

INVESTIGATING THE STUDENTS ATTITUDE TOWARDS ENGLISH AS A MEDIUM OF INSTRUCTION: A CASE STUDY OF GRADUATE COLLEGE

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ABSTRACT- *The objective of this study is to study the attitude of graduate students about English as a medium of instruction (EMI) at graduate college. A questionnaire was developed for collection of data. Survey method was applied to collect data from sampling population. The questionnaire was filled from 40 respondents, who were selected randomly from Government College Jalalpur Pirwala, Multan. Five points Likert Scale was used to measure the attitude of the respondents about EMI. The results were shown through diagrams and percentage. Our results show that about 74 percent respondents were in favour of English as a medium of instruction while only five students gave negative response about it. The pedagogical implication of the study is that the govt. should implement this medium of instruction at an intermediate and secondary school level.*

Key words: *EMI, Graduate level, Pakistani classrooms, Modern technology, Medium of instruction.*

Type of study: **Original research paper**

Date of receipt: 11.12.2018

Date of acceptance: 15.02.2019

Online published: 01.04.2019

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1. INTRODUCTION

After the Colonialism in the Subcontinent, English has become second language. Even after the Independence, Pakistani classroom felt much about English language at every level not only in the society but also in the education. The people of all the countries of the world adopted it rapidly especially in their classroom. The reason behind it was that it had become the language of the business, offices, embassies, and even it had become the language of United Nations. In the last four to five decades' educationalist had observed that there was the only language of world thorough which they would teach the subject in their institutions. That's why English language got much fame and very soon it became the language of the classroom. The same situation was in Pakistan where the educationist had observed that their students could get standard education through learning English language. So, English has been employed as a MI in Pakistani classroom. But this situation remained to the quality schools in Pakistan where the learners belonged to the eight class of Pakistan.

1.1 Background of the Study

English has become an international language. Now, it is the language of mass media, social media, economic and print media. Due to this globalization, it has become global language. People from any country can communicate with other person of the other country in the whole world. According to Galloway (2013) "in the perspective multilingualism, English is the language of scientific communication". But Kachru (1985) considered that English language is the symbol of modernization." Kachru highlighted that modern societies adopted this language. The reason behind it was that when the whole world comes to know that the old language like Greek and Latin has become dead languages and people of the world had replaced these languages with English language. A research was held by Surur in (1981) in relation to the EMI in the world.

According to Surur (1981, Cited in Muhanna, 2016) the developed countries of the world adopted EMI in their universities. First thing is that they were non-native countries. Second is that these countries want to progress in the field of science and

technology. Another research was done by Crossey in (2008). The purpose of this research to know that English language has been used for peace keeping the nations.

According to Kaur (2014) the non-native speakers of English language have superseded then the native speakers. Furthermore, Kaur say that it is definite to say that it is the language of those who speak it. According to Seidlhofer (2004) because of using the English language it has been called as the Lingua Franca. A lot of researchers did investigation on EMI like Chen and Kraklow (2014), Altbach and Knight (2007) and Doiz, Lasagabaster and Sierra (2011).

1.2 Significance of the study:

As it has been discussed already that EMI has become a global practice. Near about all countries of world have adopted EMI in their classrooms. Developing countries used it as learning and teaching technique. In Pakistan, English is the need of the hour. This technique is being used in higher classes in the Medical colleges and Engineering universities. The reason is that the syllabus of these particular fields has been prepared by advanced foreign countries like England and America. So after observing these fields, the educationists have planned to adopt it as EMI in the Pakistani classrooms.

1.3 Objectives the Study

The objectives of this study are given below:

- 1.To know the attitude of the learners in relation to the EMI in the classroom,
- 2.To explore the problems which occur the teachers and the students while using EMI in the classroom.

1.4 Research Questions

In this research the following research questions have been framed

- 1.What is the attitude of the students in relation to the EMI?
- 2.To what extent EMI is helpful for the students at graduate level?
- 3.To what extent EMI is helpful in the other subjects at graduate level?

2. LITERATURE REVIEW

This section explains the previous research in the field of EMI. A lot of research has been done in relation to the EMI in different countries of the world. Besides this, the British Council held a lot of researches in the post-colonial countries like Pakistan, India, Bangladesh and some other countries in the perspective of EMI. A few of these researches which were held abroad are stated below.

Al Hassan (2017) held a research in Nigeria. The purpose of this research was to investigate EMI in primary schools of Nigeria. Basically, its purpose was to know the challenge of EMI in public and private primary schools of Nigeria. According to this research, there are 400 local languages which are spoken in Nigeria. Despite this, English has been adopted as the language of medium in Nigerian schools. The findings of this study show that learners and teachers have to face the challenge in the classroom during the use of EMI. Rashid et al. (2016) discussed the issue of EMI in the Pakistani context. The basic purpose of this research was to investigate the involvement of EMI in the subjects of learning English, Science and Mathematics. He coined and modified the term of EMI as a MOI (medium of instruction of English). Another research was held in China in 2015 by Abdulghani Muthanna and Pei Miao. The title of this research was "Chinese students' Attitude towards the use of English – medium instruction into the curriculum courses".

According to Muthanna and Mio (2015) it has been observed that Chinese students showed a positive response in relation to the use of EMI in the classroom. A research was held in Taiwan by Wu in 2006. According to Wu (2006), EMI has been employed in the universities of Taiwan with the help of Code-Switching of Mandarin. Another research was held in Indonesia. This research was held in the Indonesian department of education. This research was held by Nurmala Elmin Simbolon in 2006. This research was doctoral research. The title of this research was "Lecturers' Perspective on English Medium Instruction (EMI) practice in Indonesian Higher

Education". The object of this research was to investigate lecturer's practice of EMI in the Universities.

Channa (2014) investigated the role of English as a MI at government primary schools of Sindh. In this research the altitudes of teachers and students have been observed. The teachers revealed that they accept EMI but the main concern is that students of Sindh in rural areas cannot accept EMI in the subjects of Science and math. Beside this teacher said that their skills are not according to the standard of EMI. This research recommends to postponed the EMI policy in the classroom.

Yousaf (2014) investigated an effective technique of teaching English through Code-Switching. In this research it has been observed that Code-Switching is an effective method of teaching. The students were in favor of English learning through Code-Switching. It was their view that it is the best method for low English proficient learners.

Owa-Ewie (2015) investigated the use of EMI at primary school level in Ghana. This research revealed that it is a multilingual state where the use of EMI is problematic. So, it was not possible to teach English through EMI.

A research was held by Glyn (2015) South Korea. According to Gyln (2015) investigate on the implications of EMI in South Korea schools. The findings of this research indicate that it's implementations creates a lot of problems than its benefits. But in spite of this EMI trend of this EMI trend prevails the condition of facilities to the students of second language.

Civan and Coskum (2016) focused on the outcome of EMI in relation to the academic achievement at university level. Its purpose was to examine the results of EMI on non-native learners' of language in the perspective of academic achievement at universities level. The findings of this research show effects on non-native English language learners. It starts from the first year and ends at the fourth year. But it had positive effects on the brilliant students.

Another research was done by Pal Normark in 2013. The title of this research was the investigations of English medium education. Its purpose was to investigate the experiences of EMI schools presents in Sweden. The participants of this research were students and parents.

According to Normark, (2013) in this research the theory of Kund Illeries in relation to the learning dimension has been applied. The findings of this research show that it had positive results on the learners. It has been described in this research that it is the important part of global society and school culture.

A research was conducted by Muhammad Muhanna in (2016). It was the doctoral research in TESOL. The title of this research was EMI in the perspective of tertiary Education. The participants of this research were teachers and students. In this research, the teacher's attitude show that they were in favor of EMI because English has become Lingua Franca in the perspective of globalization. On the other hand, it has been noted that the EMI has negative effects because of the cognitive load on the students increased during the employing of EMI. In this research it has been recommended that the proficiency of English must be enhanced for futuristic results. The second recommendation was that the universities should improve the academic level through supporting the English language. This research was held in UAE. Because Arabic is first language henceforth the learners of foreign language faced a lot of difficulties during the experience of EMI in the classroom.

Kling and Joyce (2013) investigated research on identity of the teacher in the perspective of to EMI. In this research the cognition of teachers has been observed at the level of Tertiary education. it was also a doctoral research. In this research both types of research methods have been adopted: qualitative type of research and quantitative type of research method. The findings of this research reveal that it has effects on the teacher's identity.

Another research was held by Rogies, Dawn (2012) in the Exeter University of UAE. It was also the doctoral research in TESOL. The title of this research show

that effects of EMI on the language learners' proficiency. The purpose of this research was investigates the current situation of EMI classes in the universities of UAE. In this research, the ILETS test has been adopted to investigate the real condition of language learners present in these universities. Students of these universities reveal that they do not feel any difficulty while using EMI in the classroom. The teachers view was also not different from the students. They say that students adopted easily EMI method of teaching and learning in the classroom.

Uys and AHC (2006) investigated the teachers training model through EMI in South Africa. English is the SL in the perspective South African learners. The main objective of this study was explored the current situation of the second language learners medium of instruction, content classroom and to the content teaching. This research proposed a training model for the teachers so that the proficiency of languages teaching should be enhanced.

Vukas, Dariol (2016) explored the EMI and students mobility in the perspective investigating the satisfaction of incoming students. In this research it has been observed that a lot foreign students take admission in the University of Rijeka but in spite of the fact that they have to learn the Croatian language. The object of this research was to investigate the satisfaction of academic students while learning in the classroom. The other aspect of this point was that to exchange the student at university level where EMI has not been adopted accurately. The findings of this research show that students are satisfied through employing EMI in the classroom.

2.1 Research Gap

A lot of previous students show that research has been done at the primary level and secondary or at the university level. But this research has been conducted at graduate level, which as per our knowledge is first time in Pakistan.

3. RESERCH METHODOLOGY

3.1 Research Design

This research is quantitative type of study. In this study the survey method has been used. The questionnaire has been developed after meeting with the teachers and the students of the school of Jalal Pur Peer Wala. Questionnaire was opted as the data collection tool. Two types of questionnaires have been framed in this research. The first type of questionnaires is for the students. The second type of questionnaires is for the teachers. The questionnaires were got filled from 40 respondents, who were selected randomly from Government College Jalalpur Pirwala, Multan. We personally filled questionnaire from respondents. We used five points Likert scales to record the answer of the respondents. The data has been shown in figures. In the end of each graph, data of the graph has been analyzed and discussed.

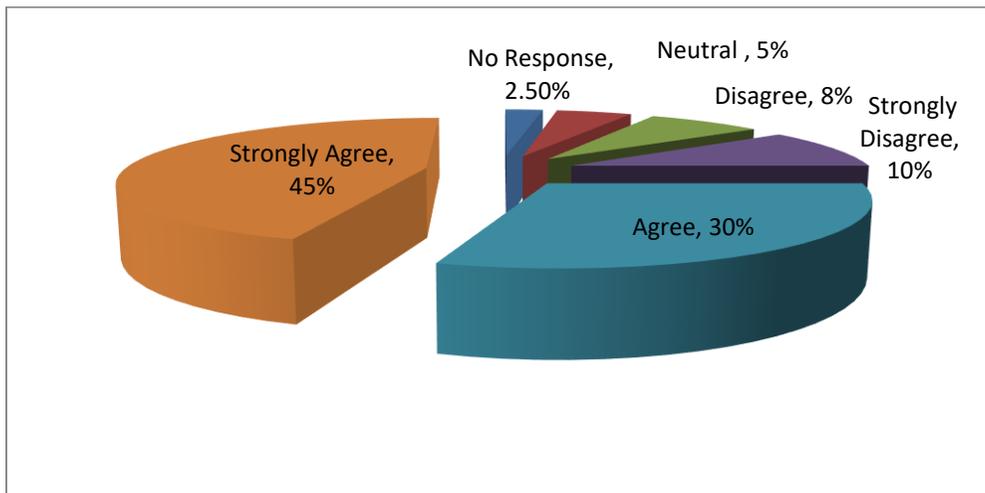
4. DATA ANALYSIS

The question and their response are shown in the figures to make the results visible.

Question #1: Do you think that in this modern age, there is much need of EMI?

The answers of the respondents are shown in Figure 1

Figure 1: Need of EMI



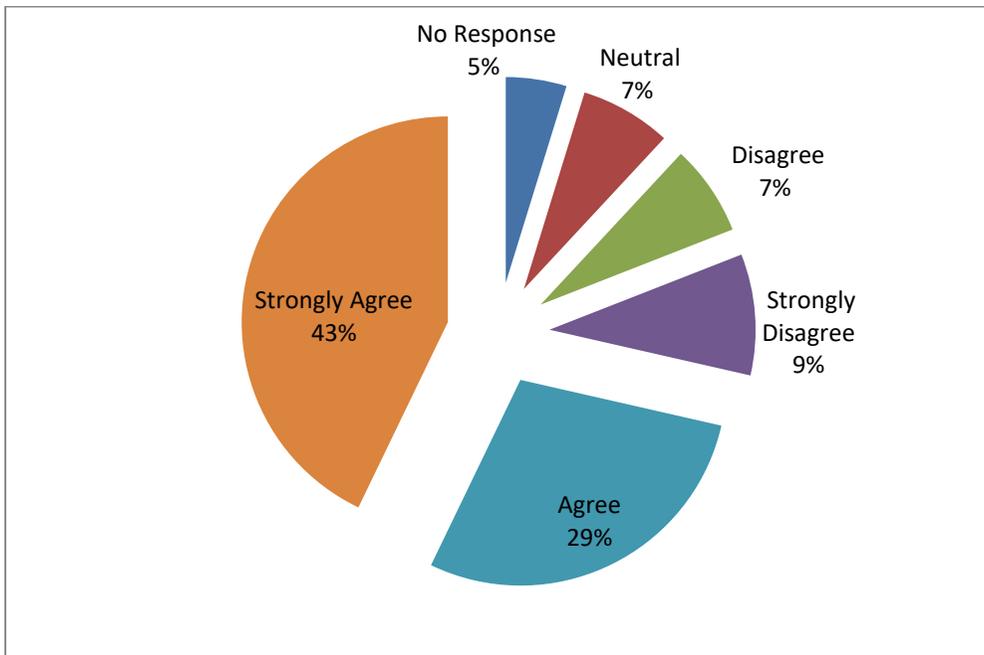
Discussion of Question 1

The opinions of the participants of the survey were required in relation to the attitudes of graduate students about “much need of EMI in this modern age. Facts and figures obtained in such manner are that 2.50% of the participants did not respond to any option. It is crystal clear that 5% of the participants were neutral about much need of EMI in this modern age. The opinions of the other participants were that 8% of the students disagreed about much need of EMI. And 10% of the participants were strongly disagreed. In comparison to the above percentage, 30% of the participants agreed and 45% of the participants strongly agreed about the much need of English as a medium of instruction.

Q # 2 Do you think that for our daily life there is much need of English language?

The answer of the respondents is shown in Figure 2

Figure 2: Need of English in daily life

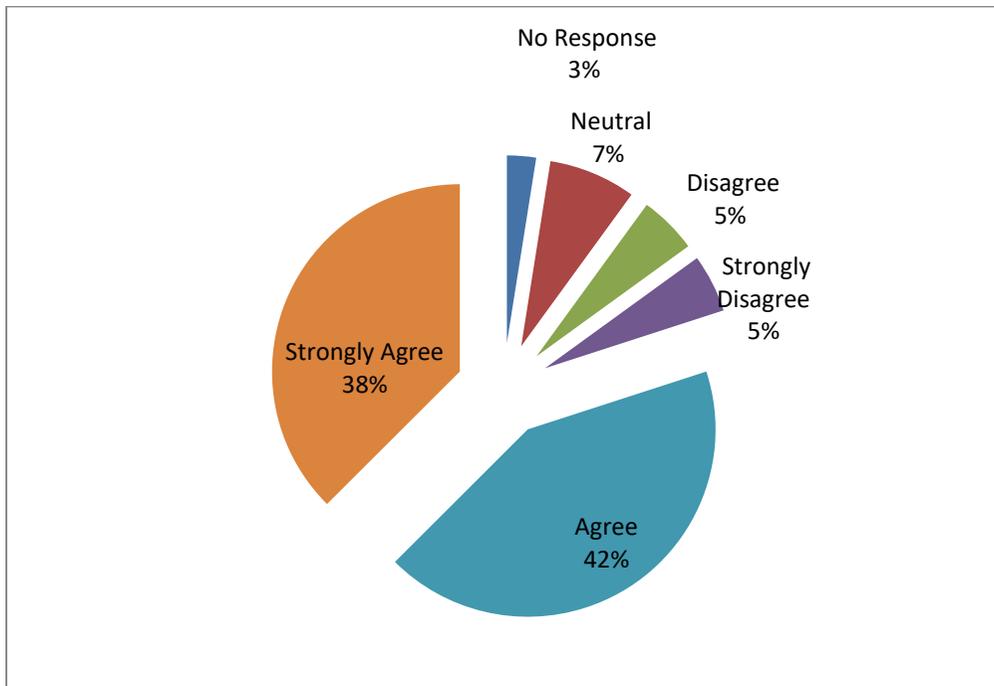


Discussion of Question # 2

The opinions of the participants of the survey were required in relation to the attitudes of graduate students about “much need of EMI in our daily life. Facts and figures obtained in such manner are that 5% of the participants did not respond to any option. It is crystal clear that 7.50% of the participants were neutral about much need of EMI in our daily life. The opinions of the other participants were that 7.50% of the students disagreed about much need of English as a medium of instruction in our daily life. And 10% of the participants were strongly disagreed. In comparison to the above percentage, 30% of the participants agreed and 45% of the participants strongly agreed about the much need of EMI in our daily life.

Q # 3 Do you think that for your academic perspective English language is very important?

Figure 3: Importance of English in academic perspective

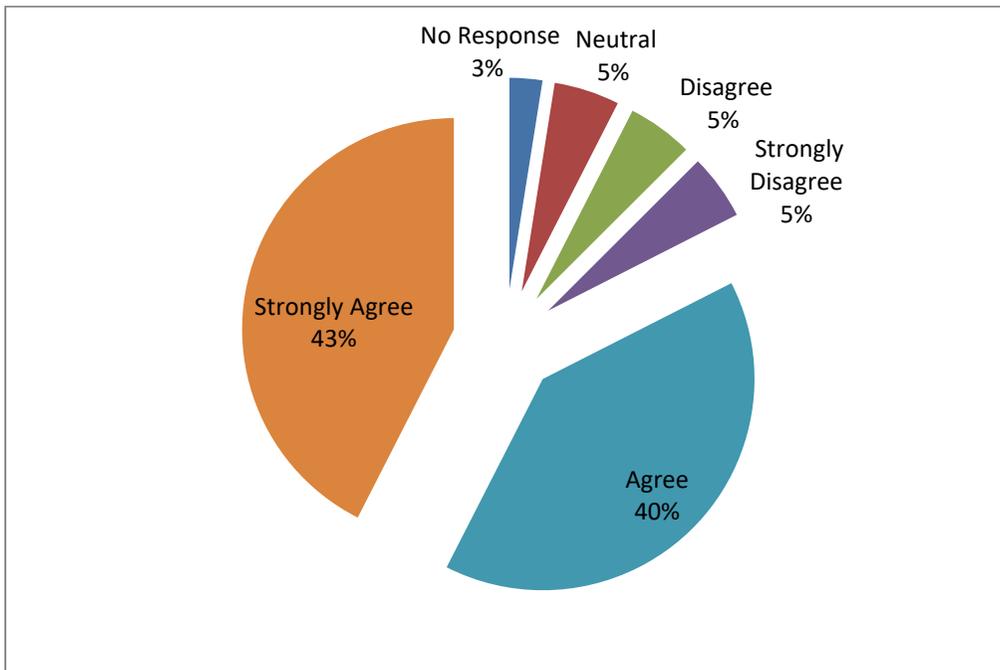


Discussion of Question # 3

The opinions of the participants of the survey were required in relation to the attitudes of graduate students about “the importance of EMI in an academic perspective. Facts and figures obtained in such manner are that 2.50 % of the participants did not respond to any option. It is crystal clear that 7.50% of the participants were neutral about “the importance of EMI in an academic perspective. The opinions of the other participants were that 5% of the students disagreed about “the importance of EMI in an academic perspective. And 5% of the participants were strongly disagreed. In comparison to the above percentage, 42.50% of the participants agreed and 37% of the participants agreed strongly about the “the significance of EMI in an academic perspective.

Q # 4: Do you think that in all institutes in Pakistan, English language should be adopted as medium of instruction?

Figure 4: Adoption of English as a medium of instruction

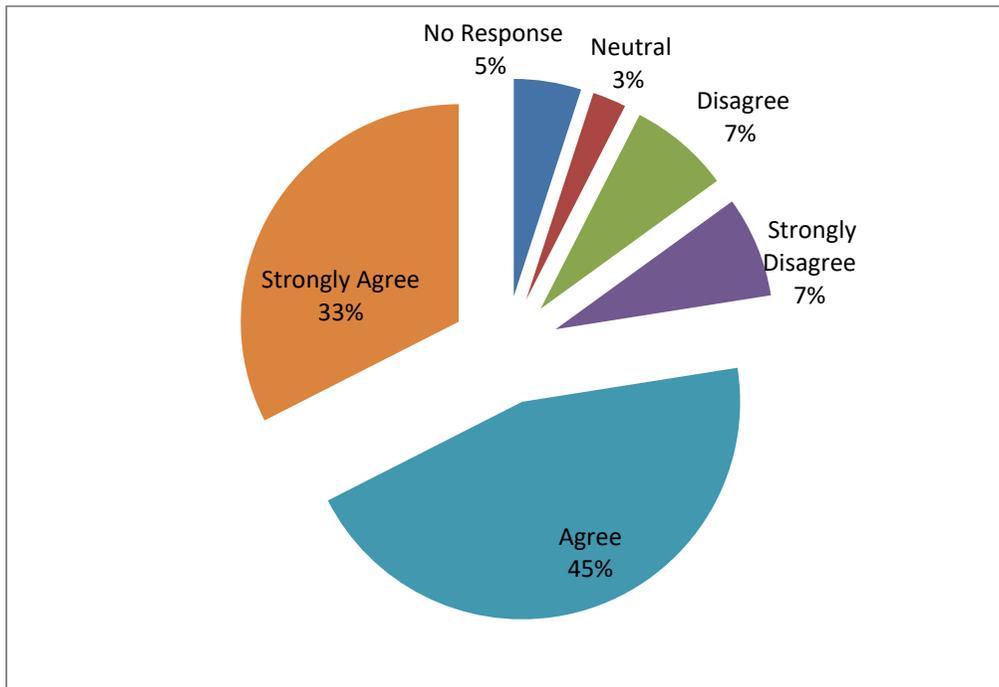


Discussion of Question # 4

The opinions of the participants of the survey were required in relation to the attitudes of graduate students about EMI should be adopted in all institutes of Pakistan. Facts and figures obtained in such manner are that 2.50% of the participants did not respond to any option. It is crystal clear that 5% of the participants were neutral about EMI should be adopted in all institutes of Pakistan. The opinions of the other participants were that 5% of the students disagreed about EMI should be adopted in all institutes of Pakistan. And 5% of the participants were strongly disagreed. In comparison to the above percentage, 40% of the participants agreed and 42.50% of the participants strongly agreed about the EMI should be adopted in all institutes of Pakistan.

Q # 5: Do you think that concepts of English medium can be easily comprehended?

Figure 5: Comprehension of English concepts

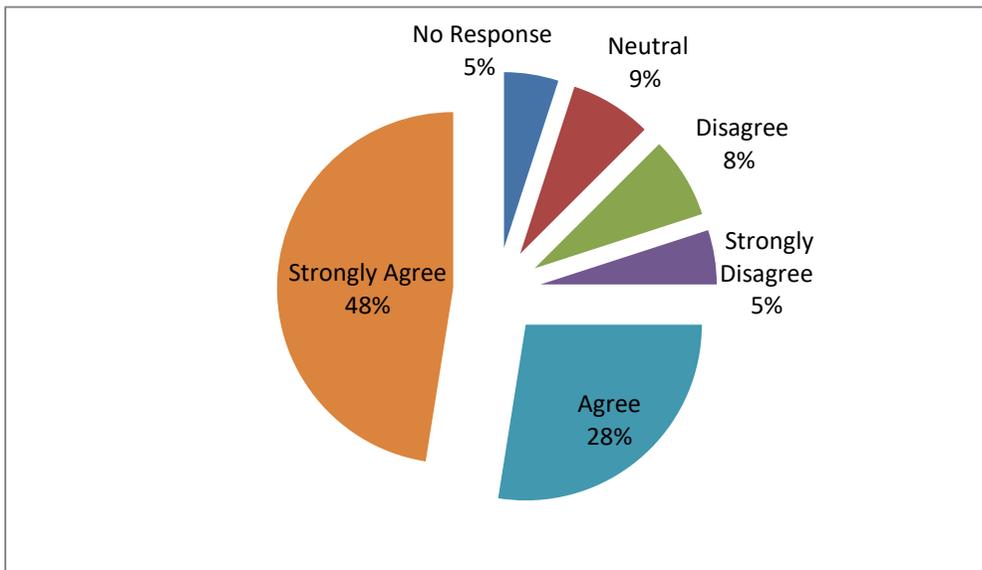


Discussion of Question # 5

The opinions of the participants of the survey were required in relation to the attitudes of graduate students about concepts of English medium can be easily comprehended. Facts and figures obtained in such manner are that 5% of the participants did not respond to any option. It is crystal clear that 2.50% of the participants were neutral about concepts of English medium can be easily comprehended. The opinions of the other participants were that 7.50% of the students disagreed about concepts of English medium can be easily comprehended. And 7.50% of the participants were strongly disagreed. In comparison to the above percentage, 45.00% of the participants agreed and 32.50% of the participants strongly agreed about the concepts of English medium can be easily comprehended.

Q # 6: Do you think that education through English medium is more difficult for you?

Figure 6: Difficulty of English Medium



Discussion of Question # 6

The opinions of the participants of the survey were required in relation to the attitudes of graduate students about education through English medium is more difficult. Facts and figures obtained in such manner are that 5% of the participants did not respond to any option. It is crystal clear that 7.50% of the participants were neutral about education through English medium is more difficult. The opinions of the other participants were that 7.50% of the students disagreed about education through English medium is more difficult. And 5% of the participants were strongly disagreed. In comparison to the above percentage, 27.50% of the participants agreed and 47.50% of the participants strongly agreed about the education through English medium is more difficult.

5.CONCLUSION

The overall results show that EMI is very important in the context of the Pakistani classroom. After the globalization English has become an international language and the classroom had equipped with modern technology so EMI has become a necessary method in the Pakistani classroom. The also show that the responses of the 3rd year and 4th year students are in favour of the EMI in the classroom. This method of instruction is very helpful for the students as well as for the teachers. Students at graduate level do not feel any difficulty in the listening, reading, writing and speaking activities in the classroom. The overall results of this study show that 35% of the students strongly agreed, 41% of the students agreed, 9% of the students strongly disagreed, and 5% of the students disagreed concerning the attitude of EMI. While the 6% of the students remained neutral and 5% of the students did not answer the questions. It means that majority of the students are in favour of English as a medium of instruction.

6.Pedagogical Implications

Pedagogical implications of the study are given below: -

- 1.English department should start the training courses for the teachers at college level so that EMI could be implemented at college level.
- 2.Teachers should take practical steps to implement EMI in the classroom at graduate level.
3. The syllabus should be designed in the perspective of EMI.
- 4.The students should be assisted and motivated during the application of EMI.

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CONTRIBUTION OF AUTHORS AND CONFLICT OF INTEREST

This research work was carried out in collaboration between three authors.

Author 1: Jamshed Saeed is an M.Phil scholar at Department of English, Institute of Southern Punjab. He designed the study, collected and analyzed data. He also wrote first draft of the manuscript under the supervision of author 2.

Author 2. Agha Masood Ahmad Khan is an Assistant Professor, Government College of Science, Multan. He contributed in this paper by guiding author first in evolving and finalizing initial draft of manuscript. He also helped the author 1 in the use of analytical techniques.

Author 3: Prof. Dr. Abdul Ghafoor Awan has first Ph.D in Economics from Islamia University of Bahawalpur-Pakistan and second in Business Administration from University of Sunderland, U.K. He edited, formatted it and give final shape to this manuscript. data exploitation and analytical technique. He edited and gave final shape to the manuscript. In order to know about his research fields, Pl look at his Web of Science ResearcherID  [M-9196 2015](#) or [Profile at Google scholar](#). All three authors read the manuscript carefully and declared no conflict of interest with any person or institution.
