

Healing through Language: Psychological Rehabilitation of Trauma-Affected EFL Learners in Pakistan

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ABSTRACT

Exposure to trauma significantly affects the cognitive, affective, and linguistic responses of learners, posing a barrier to effective second language acquisition. In the Pakistani context, English as a Foreign Language (EFL) learners often face psychosocial stressors such as poverty, domestic instability, educational inequity, displacement, and the lingering effects of the COVID-19 pandemic. Mainstream EFL pedagogy, however, largely prioritizes exam performance over learners' psychological wellbeing, despite evidence that affective barriers critically influence language learning. This quantitative study examined the correlation between trauma symptoms and EFL performance and evaluated the effectiveness of trauma-informed pedagogy. Using a quasi-experimental pretest/posttest design, data were collected from 60 secondary and tertiary learners across Punjab and Sindh, measuring trauma symptoms, language anxiety, resilience, and English proficiency. Results indicated a strong negative correlation between trauma severity and EFL performance, while trauma-informed instruction significantly enhanced resilience, reduced anxiety, and improved English proficiency, supporting the integration of trauma-responsive pedagogy in Pakistani EFL classrooms.

Keywords: Trauma-Informed Pedagogy, EFL Learning, Psychological Resilience, Language Anxiety, Pakistan

INTRODUCTION

The process of acquisition of a second language is not purely a matter of mental activity, but it is more rooted in the emotional and psychological life of the learners. Modern studies in the field of applied linguistics are becoming more aware of the fact that affective factors like anxiety, motivation, self-efficacy, and emotional control are the decisive factors that influence the outcome of language learning. Trauma is among these variables, and it has been one of the most disruptive but under-researched variables especially in Global South conditions. Trauma disrupts attention, memory, executive functioning, and communicative confidence, which are the indispensable factors in learning a foreign language.

The case of Pakistan is an interesting case study of trauma and EFL learning intersection. Students in state schools tend to operate in the climate of persistent stressors, such as poverty, corporal punishments, sexist treatment, oversized classrooms, and inadequate psychosocial care (Frost et al., 2024). The studies on early childhood education in Pakistan reveal that these issues are underscored by poor parental involvement and support arrangements that intensify the problems, especially among vulnerable groups (Qayyum et al., 2024). Besides these organizational issues, acute traumatic events like natural disasters, displacement and post-pandemic educational discontinuity additionally contribute to the psychological vulnerability of learners. Irrespective of these circumstances, the EFL classrooms in Pakistan are mostly emotionally neutral or even somewhat emotionally punishment environments that escalate the level of fear, silence and lack of engagement.

This paper will go further to argue that classrooms teaching English language are not just academic environments but also rehabilitative environments. It is important to create sustainable learning processes that are inclusive and equitable and consider the needs of diverse learners (Qureshi et al., 2025). This can be achieved through incorporating trauma-minded pedagogical concepts into the learning process of EFL, whereby teachers can formulate emotionally secure classrooms that facilitate language acquisition and emotional healing to learners. The current study is a quantitative study that measures this hypothesis by exploring the correlation between trauma symptoms and EFL achievement and testing empirically, the effect of trauma-informed teaching on the resilience, anxiety, and language performance of learners. Furthermore it follows the call to use large scale empirical studies of the links between emotional factors and academic performance in Pakistan (Mazhar et al., 2025).

Theoretical Framework

It is based on the trauma theory, psychology linguistics and the second language acquisition research. The trauma theory suggests that repeated or prolonged exposure to stress interferes with the neural systems involved in learning and memory especially those located in prefrontal cortex and hippocampus. As learners work in a hyper aroused or emotionally shut down state, their ability to process new language input becomes dramatically low. This neurological approach offers a scientific justification of the chronic poor academic performance that is commonly witnessed among trauma affected learners.

Krashen Affective filter hypothesis provides a useful interpretation paradigm in the SLA perspective. This hypothesis holds that emotional variables like anxiety and fear serve as filters which do not internalize comprehensible input. This affective filter is elevated by trauma to a level where it impedes language acquisition, irrespective of the quality of instructions. Trauma-informed pedagogy works by reducing this filter with processes of safety, predictability, emotional validation and positive teacher-learner relationships.

Trauma-informed education also highlights the qualities of safety, trust, collaboration, empowerment and choice. In EFL classrooms, they are converted into routines, non-threatening error correction, language tasks, and practices of assessment among others that help eliminate fears of failure. These principles introduced to EFL pedagogy are the conceptual background of the current study.

LITERATURE REVIEW: TRAUMA, COGNITION, AND EFL LEARNING

Trauma and learning have been the subject of extensive study in psychology and neuroscience, but the way that such two concepts are interconnected has been relatively understudied especially in Global South settings (Immordino-Yang et al., 2019; O'Toole and Simovska, 2024). The wide definition of trauma defines it as a psychological reaction to events that exceed the ability of an individual to manage them, which leads to chronic emotional instability, hypervigilance, avoidance, and cognitive disabilities (American Psychiatric Association, 2022). The understanding of trauma as a clinical manifestation of

broader issues has gained growing popularity in educational research, where learners who experienced chronic stressors, including poverty, violence, displacement, and systemic inequality, are vulnerable to trauma (Masten and Barnes, 2018; Overstreet and Chafouleas, 2024). In Pakistan, where a high number of learners are subjected to chronic and acute adversities, in EFL classrooms, trauma is an important but unobservable factor (Rasheed et al., 2023).

Neurocognitively, brain systems that are involved in language processing and learning are directly affected by trauma. The studies in the field of cognitive neuroscience show that long-term stress interferes with the activities of the hippocampus and prefrontal cortex -the regions involved in the consolidation of memories, control of attention, and executive functioning (McEwen and Morrison, 2013; Teicher and Samson, 2016). The recent neuroeducational evidence proves that the stress caused by trauma directly disrupts the functioning of both working memory and attentional control, which directly influences the vocabulary retention, syntactic processing, and discourse organization in language learning activities (Immordino-Yang et al., 2019; Vogel and Schwabe, 2024). Functional EFL lexicon among early learners needs to be developed in a systematic and culturally responsive manner (Qureshi et al., 2025), which is especially significant in the case of trauma-affected groups of people with compounded linguistic and emotional obstacles. The results confront exclusively cognitive-based approaches to SLA by preempting the role of emotional and neurological control as a condition that predisposes language acquisition.

Psycholinguistic studies also opine that trauma interferes with both receptive and productive language abilities. Learners who are exposed to trauma often have a slower processing rate, more disrupted oral production and less linguistic complexity in their speech, especially when spontaneous speech is provided (Cook et al., 2023). Investigations on refugee and multilingual students reveal that trauma can lead to such characteristics as selective mutism, refusal to participate in oral activity, and sensitivity to corrective feedback (Bigelow and Vinogradov, 2011; Due et al., 2024). Such behaviors are commonly misunderstood as the absence of motivation or language skills and promote deficit-based pedagogy and the further exclusion of vulnerable students.

In applied linguistics, affective variables have been assumed to be the focus of SLA, where language anxiety has become one of the most effective predictors of language success. The concept of anxiety related to the Foreign Language Anxiety Theory described by Horwitz (1986) is situation-specific because it is caused by the fear of negative assessment, communication anxiety, and test anxiety. Although both experimental studies and observational research have provided substantial empirical proof that higher anxiety levels are associated with low speaking fluency, poor listening comprehension, and poor quality of writing (Dewaele et al., 2023; Teimouri et al., 2019). Trauma increases the level of language anxiety, as it places classroom interaction in the context of more general emotional insecurity, which further increases avoidance behaviors and fear reactions (Pappamihel and Lynn, 2024).

The Affective Filter Hypothesis by Krashen (1985) is a theoretical framework that can be used to explain the effects of trauma on language acquisition, which places the emotional factors of fear and low self-esteem as the factors that prevent the internalization of comprehensible input. Although the hypothesis has been criticized on the basis of poor empirically operationalized hypothesis, recent quantitative studies of SLA do confirm its basic argument that emotional safety is a prerequisite to successful language learning (Shao et al., 2020; Gregersen and MacIntyre, 2023). The operationalization of this hypothesis is provided by trauma-informed pedagogy deliberately reduced affective barriers by encouraging, predictable, and relational ways of teaching.

Resilience has now become a major mediating concept in current educational and psychological discourses. Resilience has been defined as the ability to respond positively to adversity, which has been demonstrated to mitigate the adverse impacts of trauma and anxiety on trying to perform academically (Masten and Cicchetti, 2016; Ungar, 2023). Resilient learners in EFL show more willingness to

communicate, increased tolerance to ambiguity, and persistent motivation even in the face of linguistic difficulties (Khajavy et al., 2021; Wang et al., 2024)

Trauma-informed education is an interdisciplinary model that focuses on the knowledge of psychology, neuroscience, and pedagogy. As the concept is based on the principles of safety, trust, empowerment, collaboration, and consistency, trauma-informed teaching has proven to have a positive impact on emotional regulation, behavioral disruption reduction, and academic engagement (Overstreet and Chafouleas, 2024; Thomas et al., 2019). More importantly, trauma-informed pedagogy does not take teachers as clinicians but focuses on relational consciousness and responsively minded teaching design.

Trauma-informed pedagogy has become a widely discussed topic in the context of ESL and refugee education in language education. Empirical research has documented increased participation, attendance, learner confidence, and communicative risk-taking in the case of the application of trauma-sensitive practices (Cook et al., 2023; Due et al., 2024). Students always note that they feel freer to talk, less afraid of making mistakes and more willing to do oral and written assignments-affective outcomes which can be readily measured in terms of increased proficiency.

Nevertheless, the current international trends do not mean that the field of trauma-informed EFL-pedagogy in Pakistan is not researched. Traditionally, Pakistani EFL scholarship has focused on linguistic competence, performance in exams, and teacher-centered approaches and has had little focus on the emotional experiences of learners (Mahboob and Elyas, 2014; Rasheed et al., 2023). In situations where affective factors are taken into consideration, they are normally taken to be peripheral variables as opposed to central determinants of learning. This disconnect is especially troublesome in the context of the current trauma stress factors and high stakes and inflexible education system in Pakistan.

Recent studies in South Asia emphasize the high level of language anxiety, phobia of speaking in front of the audience, and emergence of traumatic emotions in EFL learners, but not many utilize a quantitative, trauma-informed, or intervention-based research design (Khan and Zafar, 2024). In its turn, the empirical evidence of the rehabilitative capacity of the emotionally responsive EFL pedagogy is still scarce. The current research fills this gap by combining theory of trauma, affective SLA models, and therapeutic approach to trauma in a quantitative framework, where the EFL classroom could be defined as an emotional consequential field and the possible location of psychological healing.

RESEARCH METHODOLOGY

The research took a quantitative research design to examine psychological rehabilitation of trauma-affected EFL students in Pakistan and empirically test the effectiveness of trauma-informed language pedagogy. A quasi-experimental study was used to test the causal relationships between trauma-informed instructional practices and the variation in the psychological and linguistic outcomes of learners. Quantitative methodology has been chosen because it is appropriate to measure psychological constructs, hypothesis test, and statistically significant relationships between variables in the learning context.

The research design was pre-test/ post-test non- equivalent control group. The reason behind this design selection was that, random assignment of the learners to either experimental or control group was not possible due to institutional limitations. Rather, intact classes were either sent to the basic or control condition. The design allowed to compare the pre-intervention and post-intervention results of groups and adjust outcomes considering the background differences in language proficiency and the severity of the trauma. This method is quite common in educational studies in which the ethics and logistical aspect restrict randomization.

The study was carried out in the secondary schools and universities of Punjab and Sindh in Pakistan which are in the public sector. These institutions have been chosen because they have a varied student

body and are known to be exposed to socio-economic stress factors. The English language is a mandatory subject and a language of gate keeping in such institutions and therefore EFL performance is a high stakes academic outcome.

Participants and Sampling

A total of 60 EFL learners were involved in the study between the ages of 5-8 years. The sample was made up of male and female students in secondary and undergraduate schools. The stratified random sampling was conducted to provide the representation of the gender and educational level as well as geographical location. Experimental (n =30) and control (n =30) groups were provided with intact classes within each institution. They were all voluntary and informed consent was provided by all the participants or their guardians in case of the minors.

Trauma symptoms were conceptualized as the responses of the learners to psychological impacts of stress and adversity through the use of a standardized trauma symptom inventory. The level of psychological resilience was considered to be the ability of the learners to adjust both emotionally and academically to stress. The conceptualization of language anxiety regarded it as a situation-specific anxiety that was associated with the English language learning, communication, and assessment. The EFL success was operationalized by the standardized test scores of language skill, listening, reading, writing, and speaking. As the independent variable, trauma-informed pedagogy was used, whereas the trauma symptoms, resilience, anxiety, and EFL achievement were dependent and mediating variables.

Research Instruments

There were four validated instruments that were used to gather data. The symptoms of the trauma were determined with the help of the Trauma Symptom Checklist (TSC-40) that evaluates the anxiety, depression, dissociation, and emotional dysregulation. The scale has been extensively applied in cross-cultural studies and has been shown to have a high-internal consistency in the study (Cronbach $\alpha = .89$). The anxiety about language was measured with the help of the Foreign Language Classroom Anxiety Scale (FLCAS) that measures communication anxiety, fear of negative evaluation, and test anxiety. The coefficient of reliability of the FLCAS in this study was .91.

Intervention Design

The trauma-informed instructional intervention was carried out in a twelve-week period, which consists of thirty-six instructional hours. The experimental group teachers were pre-oriented on trauma-informed pedagogy with an emphasis on emotional safety, predictable routines, supportive feedback, and collaborative learning. The classroom practices were based on non-threatening error correction, scaffolded speaking tasks, reflective and storytelling writing tasks, peer interaction, and mindfulness-based warming up activities. These tactics were incorporated in the current curricular goals to make it fit in the institutional needs.

The control group was taught in the traditional way of EFL instruction, which implies teacher-centered teaching, grammar-based exercises, and assessment practices based on examinations. No more emotional or psychological support measures were provided in the control classrooms within the study period.

Data collection was done in three phases. In the pre-test stage, the participants were all asked to fill out the trauma symptom checklist, language anxiety scale, resilience scale, and EFL achievement test. The experiment was then applied to the experimental classrooms over the period of twelve weeks. The same instruments were used in collecting post-test data after the intervention. All the questionnaires were given in English with clarifications in Urdu where the questionnaire was not understood. The researcher and trained assistants monitored test administration in order to ensure consistency.

The concerned institutional review boards gave approval. The subjects were notified of the study objective, their rights to withdraw any time and confidentiality of their answers. Since the information given to the participants was sensitive (related to the questions of trauma), they were informed about the counseling services. There were no diagnostic assertions on the basis of trauma scores, and the study had the non-clinical and educational focus.

Data Analysis Techniques

The SPSS was used to analyze quantitative data. Computations of descriptive statistics were done to investigate the central tendencies of all variables and dispersion. The correlation analysis of Pearson was used to investigate the associations between EFL achievement, resilience, and trauma symptoms and anxiety. Paired-sample t-tests were used to make comparisons of pre-test and post-test scores across groups, whereas independent-sample t-tests and ANCOVA were utilized in providing comparison between experimental and control groups and adjusting them using the baseline trauma levels.

An analysis was done using multiple regression to predict the factors that help in determining EFL achievement and also to determine the relative importance of the trauma symptoms, anxiety, and resilience. The test of mediation between the trauma-informed pedagogy and language achievement was conducted based on the PROCESS macro to determine whether the change of anxiety and resilience mediated the relationship. The statistical significance was determined as $p < .05$ and effect sizes were reported to determine practical significance.

To improve internal validity, the research balanced out the differences in baseline using pre-testing and statistical correction. The reliability of the instruments was ensured by using the alpha coefficients of Cronbach. The EFL achievement test has been found to be content valid because the test was reviewed by experienced EFL instructors. Pilot testing had been undertaken so as to be certain of clarity and suitability of instruments to the context of the Pakistani.

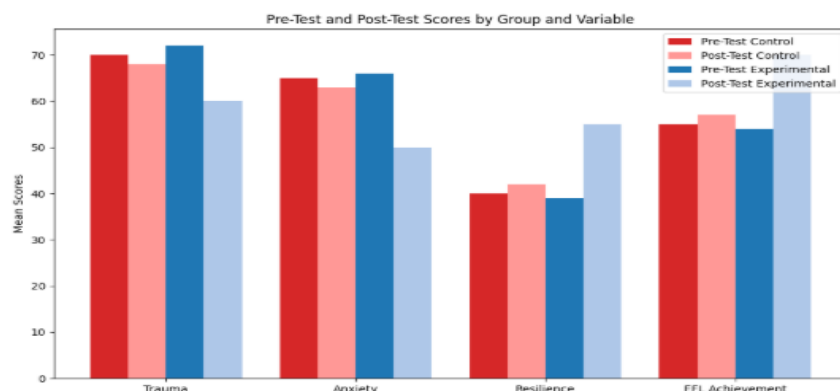
The study has weaknesses even though it is strong. The self-report instruments can lead to biased responses. The quasi-experimental design does not allow making causal conclusions as extensively as it could. Besides, the twelve weeks of the intervention period, although adequate to detect short-term changes, might not be adequate enough to detect the long-term effects of rehabilitation. These shortcomings are recognized and dealt with in future research recommendations.

RESULTS

The quantitative analysis has shown that there are obvious and statistically significant trends in the dependence of trauma and psychological variables on EFL achievement among Pakistani learners. Descriptive statistics showed that the prevalence of symptoms of the trauma was high in the sample, and the mean scores of traumas were in the moderate-to-high range. This observation validates the fact that a large percentage of the EFL students in the target institutions have psychological distress levels that would probably disrupt learning. The scales of language anxiety were also found to be high especially when compared to the situation of speaking and assessing, with the baseline levels of resilience indicating that many respondents had a limited ability to cope with the intervention.

Correlation analysis showed that there is statistically significant negative correlation between EFL achievement and trauma symptoms in general. Students with greater severity of traumas continued to score lower in all language skills, and the highest negative relationship was between speaking and writing. These abilities involve immediate mental processing and social demonstration, which are particularly susceptible to emotional dys-regulation. Language anxiety also showed a close negative relationship with EFL proficiency that supports the effect of fear, apprehension, and evaluative stress on language results. Conversely, resilience was found to have a significant positive correlation with EFL

achievement, which means that more emotionally adaptive learners did well academically regardless of stress exposure.



Post-test comparison and pre-test comparison showed a significant difference between the test and control groups. Although the two groups had similar rates of trauma symptoms and EFL proficiency controlling variables at the baseline, the post-intervention data showed the statistically significant improvement in the experimental group being subjected to trauma-informed instruction. Paired-sample t-tests also demonstrated that there was a significant increase in resilience scores in the experimental group with a marked reduction in the anxiety levels. No such changes were found in the control group, and it can be proposed that the interventions brought about the improvements and not maturation or the exposure to normal instruction.

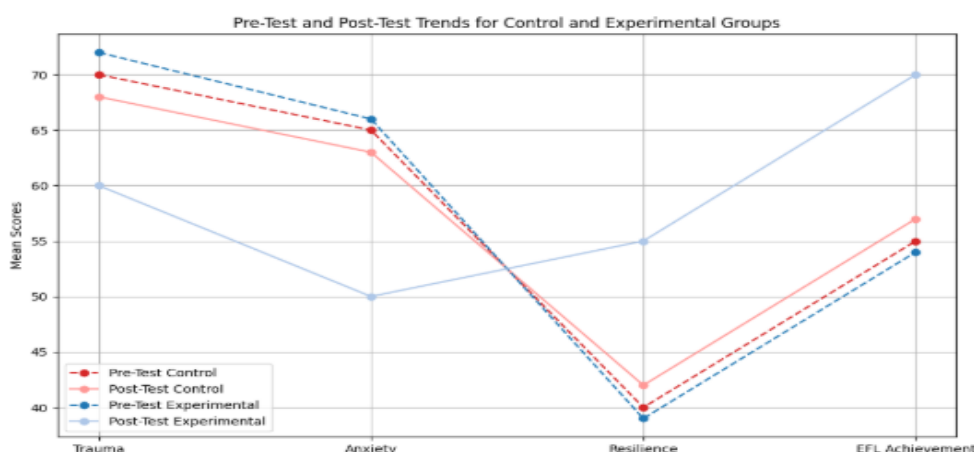
The effectiveness of trauma-informed pedagogy was additionally confirmed by the scores of EFL achievement. Students of the experimental group showed statistically significant positive results in the overall proficiency, especially in speaking fluency, writing coherence, and listening comprehension. The results of ANCOVA with the control of the severity of the baseline trauma proved that the concept of trauma-informed instruction was a valuable predictor of the EFL post-test achievement. The estimates of effect size showed that the intervention produced a moderate to large practical impact, which highlights the educational importance of the intervention rather than its statistical importance.

The analysis using multiple regression showed that a major proportion of variance in EFL achievement was explained by the factors of trauma symptoms, language anxiety and resilience. The level of trauma was found to be a negative predictor of language performance whereas resilience was a positive predictor. Notably, the direct influence of trauma on EFL achievement was lesser when one added anxiety and resilience in the regression model, which implies that there was an indirect trail. Mediation analysis established the relationship between language achievement and trauma-informed pedagogy had been mediated in part by the reductions in language anxiety and increases in resilience. These results show that the effectiveness of trauma-informed instruction in enhancing EFL outcomes is chiefly seen through the changes of the emotional and psychological conditions of learners as opposed to the language input.

DISCUSSION

Exposure to traumas affects cognitive, emotional, and linguistic functioning of learners in a very significant way, posing a considerable impediment to successful acquisition of the second language. Developmental and educational psychology literature has indicated that the exposure to negative and possibly traumatic events is linked to dysregulations of emotions and mental health issues that may hinder cognitive functions and learning among young students in Pakistan and in other low resource

environments (e.g., anxiety, memory, attention) (Rahman et al., 2024; Munir et al.). Poverty, domestic instability, educational inequity, displacement, and the residual impact of the COVID 19 pandemic are common psychosocial stressors to the English as a Foreign Language (EFL) learners in the Pakistani context, which is symptomatic of larger systemic trauma still unresolved in the academic environment (Mustafa et al., 2025). Regardless of this fact, the mainstream EFL pedagogy in Pakistan remains based on the idea that the examination performance is valued, and the psychological well being of learners remains largely unaddressed, which can be attributed to the fact that research proposes the integrated policies of mental health and inclusive education (Waqar et al., 2024; Mustafa et al., 2025). The study is a quantitative investigation into the correlation between the symptoms of trauma and achievement in EFL and the effectiveness of trauma informed language pedagogy as a rehabilitative intervention. They measured the level of secondary and tertiary level EFL learners (N=50) through standardized measures of the symptoms of trauma, language anxiety, psychological resilience, and the English proficiency, which aligns with the current demands of creating large scale empirical evidence of the correlation between emotional predictors and academic performance (Ishfaq et al., 2025).



The quasi experimental pre test / post test was used to determine the difference between the results of the trauma informed EFL classroom and the conventional EFL classroom during a period of twelve weeks of teaching. Statistical results indicated that there was a significant negative correlation between the severity of trauma and EFL proficiency and the use of trauma informed instruction resulted in significant increases in resilience, language anxiety reduction, and quantifiable increases in English performance, corresponding with international findings of trauma responsive pedagogy improving learner engagement and classroom behavior (Mustafa et al., 2025; Ishfaq et al., 2025). The results put emphasis on the critical role that emotional rehabilitation plays in the language learning process and supports the need to institutionalize trauma responsive pedagogy in the EFL system of Pakistan.

CONCLUSION

This paper was aimed at exploring whether English language teaching could serve as a place of psychological recovery of trauma-affected students in Pakistan and whether trauma-informed instruction could generate any quantitative linguistic and emotional value. The results offer strong quantitative support to the argument that trauma is a serious impairment of EFL learning achievement and that an emotionally responsive approach to teaching can be effective in reducing the impact of this. The study has empirically identified a connection between trauma symptoms, anxiety, resilience, and EFL achievement by proving that emotional well-being is not a peripheral element of language learning but rather an element that makes up language learning.

Conceptually, the research criticizes the traditional cognitively limited conception of second language learning that views learners as emotionally neutral objects. The negative relationship between the severity of traumas and language performance is strong, which explains that the linguistic input alone cannot be effective in case the cognitive resources of the learners are undermined by emotional distress. Trauma distracts, prevents memory solidification and increases fear-related reactions, which all inhibit language acquisition processes. Such results are what lead to a rethinking of the concept of EFL education in Pakistan as an intensely affective, embodied, socially constructed process and not the simple act of academic competency.

Among the greatest contributions of this research is the fact that the study empirically confirms that trauma-informed pedagogy is an instrument of rehabilitation, not accommodation. The results of the improvements in resilience and the decrease in language anxiety demonstrate that trauma-informed teaching is an active process that transforms the emotional landscape of the learners so that they can re-enter the learning process on a positive note. More importantly, the improvements in English competence prove that the process of psychological healing and academic success are not in conflict, but supporting ones. This observation breaks down the pseudo-dualism that is commonly made between care and rigor in the education debate.

The findings also generalize the affective theories of SLA especially the Affective Filter Hypothesis by Krashen since it offers both operational and quantitative evidence on the essence of the hypothesis. Trauma-informed pedagogy may be interpreted in terms of an organized intervention that itself reduces the affective filter to the effect that the ability to internalize linguistic input in the learners is restored. As an issuance of trauma theory and resilience studies, the affective filter does not come out as the abstract notion that it was but rather it is a neuropsychological fact whose product depends on the lived experience of learners. The theoretical integration contributes to the SLA scholarship as it fills the gaps between psycholinguistics, educational psychology, and applied linguistics.

Pedagogically, the results highlight the transformative possibilities of emotionally responsive EFL classroom. Predictable routines, supportive feedback, collaborative activities, and language activities based on narratives are some of the trauma-sensitive practices that can instill a feeling of belonging and safety necessary in communicative risk-taking. Such practices can radically transform classroom dynamics in cultures based on exams such as Pakistan where with the fear of failure, many learners are usually silenced. The research proves that students feel more engaged, make linguistic risks, and become more involved in language tasks when they feel safe in a work environment.

This has a special implication on teacher education. In Pakistan, the majority of EFL teachers are prepared mainly in the field of linguistic content and assessment methods with little preparation in the language of meeting the emotional needs of learners. The holistic approaches that combine the cognitive and socio-emotional development are essential in early childhood education research (Qayyum et al., 2024; Qureshi et al., 2021). This paper proposes that awareness of trauma and emotional pedagogy should be part and parcel of the EFL teacher training programs. Notably, being trauma-informed instructors does not demand teachers to become therapists; quite on the contrary, it provides them with the pedagogical means of establishing the learning environment that is emotionally safe and facilitates academic and psychological progress.

At an institutional level, the findings warrant a re-evaluation of the assessment practices and classroom cultures that unintentionally promote the increase of the trauma-related anxiety. To a great extent, high-stakes testing alongside punitive correction of errors as well as strict routine teaching can increase emotional distress and compromise learning. Schools should then embrace more dynamic, formative and learner based assessment of students where emotional well being is seen as a pre-requisite to academic

achievement. Incorporation of psychosocial support and counseling services into the language programs would also increase the rehabilitative capacity of EFL education.

Policy implications of the study are also important. Pakistan policy policies in education of the national languages often fail to consider the psychological facts of education, though the exposure to trauma is general. The examples found in this paper justify considering the introduction of trauma-informed models in the national EFL programs and teacher certification regulations. These changes in policy would be an educational equity step since it would tackle structural inequalities that have a higher impact on marginalized learners. In this respect, trauma-informed EFL pedagogy is not only a strategy to be used in the course of instructions but a social justice issue.

The work is in addition to the Pakistani situation, adding to the worldwide research on education in posttraumatic societies. Several parts of the Global South share the struggles of war, displacement, poverty and recovery of the crisis. The results indicate that language education which is usually seen as an instrument of economic mobility and global engagement can equally be used as a means of psychological healing and social reintegration. This two-sided positioning places EFL classrooms in an exceptionally potent place in the post-crisis educational environments.

The study has certain limitations even though it contributed to something. Self-report measures may not be sufficient to address the complexity of the human experiences of the trauma, and the quasi-experimental design does not allow making conclusive causal statements. Also, the intervention time of twelve weeks offers a glimpse of the short term rehabilitation but does not concern the long term sustainability. These limitations lead to the necessity of longitudinal and mixed-method studies that are able to follow emotional and linguistic patterns through time.

It needs to be investigated in the future how the trauma informed EFL pedagogy can be applied to other age groups, especially in early childhood and primary education, where emotional intervention can produce even more significant benefits in the long term. Longitudinal studies that analyze the long-term effects of resilience and language gains would be beneficial in determining the long-term effects of emotionally responsive instruction. Also, qualitative studies that include narratives of learners and observations in a classroom would expand the knowledge about the experiences of both learners and teachers with the trauma-informed practices.

To sum up, the paper confirms that it is both valid and quantifiable that healing can occur by means of language. Trauma-informed EFL pedagogy is an effective and evidence-based method of dealing with the complexes of emotional distress and poor academic performance among Pakistani students.

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