



RESEARCH PAPER

An Analysis on Students Ideas about English and Urdu as Medium of Instructions in the Subjects of Social Sciences studying in the Colleges of the Punjab, Pakistan

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PAPER INFO	ABSTRACT
<p>Received: October 07, 2021</p> <p>Accepted: December 29, 2021</p> <p>Online: December 31, 2021</p> <p>Keywords: English as Medium of Instruction (EMI), Higher Education Institutions (HEIs) Urdu as Medium of Instruction (UMI),</p> <p>*Corresponding Author: falaqulsama@gmail.com</p>	<p>The worth and usefulness of English education as a foreign language is of great concern to language rule and planning (LRP) researchers compared to teaching their native language globally in higher education. The study under research examines the perspectives of two similar groups of the final year students of at Higher Education Institutions of Pakistan. The first group consists of art students who received the Urdu medium of instruction (UMI), and the second group received the English medium of instruction (EMI). An empirical methodology was carried out in the present year, students answered questionnaires to find out the benefits and challenges of learning subject-based knowledge, what subject-based knowledge means to them, and their understanding of language as a teaching language. Interviews were conducted with the selected group of students who wished to participate in research. Additional information is available from the tests and results obtained in the two equivalent courses. Although many similarities have been identified between the two groups, the overall knowledge of disciplinary knowledge of English medium instruction students was not very effective, while that of UMI students was very effective. It explains the implications of the findings to continue the language rule as policy experience for teaching in higher education institutions.</p>

Introduction

The Federal Govt. and the Government of Punjab are paying full attention to teaching methodologies and higher education to the students, especially special attention is being given to offering multi-disciplinary courses to the graduate students. As nations gradually circulate towards knowledge-based economies, there's a developing call for the fundamental knowledge and incredibly professional human beings (Kırkgöz & Dikilitaş, 2018; Macaro et al., 2018). In this regard, higher training institutions, mainly colleges, historically have an educational function, together with education more and more students to obtain first-rate qualification. In the improvement procedure (Hernandez-Nanclares &

Jimenez-Munoz, 2017), colleges are essential our bodies for contributive to the global competitiveness and financial properly.

In the challenge statements of colleges, excessive priority is given to achieve excellence in teaching (Kamaşak et al., 2021). While a good performance in coaching is firmly at the better training timetable, coverage makers increasingly more help a dedication to gain disciplinary understanding amongst students. The effective measures regarding the achievement of understanding and college education accordingly will become important (Curle et al., 2020; Ghazal et al., 2014).

In College Mission Statements, Teaching Qualifications are given Priority. While academic superiority is on the agenda of HEIs, policymakers are increasing their commitment to higher discipline among graduates. Therefore, the relationship between knowledge and college education will be important (Köksal & Tercan, 2019; Sultan & Javaid, 2018).

Private and Government Colleges act as a foundation of knowledge, it will be vital for the students to understand their knowledge of disciplinary knowledge in their mother tongue and foreign language in conjunction with current macro-language applications. Small-scale policies have been in vogue before students graduate from higher education (Norton & Kamal, 2003; Yasmin et al., 2016).

The article examines the applicable literature on English as the language of instruction, in addition to overseas language coverage and making plans inside the Urdu context. A dialogue of the strategies used to gain studies facts is accompanied by using a detailed evaluation of the statistics accrued from 3 foremost sources. Lastly, the query of education and the position of the college is described to say in want of an extra actual characterization of getting to know in higher schooling.

Literature Review

Like many different non-English talking countries, the worldwide position of English because the well-known language of technology, and enterprise within the world has influenced Pakistan's foreign language policy. Pakistan is located at the crossroads of Europe and Asia. Pakistan uses a scientific foreign language to reply to the worldwide impact of English on its better schooling machine (ALTAY, 2020). Liquefied petroleum gasoline (Fareed et al., 2021).

Like the above-cited international locations, because in late 1980, the fast improvement of EMI in higher education in Pakistan has unavoidably been followed by politicians and researchers paying more and more attention to the difficulties confronted

by many bachelors throughout their English as Foreign Language (EFL) research. Issues related to MI problems and effective research on one's very own concern knowledge are a vital part of the present-day debate in Pakistan (Bhatti & Memon, 2016). Literature review revealed that Pakistani instructors who educate content material guides at EMI about the usage of English as MI. An EMI survey of instructors at eight colleges showed that most teachers decide upon UMI to EMI due to the fact EMI makes it greater difficult for college kids to study science (Imtiaz, 2014; Sarfraz et al., 2015). Similarly, it's miles tough for Pakistani instructors to train EMI to local speakers. Authors tested comments from college students and instructors on the effectiveness of the usage of the English/Pakistan language in acquiring difficult understanding in 3 colleges in Pakistan. Although EMI has been observed to be effective in growing language abilities, studies have shown that EMI cannot efficaciously supply educational content. Investigation the attitudes of college students and school contributors of a private college in Pakistan in the direction of EMI. Her studies results display that even though most teachers select EMI, the handiest 41% of college students agree that English ought to be used as MI. As for the effect of EMI on pupil studying, maximum students said that English studying helps to go-ahead. Similarly, maximum educators strongly agree that EMI reduces college students' creativity and negatively affects their self-self-assurance.

In addition to the research on MI, many researches were conducted to take a look at the emotions of participants in an Urdu context. Researchers used observation with trainer candidates to assess their perceptions of skills associated with classroom control troubles (Irfan, 2017; Khoo, 2003). Authors attempted to decide the degree of overseas language tension and its effect on the Urdu language gaining knowledge of 108 college students who participated in the studies. It has been located that anxiety can affect achievement, and there's a superb correlation between learning a foreign language. The Researchers studied analysed comprehension talents of nearly 90 teachers in three language coaching departments; Urdu, English, and German. They take look determined that the comprehension scores of Urdu language instructors had been significantly higher than others in phrases of primary and in-intensity knowledge classes. However, English teachers acquired the best rankings for in-depth expertise.

Although much research on the effect of EMI on scholars getting to know is primarily based on the perspectives of college students and college and a team of workers, no systematic studies have been carried out to evaluate college students' views in their mother tongue and foreign languages on higher training (Cankaya, 2017). This article introduces a scientific comparative look that examines the perceptions of EMI and UMI amongst commerce and art students in the higher education department. Although it is stated that it is considered contextual, it has the potential to fill a crucial gap in LRP studies and upload to the growing literature describing MI packages in various contexts, no longer only in Pakistan, but everywhere in the globe.

Research Framework

The research became carried out at Private and Public zone schools in Pakistan, which additionally imparted concern information through Urdu Teaching Tools (UTT) and English Teaching Tools (ETT). This research includes 4 disciplines, of which chose EMI: Commerce and Banking and Finance, all guides are only to be had in English; Mathematics and Political Science departments offer all Urdu language guides.

The Government of the Punjab Committee's coverage also actually stated that the cause of higher training is to educate fairly professional talents inside the discipline. The policy also emphasizes that a person wishes to collect relevant medical theoretical and realistic expertise and abilities on the way to contribute to society as a mature professional. Students should gain this purpose during their undergraduate research.

To acquire a bachelor's diploma in the context of EMI or UMI, students need to have a commonplace information base to participate in professional speeches inside the information network. In different phrases, college students must have the potential to share data circles within the conversation with instructors, and create precise meanings in their writing, to reach the level of sharing and acceptance with the aid of academic specialists. Share the meaning of their expert subjects with the writer of the text to be able to have a speak with the author. By sharing means of making contact expert speakers, college students include a series of statistics associated with their challenge know-how.

The research underhand is based upon the following research questions:

1. How do students inside the final year of the commerce and humanities understand the blessings of the language used as a teaching device-EMI or UMI-in acquiring concern know-how?
2. If available, which language to apply as an educational tool-EMI or UMI-What are the demanding situations faced by using students in the very last year of the Faculty of Commerce in acquiring situation know-how?
3. What do the scholars inside the final year of the Commerce consider clinical knowledge? How do these views have to do with the effect of the language used as a teaching device on the acquisition of clinical know-how?

Material and Methods

To accomplish the research, we adopted the empirical study following questionnaire, interview with the students, faculty members of the respective disciplines,

the results of the students who attempted their examination papers in English Language and Urdu language. The survey was conducted without any gender, age, or area discrimination. The name of the participants was not taken in the questioner and keeping in view the ethics of the research, the names of the faculty members who participated in this research remained confidential.

Participants of the survey

The four groups of students collaborating on this examination have been from 4 distinctive academic disciplines of faculties. A general of 250 final year commerce and art colleges students (120 UMI and 130 EMI) had been the contributors. Of the 130 EMI college students, 60 were in the trade department, 70 were within the Banking and Finance branch; of the one hundred twenty UMI students, 45 were in the Commerce branch, and 75 were within the Political Science department.

During survey, no major difference was observed in age, area, gender, financial status between college students of the UMI group and EMI group. It has also been noticed that the EMI students have a previous background in the English at intermediate level and these students scored good numbers in final exams. It was noticed that the students who are getting an education in Urdu had no English schooling background and these students have no strong marks in English papers.

Procedure of the survey

Initially, a questionnaire was specially designed to accomplish this study. It was used to get the opinions/remarks of the students. The questionnaire presents the qualitative picture of the benefits, perceived challenges faced by the students in getting knowledge in Urdu and English, which disciplinary knowledge gives them more benefits and meant to them, and finally what is the impact of the Urdu Language and English Language on their learning.

The questionnaire was disbursed to the students of the private and public sector colleges in June and July, towards the end of the academic session for the year 2020-2021. Questionnaire to was distributed to the final year students so that more better results and also get more experienced answers could be gained conducted the interviews were conducted with the representative of the disciplines under study after getting answers to the questionnaire. The time duration of each interview was 10-15 minutes, to get in-depth knowledge of the study and on the issues raised by the students. Finally, we also interviewed the students from each group keeping in view their privacy and exposing them before the faculty.

Analysis techniques of the survey

To accomplish the survey tasks, audio recorder was used to record the interview of the students and faculty members so that we listen and report them properly. The interviews of the students were translated into English for future reference. Quantitative and qualitative were applied analysis tools on both questionnaires and interview. Notes were prepared against each reservation of the students and faculty members against each question. The data is analysed in three stages, in the first stage, the Urdu Medium Instruction data was analyzed. The Tally charts technique was used to generate the list of responses against each questionnaire to get the themes of the answers. Data reduction was also techniques to eliminate redundant data. After the successful completion of the data analysis on Urdu Medium Instruction, another technique namely cross-sectional analysis was used to both academic disciplines of the Urdu group, and this cross-sectional analysis provided the generalized response of each question. In the third phase, the same process was performed on the English Medium Instruction group, cross-sectional analysis was performed across both English and Urdu groups to generalize their responses. Findings are prepared and reported on Urdu and English students' perceptions.

Results

Perceptions and benefits to EMI student

After an in-depth study of the questionnaire and notes of the interviews, first, we the observations of the students about the benefits of the English language as a medium of instruction in their discipline is discussed. The majority of the students are of the view that due to vast exposure to the English language, they can enhance their English vocabulary, translation skills, and grammar. The English Medium students stated that most of the commerce, banking, and finance books, publications are available in the English language over the internet, therefore, they can easily getting a higher qualification in their respective disciplines.

The English Medium students also stated that after acquiring a degree in EMI, they can get jobs easily, they have advantages over Urdu medium students, they can apply for highly paid jobs, apply for international scholarships, the job abroad, current market jobs.

Global development is also an advantage for EMI students. Technology is changing day by day and new tools and techniques are coming to improve the commerce trades. Every commerce, banking, and finance tool are available in the English Language. Their EMI would enable them to do better communication with the people of the advanced countries.

Perceptions and benefits to UMI student

The majority of the students of Computer Science discipline and Political Science discipline reported that the Urdu language is very easy for them to understand the primary knowledge of their respective disciplines. They achieved their tasks in a very short period. UMI students also reported that they can learn the concepts in a comprehensible way.

The students of UMI also stated that they can get detailed knowledge of their discipline as demonstrated by the teachers. They can learn a large part of their disciplinary knowledge, and they do not need to translate everything into their language.

Furthermore, the students of Urdu Medium of Instruction report that the knowledge they perceived from their teachers remained in their memory for a long period. Students frequently referred that easy communication with the teacher during the lesson is the highest advantage for them. Students can make oral and written communication with the teacher and they also submit written assignments easily.

Challenges and roadblocks to EMI student

The EMI students think that getting a degree through EMI mode has several advantages but the majority of the students think that EMI posed many challenges that are discussed as under:

First of all, difficulty in understanding the knowledge is the core challenge in the EMI program. The majority of the students perceived that proficiency in the English language is a serious concern, it reduced their capability to know complete knowledge of the discipline. Students are facing difficulty in getting the exact theme of the lecture, whole concepts, and exactly what is written in the textbooks. Students are only able to get the general idea of the topic but not the detail of the topic. Students also reported that due to confusion in the understanding, they ask many questions during the lectures and also faced difficulty in the preparation of the lecture notes. The students also reported that they are not able to memorize the exact concepts of the topic in their mind

Second, similarly, students are not able to get important details of the disciplinary knowledge. The comments of the students show that they are not able to get specific details that are required to understand the theme of the topic. Many things remain unclear/incomplete in their mind, many imported things remain unclear and not able to get in-depth and detailed knowledge of the important subjects. Students also feel disappointed that they are doing to be graduate with an insufficient level of knowledge. Many students comment that they are not able to understand the structure of the lecture, they frequently need a reference to formulate the core concepts of the lecture. The students of EMI also reported that they are feeling difficulty in the written test in the concerned discipline.

Third, the students of EMI are frequently given the reference of the time-consuming nature of the medium of instruction. Students reported that their study takes twice even more than that of time to learn the discipline as compared to UMI. The students often first translate English into the Urdu language then move forward, this thing consumes their double time.

The fourth challenge is the true understanding of the examination questions of the discipline which creates a very adverse effect on the performance of the students. Students also reported that they try several times to understand the question and sometimes, misunderstand the question.

Challenges and roadblocks to UMI student

The students feel as such no challenge in respect of the acquisition of knowledge but major problems faced by UMI students are given as under:

The first challenge for UMI students is difficulty in understanding, many students reported that due to their limited proficiency, they experienced problems in publications of English.

Second, the job is also a challenge for UMI students, various organizations conducted their interviews in English and they could not understand the question during an interview. UMI students are very worried about their future as proficiency is required to find a good job.

The third concern is the major concern of the UMI students that is understanding of technical terms, the computer science students especially feel uncomfortable while reading computer science publications. It is pertinent to add here that the majority of computer science terms are derived from English and Latin languages.

Discussion

The current study is using EMI in combination with UMI to investigate the commonalities and attitudes of students in higher education. Positive Learning for EMI students includes developing English skills, accessing basic English resources, and monitoring global progress in education. In addition, you will get the equipment benefits that students expect when graduating from EMI: high-paying jobs. UMI students, meanwhile, said disciplinary knowledge could be easily understood, learned in detail, and maintained for long periods.

EMI students say it's difficult to understand, especially when it comes to disciplinary knowledge details. As a result, they tend to recall disciplinary knowledge to achieve short-term goals such as passing exams and admitting that they have surfaced rather than effective education. EMI students also point out that what they remember can quickly be forgotten. This supports the claim that memorization allows students to pass the exam, but only with poor quality education. In contrast, the majority of UMI students (86%) agreed to have a better understanding of the discipline, a better understanding, longer stays, and higher education.

The lack of awareness of EMI students is because they do not provide the appropriate reference frames for obtaining disciplinary knowledge and understanding details, but by having UMI students access the appropriate reference frames, you can purchase more effectively. Knowledge of discipline. For the sake of explanation, EMI students could not create enough definitions to ask and answer questions, or could not place lectures in indirect reference frames like UMI students, so in discourse, you may not be able to participate. In general, when EMI students participated in professional discourse, UMI student participation in the disciplinary speech was more sophisticated due to the development of more detailed reference frames. Unlike UMI students who claim to learn disciplinary knowledge in a short period, EMI students are dissatisfied with the time-consuming learning and difficulty of understanding test questions.

UMI students expressed concern about the potential of UMI, although they did not face any particular difficulty in gaining disciplinary knowledge. They had a hard time learning English sources for people with limited English proficiency. In addition, students expressed concern about the possibility of finding a job that requires a high level of English proficiency.

The definition of academic knowledge for both UMI and EMI students is related to academic concepts because they tend to look at the concepts that form an important part of academic knowledge. Most students understand that disciplinary knowledge must be completed to prepare for graduation.

Regarding the impact of teaching language on students' acquisition of disciplinary knowledge, most UMI and EMI students agree that it has a significant impact on language learning. The fact that UMI students participate meaningfully in disciplinary discourse suggests that the language of instruction is important for incorporating the necessary disciplinary framework. Compared to the EMI profile, the UMI profile has been found to have sufficient disciplinary reference concepts that allow UMI students to be better at disciplinary knowledge in the final year and much better than EMI students. increase. You have reached a sufficient level of disciplinary knowledge.

Recommendations

This study also addresses possible implications for grade levels. If a medium-sized English college wants to educate students who want to become skilled professionals, they must help them learn the disciplinary knowledge most needed in higher education policy. Researchers suggest that it is possible to improve the teaching practices of teachers, who play an important role in implementing macroeconomic decisions. One way to achieve this is to look for ways in which teachers can develop more focused approaches to learning about commerce and academic identities, not just the areas they teach. Teachers should consider activities that teach how to make knowledge more accessible to students, taking into account the complexity of knowledge of content and the transmission of foreign languages. In this way, it helps students develop skills that allow them to participate more effectively in disciplinary speech. Therefore, further research on how teachers give disciplinary knowledge will help to explain how EMI programs are presented.

This special study focuses on Pakistani higher education institutions. Further study of similar subjects as students from different colleges allows for a current context-based interpretation of current findings. In addition, longer periods of involvement in EMI programs have several advantages in having quality engagement with individual students.

Conclusion

This detailed study examines the perceptions of two-year commerce and art students in the EMI and UMI fields of the Higher Education Institutions. According to the survey results, the purpose of higher education is "to teach very skilled people to diplomas". Relatively inefficient education is preparing EMI for undergraduate students. Therefore, the findings provide a compelling reason for teaching in English.

In today's world of globalization, English proficiency is undoubtedly related to the country's overall economic growth. HEIs are expected to be accountable for calculating desirable results for scholars, such as communication skills in English through English programs. Globalization, Education Policy Medium, researchers report that the EMI classroom has been reorganized by policymakers, demonstrating changes in language planning. This can encourage students to develop their English proficiency. Because language expertise is the key aspect for effective policy employment, EMI classrooms can provide students with the opportunity to learn content and enhance their English skills.

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