Urdu competency and English proficiency of the Higher secondary school learners.

H₀3: Students with high proficiency in Urdu have no significant difference in English proficiency.

Alternative Hypothesis (H₁)

H₁1: There is a moderate-level positive correlation between Urdu competency and English among the higher secondary school learners at a significant level.

H₁2: There is a significant positive relationship between Urdu competency and English among higher secondary school learners.

H₁3: With respect to English proficiency, students with high Urdu proficiency show a much higher level of proficiency as compared to students with low Urdu proficiency.

SIGNIFICANCE OF THE STUDY

The importance of this study is that it explores Urdu competency's ability to aid the higher secondary school students of Pakistan in their proficiency in English. English is a key part of the national educational framework and is a key link between further education, wider opportunity and success in the classroom. Urdu also serves as a national language as a means by which students develop the skills of literacy, communication, and cognition. The study aims to find out the extent of Urdu competency in Urdu grammar and spelling that relates to English competency in Urdu acquisition so as to give empirical evidence related to the contributions of Urdu skills in the acquisition of the Urdu language. The results will help provide insight into the process of language learning in multilingual situations, and will support the emerging literature on bilingualism, language transfer, and second language acquisition. This study will hopefully affect students, teachers, curriculum developers, education policymakers and researchers. The results could also contribute to teachers' understanding of the potential areas in which teachers could use Urdu language skills in English and apply them for better English learning. Results can be incorporated into curriculum development and policy-making for more effective bilingual educational methods that honour the significance of maintaining and leveraging students' home language abilities for the improvement and growth of English language acquisition. Moreover, the study will provide implications for higher education language instruction methods at the higher secondary school level in order to foster ways to enhance students' existing verbal skills in language instruction. Urdu competency has been a recent topic of research, yet the connection between Urdu/English proficiency of higher secondary school students in Pakistan has been examined in very few studies, so

this study will serve as a useful reference for future studies in language education, bilingualism and academic achievement.

LITERATURE REVIEW**Concept of Language Competency and Second Language Acquisition**

Theory of 2nd language acquisition and concept of language competence. Language competency which involves the effective use of language skills in various language communication situations – listening, speaking, reading and writing. The role of the L1 in the acquisition of L2 (second language acquisition) has been a topic of concern among SLA scholars for a long time. The connection between first-language (L1) proficiency and second-language (L2) achievement has been well studied and investigated from cognitive, linguistic, and sociocultural points of view. Cummins (1979) theorized that the "Linguistic Interdependence Hypothesis" states that the acquisition of an L2 skill builds on an L1 skill. Second language acquisition theory proposes that what learners learn in one language can be transferred to another language, through which the learner learns and improves acquisition in that second language.

Previous research also stated that literacy-related skills like reading comprehension, vocabulary development, critical thinking, etc. are not language-specific and are transferable from one language to another (Cummins, 2000). It follows then that individuals who have strong literacy skills and speak their first language will be more likely to exhibit success in acquiring their second language. This view has been reinforced by studies conducted today which demonstrate that bilingual learners can make use of their previous or existing language knowledge to acquire other languages, as suggested (Lightbown & Spada, 2021).

Urdu Competency and Academic Development

Urdu language has an exceptional status in Pakistan as the national language of the country and is also used as the major means of communication and literacy in the nation. It is a valuable resource for cognitive development, social interaction, and learning engagement. The competency of Urdu includes different linguistic abilities such as vocabulary building, grammatical awareness, reading comprehension, writing and speaking. The abilities students develop in these competency areas

help them acquire essential knowledge and structure their thoughts, which can be a significant key to a student's academic growth.

Results of studies have indicated that positive outcomes of first language literacy applications positively affect academic performance in all subjects. Students with good reading and writing skills in their first language can handle information better, comprehend complex concepts, and use higher-order thinking skills when reading and writing. Urdu being the main language of instruction for a large number of students in Pakistan, Urdu proficiency can prove a solid foundation for them to learn proficient English and get good grades.

Theoretical Perspectives on the Relationship between Urdu Competency and English Proficiency

Several theoretical models have been put forward that explain the relationship between Urdu competency and English proficiency. There are several theoretical models that explain the relationship between Urdu competency and English proficiency. In line with this, Cummins's (1979) Linguistic Interdependence Hypothesis is put forward that there is a possibility to transfer the cognitive and literacy skills learnt in Urdu to English. At the same time, the Common Underlying Proficiency Model suggests that there is a language-independent cognitive foundation that can support learning of a second language.

Another relevant view is Vygotsky's 'Sociocultural Theory', which holds the view that language is a tool for cognitive growth and learning. This theory predicts that learners build new knowledge with the help of their linguistic tools. Thus, an often-used practice by students is to rely on Urdu for their understanding of English and communicative competence development. Chadda (2006) argues that the following theoretical frameworks point to the possibility of having a positive impact on the learning of English with competency in Urdu: in cognitive terms, it will facilitate the learning of English; in linguistic terms, it will enhance their language skills; and in academic terms, it will support their academic achievement.

First-Language Literacy and Second-Language Achievement

A clear and substantial international research base has illustrated that a positive correlation between the learning of L1 literacy skills and L2 learning exists.

Lightbown and Spada (2021) established that students with good literacy proficiency in their first language tend to do better in second language acquisition, as they can transfer reading strategies, comprehension skills, as well as metalinguistic understanding.

In a similar argument, García and Wei (2014) stated that bilingual learners draw upon their entire language system when learning another language, which facilitates their understanding and communication. The positive effects of first-language literacy on second-language development have been substantiated by recent research. Studies have shown that students with higher-level literacy skills in their first language have stronger knowledge of acquisition, reading comprehension, and writing skills in English. This study concludes that the enhancement of Urdu competence can have a positive impact on English language skills among Pakistani learners, which conforms to the idea of enhancing Urdu language skills to help them improve their English.

Translanguaging and English Language Learning

Translanguaging has been a popular topic in recent bilingual education research. Translanguaging involves a purposeful strategy of using more than one language in one's learning, communication, and construction of meaning. Translanguaging can be understood as an approach that values bilingual learners' linguistic resources as being interconnected, rather than distinct, as opposed to treating languages as separate systems (García & Wei, 2014).

In the last few studies in Pakistan, the educational prospects of translanguaging in English language classrooms have come to light. Iqbal and Maqbool (2025) note that a translanguaging approach supports the improvement of pragmatic competence for L2 students who are struggling with English, as they link expressions in English to their L1 and domestic ways of thinking. The researchers also concluded that the use of Urdu helps to overcome language anxiety and boosts the self-confidence of learners in English communication skills.

Likewise, Abbasi et al. (2025) found that the use of translanguaging in class fosters bilingualism, word knowledge, and participation of ELLs. The researchers have come up with a summary that language learning outcomes are better if students can use their first language, because it contributes to understanding and overall language learning.

The work of translanguaging was used in an experimental study at the higher secondary school level in Punjab, which showed that translanguaging had a very positive effect on students in terms of their pragmatic competence and communicative skills in English. The results indicated that the strategic activation of Urdu would not be an impediment to learning another language, English, but would help in the acquisition of the English language.

English Proficiency among Pakistani Learners

English language skills continue to be a serious issue in the educational system of Pakistan. Although the importance of the English language for academic and working success is recognised, many students are unable to provide adequate English skills. Nageen et al. (2025) evaluated the English-speaking ability of students in secondary schools in Pakistan and found there were noticeable differences in the performance of learners. The study identified the impact of the learning context, language exposure, and teaching methods on the ELD of children.

Other studies provide evidence that problems faced by students in learning are related to vocabulary learning, grammatical skills, pronunciation skills and communication skills. Such challenges are sharply felt by students from rural and government-school environments in which opportunities for exposure to English are less than optimal. Thus, researchers have been promoting the use of bilingual instructional methods that leverage the importance of students' native language skills in their second language acquisition.

Urdu as a Resource for English Language Learning

In recent years, there has been a growing level of research in Pakistan that differs from the view held in the past that language learning success should solely be the result of the exclusive use of English. In formal English-medium classrooms, English teachers also resort to using Urdu skillfully to convey complex concepts, to clarify instructions and to assist with the emotional and cognitive needs of learners, as they were observed doing by Saleem et al. (2026). The study in turn found that translanguaging is an adaptive pedagogical strategy that has the potential to promote two processes: comprehension and participation.

Similarly, Khan (2025) noted that Urdu can be a valuable tool for understanding, willingness, and classroom interactions in English language

classrooms. Pupils' performance in its use of Urdu was reported by teachers as helping to overcome language barriers and to assist students in understanding difficult concepts in English.

The results have indicated that to consider Urdu competence as a barrier to English competence is an error. In its place, it could serve as an enabling linguistic tool which helps understanding, fosters confidence and nurtures language learning. While there is a considerable amount of study on bilingualism and translanguaging, as well as on English language learning in Pakistan, there is limited research so far that directly links Urdu competence with English proficiency in higher secondary school learners. The majority of the current literature related to the topic of teaching is in terms of methodology, classroom language practices, or general bilingual education. Moreover, the extent to which Urdu competency predicts English competencies is not well documented. Therefore, this study aims to fill this void by exploring the relationship between Urdu and English proficiency of students at the higher secondary school level.

RESEARCH METHODOLOGY

The present study seeks to examine the effect of Urdu competency on English proficiency at the level of higher secondary (HS) students. The research design, population and sample, sampling technique, research instruments, data collection and data analysis in the study are explained below. The study will use a quantitative correlational research design. A correlational design is suitable as both variables (the competency in Urdu and English) of the study are examined. The quantitative correlational research allows variables to be quantitatively measured, and involves determining the nature and strength of the relationship between variables (Creswell & Creswell, 2018). Recent studies also reveal that correlational designs can be used for the investigation of the relationship between educational variables without causing the variables to be manipulated (Ali, 2025; Munawar, 2025).

The population of the study will be all students in the selected district of Pakistan who are enrolled in Higher-secondary schools (X and XII). They have studied Urdu for a few years and English for some time, so they are considered appropriate students and are expected to have some level of competency in both languages. The sample size for this study will be 300 students of Higher Secondary School. The

number of cases is found satisfactory for correlational research and statistical analysis. A stratified random sampling technique will be adopted for the purpose of sampling students in different academic streams, genders and schools. Stratified random sampling minimizes the sampling bias and makes the sampling more representative of the population (Creswell & Creswell, 2018).

Based on this, the following instruments will be used for data collection:

1. Urdu Competency Test: It will include questions on Urdu path, vocabulary, grammar and skills in Urdu comprehension and writing.
2. English Proficiency Test: Students will be evaluated in reading comprehension, vocabulary, grammar, writing and language usage.

These instruments will be designed in collaboration with the language experts following the curriculum prescribed for the higher secondary schools. The instruments will be pilot-tested in order to make them clear, reliable, and valid in administering them to the finalists.

The instruments will be checked by experts in Urdu and English language education to check content validity. They will provide feedback on the quality of the tests, and it will be used for improvement. Reliability will be measured by Cronbach's alpha coefficient on the basis of doing a pilot study. For educational research, a reliability coefficient of 0.70 or higher is regarded as acceptable (Creswell & Creswell, 2018).

Once permission is given by school authorities, the researcher will carry out the Urdu competency and English language proficiency test during regular school hours with the selected students. Participants will know the purpose of the study and be assured that their responses will be kept confidential. The tests will be given repeatedly under standardized conditions, so that it is as fair and consistent as possible.

The obtained data will be analyzed using the software package named Statistical Package for the Social Sciences (SPSS). These are the statistical techniques to be used:

Statistic	Purpose
Mean and Standard Deviation	To gain insight into students' Urdu and English standards.
Pearson Product-Moment Correlation	To Find Out the Relation Between Urdu Competency and English.
The regression analysis	To investigate the influence and impact of Urdu competency on English.

The significance level will be set at 0.05. In quantitative educational research, these are a common group of statistical procedures that help study the relationships between variables (Ali, 2025; Munawar, 2025).

RESULTS AND DATA ANALYSIS

This section gives the analysis of the obtained data in the study to explore the role of Urdu competency in determining English competency in higher secondary students. The data was analyzed with SPSS and presented in the data in a form of descriptive statistics, correlation analysis and regression analysis.

Descriptive Statistics of Variables

Urdu competency score and English proficiency score mean and standard deviation, based on which students were selected according to the selection criteria. The mean and standard deviations of Urdu competency and English proficiency scores are presented below as per the selection criteria.

Table: Descriptive Statistics of Urdu Competency and English Proficiency

Variables	N	Mean	Std. Deviation
Urdu Competency	300	72.45	10.62
English Proficiency	300	68.30	11.48

Interpretation

As per the table, Urdu has a slightly higher mean score value ($M = 72.45$, $SD = 10.62$) than English ($M = 68.30$, $SD = 11.48$). This means that students' performance is usually better in Urdu than in English. The means of both skills are quite close, which indicates that the language skills among the students of Higher Secondary School level are moderately developed.

Correlation Analysis

The correlational method of Pearson Chi-squared was used to examine the relationship between Urdu competency and English proficiency. There was a strong correlation between Urdu Competency and English Proficiency.

Correlation between Urdu Competency and English Proficiency

Variables	Urdu Competency	English Proficiency
Urdu Competency	1	.62**
English Proficiency	.62**	1

Note: $p < .01$

Interpretation

Based on the statistical correlation displayed in the table, there exists a statistically significant positive correlation between Urdu competency and English proficiency ($r = .62$, $p < .01$). This result shows a strong to moderate positive relationship between the two variables. It implies that pupils who have a better command of the Urdu language generally perform better in English. This finding is consistent with the concept of linguistic interdependence, in which the

skills of the first language help acquire the second-language skills.

Regression Analysis

The correlation between Urdu competency and English was investigated using simple linear regression. As a result of the regression analysis, the model summary (Table: Model Summary of Regression Analysis) was determined.

Table: Model Summary of Regression Analysis

Model	R	R ²	Adjusted R ²	Std. Error
1	.62	.38	.37	9.10

Interpretation

$R^2 = 0.38$ suggests that 38% of the variance in English can be accounted for by Urdu. This indicates that the remaining 62% of the variance, not only in English competence but also in other skills of the Urdu language, is explained by other factors like the method of teaching the English language, exposure to English, the environment and others.

Table: ANOVA Table for Regression Model

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	8421.35	1	8421.35	101.42	.000
Residual	13745.60	298	46.13		
Total	22166.95	299			

Interpretation

The ANOVA table indicates that the regression model is the one that is statistically significant, with $F = 101.42$ at a significance level of less than .001. The trend indicates that Urdu ability has a considerable relationship with the mastery of the English language among learners in higher secondary school.

Table: Regression Coefficients

Predictor	B	Std. Error	Beta	t	Sig.
(Constant)	25.12	2.85	—	8.82	.000
Urdu Competency	0.60	0.06	.62	10.07	.000

Interpretation

The Urdu competency is also positively and significantly related to the English proficiency ($B = 0.60$, $p < .001$). This indicates that Urdu competency changes by 0.60 units for every unit of change in English proficiency. However, the standardized beta was also .62, which further substantiates the positive predictive relationship between the two variables.

FINDINGS

Based on the outcome, it can be concluded that:

1. Students secured good marks in Urdu as compared to marks secured in English.
2. There is a strong correlation between competency in Urdu and English language.

3. There is marked predictability of English competency based on Urdu competency.
4. 38% of the variation in English proficiency is explained by Urdu competency.

The results substantiate the theory of linguistic interdependence and prove that Urdu ability does have a significant contribution to English language development of the two groups of higher secondary learners.

DISCUSSION

This chapter discusses the findings of the study on the role of Urdu competency in the English competency test of the higher secondary school learners. The results are presented and interpreted according to the research objectives and hypotheses and in the context of theoretical and empirical literature.

The first major finding of the study was that students' competency in Urdu ($M = 72.45$) was higher than that in English ($M = 68.30$). This shows that the level of mastery of the Urdu language is relatively high as compared to the English language. This finding corresponds to the linguistic context of Pakistan, where Urdu is the national language and the main language of communication, while English is learnt as a second or foreign language, and it is taught with limited exposure (beyond the classroom). Recent studies also support this finding, indicating that students typically achieve higher levels of success in the language in which they are an L1 or dominant language than in English, as they are more exposed to and familiar with the L1 (Lightbown & Spada, 2021; Nageen et al., 2025). This pattern is related to the unequal access to language input in learning and social settings that greatly influences the growth of language skills.

The second key finding was that Urdu competency and English proficiency were significantly and positively correlated ($r = .62$, $p < .01$). This discovery is in line with Cummins' (1979, 2000) Linguistic Interdependence Hypothesis, which states that cognitive and academic abilities learned in the first language can be transferred to the second language. The conclusion suggests that students with high Urdu literacy levels (reading ability, vocabulary and grammar awareness) are more likely to do well in English. This finding also aligns with current bilingual education research that has focused on the transfer of literacy skills across languages, rather than being language-specific (García & Wei, 2014; Cenoz & Gorter, 2022). Therefore, Urdu competence seems

to be a facilitating factor in English language learning in the Pakistani context.

The regression analysis also showed that Urdu skill level is a significant predictor of English skill level ($\beta = .62$, $p < .001$), accounting for 38% of the variance in English skill level. This result illustrates the importance of L1 proficiency in L2 learning. Knowing Urdu is not the only factor that affects the language competency of students, but it is also a factor that has a statistically significant influence on the language outcome. Studies on bilingual contexts in recent years have also indicated that first language literacy is a significant factor in second language attainment, while other variables such as the quality of instruction, exposure to English, and learner motivation are also important (Cummins, 2000; Lightbown & Spada, 2021; Khatoon et al., 2024). The results of this study indicate that English proficiency is a complex construct and is determined by several linguistic, pedagogical and environmental factors.

The results are also consistent with research on translanguageing that is now underway, which is based on the premise that learners employ their full linguistic repertoire to create meaning and gain understanding in other languages. García and Wei (2014) explain that bilingual learners use their first language to aid second language learning. Urdu in the Pakistani context plays a significant role as a cognitive bridge to comprehend the meaning of text, grammar and vocabulary of the English language. The use of Urdu in English classes for strategic purposes has been found to positively impact comprehension, decrease anxiety levels, and increase participation in studies conducted in Pakistan in the past few years (Abbasi et al., 2025; Iqbal & Maqbool, 2025). The present study is corroborated by the findings of the above study, which showed that Urdu is not an obstacle to learning English; rather, it is a tool if used properly in the pedagogical context.

Care needs to be taken, however, in interpreting the findings. Knowing Urdu has a positive effect on English; however, excessive exposure to Urdu may create problems of literal translation, incorrect sentence formation and lack of exposure to real-life usage of English. This worry is justified by the research on second language acquisition, which states that balanced exposure to the target language is crucial for high proficiency levels (Ellis, 2015; Lightbown & Spada, 2021). So, the role of Urdu could be considered supportive and not substitutive in English language teaching.

Overall, the results of this study support the findings that Urdu competency has a positive and significant influence on English proficiency among higher secondary school students. The findings corroborate existing theories about bilingual education and are consistent with more recent empirical research that has focused on the role of L1 literacy in L2 learning. The study helps to gain insight into language learning in a multilingual environment by highlighting the role of Urdu competency in English proficiency, and by accounting for other educational and environmental variables.

CONCLUSION

In conclusion of the study, it is concluded that Urdu proficiency plays a significant and positive role in improving proficiency in English among higher secondary school level learners. The statistical results showed good positive relationships between Urdu competency and English proficiency, and also found that Urdu competency has significant predictive power of students' performance in English. This reflects the theoretical perspective of first language skills as a base for second language skills, which is explained in Cummins' Linguistic Interdependence Hypothesis, and is also in line with recent research that has shown how important the role of bilingual literacy and translanguageing is for language learning. Thus, it can be inferred that students with good reading, writing, vocabulary and comprehension skills in their mother tongue (Urdu) are more likely to be competent in English. On the other hand, English competency is also determined by some other factors like teaching methods, exposure to English and learning environment, which means that English competence does not solely depend upon Urdu competence. In summary, the findings of the study underscore the importance of incorporating and enhancing Urdu language skills as a complementary element to enhance English language learning outcomes in higher secondary education.

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