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LANGUAGE AS A MEDIUM OF INSTRUCTION: EXPLORING ITS EFFECT ON ACADEMIC ACHIEVEMENT IN PAKISTANI UNIVERSITIES

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ABSTRACT

This research aims at determining the effects of Language as Media of Instruction on academic performance in the universities of Pakistan. As the medium of instruction is English this study examines the effect of the language on the learners' academic achievement in courses which require extensive language usage. A quantitative study and twenty qualitative respondents; ten each from public and private universities; were also five selected. Based on the emerging evidence, language is found to play a role in the student achievement where EMI poses a challenge to the foreign language learning students. Motivation and instructional support of the students partly mediate this relation. Since language support programmes, training of the faculty, and learners' motivation during instructional processes have been acknowledged to facilitate academic success and linguistic diversity in the Pakistani university, this study is pertinent. This should interest educational policymakers, faculty members, and the students since it presents useful information from the results of the study. It should suggest that the support of language should be given in parallel with the support of faculty for dispensing linguistic sensitization. The Faculty members should know about the language problem faced by the students, and should help the students to overcome that barrier. Students should try to understand and ask whenever they are faced with any question.

Keywords: Learning languages, the academic achievements, the EMI, language skills, attitudes, language support, Pakistani universities, higher learning and language policy and language variations.

Introduction

Language and academic proficiency show a significant relationship and therefore LMO assumes a factor limit for students learning experience. Especially in Pakistan particularly at university level English is Medium of instructions and therefore Linguistic competency a make or mar of performance is. Earlier the topic of language and academic performance was not a focal area of interest but recently many studies have emerged from which there is least information regarding Pakistani universities setting. This presents a unique problem since the medium of instruction for Pakistani Universities is English. On the hand English open a great number of opportunities for using wide variety of differences with the academic sources, as it assists in developing international relations, and provide more employment openings. On the other hand the students

who are non English speaking my encounter some challenges in comprehending the various concepts offered in school this leads to low academic performance stress and low motivation.

Moreover, two third of the Pakistani students are either linguistically and/or culturally diverse, which provides to the overall mix that stems from the implementation of the English-medium policy. Some will include low achieving rural students, students who use minor local languages and or from such background income and or very poor families; such students will have negligible access to academic material; will be often too below their respective self esteem to talk or respond in class; and often will hardly make it through most of the assignments within class.

The main aim of this research study, thus, is to establish the extent to which language in medium impacting on the academic performance in Pakistani Universities. In particular, it seeks to investigate the correlation between the L1 performance and the challenges experienced under EMIS. It is within this policy milieu that this study aims to draw attention to various approaches adopted by students and faculty members living and studying as well as working in Pakistani universities to the intersections of language and instruction and the subsequent effects on students performance. The research of current study shall provide significant insight to and educational policy makers faculties and learners toward the enhancement of university academic performance and plurality of Pakistan languages.

Literature Review

Research on the interconnection between language acquisition and achievement scores has been widely conducted. Several research have examined the influence of language skill in relation to achievement considering the implications of the use of English as a medium of instruction.

The first completed research study in this area was by Cummins (1979) who revealed that the predictor of agametic achievement with immigrant students in Canada was language proficiency. Similarly. According to Thomas and Collier, (1997), the level of the student proficiency in English is a key factor which determines instructional achievement of bilingual students in United States.

Other research which has also looked at the correlation between language proficiency and academic achievement has also been done in a college context. For instance, Butler (2014) established that level of English language was a positive and significant determinant of academic achievement among international

Australian university students in particular. Similarly. Huang (2016) concluded that the level of the language used emerged as a significant determinant of the academic performance of Chinese students learning in English institutions.

With regard to Pakistani universities, a number of research studies have been conducted to find out problems faced by those students who are non-English speaking. For instance, Khan (2013) noted that learners' who had grown up speaking other languages struggled in the process of comprehending the lectures delivered and the group discussions as well as other assignments given in class. Similarly, Ahmed

(2017) also concluded that English language is the strongest predictor with relation to academic performance of students in the Pakistani universities.

In addition, another study has also confirmed the role of instructional support in promoting achievement for children, who have ELL status. For example, Brinton and Snow, (2012), conducted a study on international students in US universities and established that instructional support like language support classes and academic advising are needed most while trying to achieve academic success.

Methodology

The research in this study utilized both quantitative and qualitative data collection and analytical techniques. Specifically, the adoption of the mixed-method technique provides an accurate picture of the factors influencing teaching and learning, and academics' experiences in the context of L as a medium for instruction in Pakistani universities.

Quantitative Method

A close-ended survey questionnaire was filled up by 300 students selected from the public and private Universities in Pakistan. As part of the instrument, the questionnaire was composed of four parts, namely, demographic background, language proficiency, academic performance, and motivation.

The administration of the questionnaire was pilot-tested with 20 students to test the validity and reliability of the instrument. The questionnaire was then given to the overall sample of 300 students.

The collected quantitative data were analyzed using descriptive statistics, and inferential statistics.

Simply descriptive statistics was applied in establishing the demographic characteristics of the sample while more definitive statistics were applied in analysis of the relationships between language proficiency, academic achievement and motivation.

Quantitative Method

A survey questionnaire developed by the researcher himself containing 30 questions was administered on 300 students of public and private universities in the Pakistan. According to the demographic information, L1, GPA, and motivation, researchers provided participants with a brief questionnaire to fill in.

The survey questionnaire was piloted on a group of 20 students to test its reliability as well as validity. The questionnaire was also completed by the main sample of the students out of 300 of them.

To quantitative data, descriptive statistics tests and the inferential statistics tests were used. Participant demographic characteristics were summarized qualitatively as an initial report, and the hypertrophic reorganization of the data was conducted using inferential statistics.

Mixed-Methods Approach

According to the Salvarani, this research employed mixed-methods approach with a view of striving to corroborate the research findings. The quantitative data enabled a

group level analysis of the interrelations of language proficiency, academic performance as well as motivation.

Quantitative Results

Quantitative results of the current study are discussed in the current section. This is after administering questionnaires survey where 300 students were filtered out and their response analysed.

Descriptive Statistics

The demographic characteristics of the sample is presented in table 2.

Relative Standing | Mean SD | Range I

| Age 122.512.1118-301

These included: The results for the language proficiency were the mean-average varied around 6.5 while that of the standard deviation varied round 1.2. In the age mean score varied in between 3-9.

Academic Success 17 211514-101

The motivation 18.111.215-10

Inferential Statistics

In this section, the author gives an account of the inferential statistics of the study. The correlation analysis carried out is summarized in the following table The following table got the results of the carried correlation analysis get from the staff bank Table 2

Secondary Variable I Language Proficiency | Academic Achievement | Motivation!

1 Language Proficiency 1110.65 10.45 **1

Achievement USA, NLSY, Men 10.65 110.55

Motivation 10.45*10.55*111

Table 3 shows the results of the regression analysis of the impact of decision-making on sales growth and improvement in employee performance.

Variable B SE Btip

Language Proficiency 100 510.1210 3212.911 10.011

1 Motivation : 10.2510.11 10.24 12.35-10.02

Qualitative Results

The findings of the research in this part are expressed in the forms of narratives and qualitative data analysis. The findings presented here were derived from the interviews conducted among 20 faculty members.

Themes

This section discusses the themes that were drawn from interview data.

-Language Barriers: The majority of the faculty respondents mentioned that students with limited English proficiency were a primary burden for them to teach.

-Academic Support: The dean most importantly highlighted the need to ensure all students get academic assistance especially where there was language hindrance among the faculty.

Motivation: Expectations for students' academic performance were majorly dependent on motivation as described by faculty members.

Quotes

Several quotes from the faculty members are provided in this section to support the themes.

– According to the responses, language barriers appear to be a great concern to our students. Faculty Member 1 said: “They all complained that they find difficult to comprehend the lectures and also contribute to the group discussions.”

At this, we stand justified that a lot of work needs to be done to increase academic support for students who face language barriers. This could include language support classes and academic advising when student does not meet the language proficiency in order to pursue a course in his first language. (Faculty Member 2)

Motivation is an important factor in our students performance in academics. It implies that My Nursing Group should do more to help them become more responsible for their learning: The education support we offer them must help them succeed. (Faculty Member 3)

Mixed-Methods Results

The findings of the current cross-sectional mixed-methods study are discussed in this section. The results and discussions are derived from the synthesis of the quantitative and the qualitative data.

Triangulation

In this study the results were analysed and triangulated using the both quantitative and qualitative data sets.

The quantitative findings also affirmed that language skills ability was a predicted variable of academic performance.

The findings in both qualitative and quantitative research pointed out the language as a hindrance to the students’ academic performance and the faculty members as the major actors in supplementing the student academic difficulties as a result of language barrier.

Discussion

The findings of this study offer an understanding of the effects of language mode for learning on academic attainment on students in Pakistani university. In this discussion, we shall provide a detailed consideration of the research outcomes for educational policymakers, faculty members, and students.

Effect of Language Proficiency and Academic Achievement

It is also evident in the study that language proficiencies a unique determinant of academic performance of students in Pakistani universities. This forms a production line with prior research that advocates that language proficiency is an influential determinant of success at school (Butler, 2014; Huang, 2016).

The findings of the study also establish that students where; are non-native English speaking are struggling to achieve in their academics. This finding is consistent with previous research, which has shown that language barriers can be a significant obstacle to academic success (Khan, 2013; Ahmed, 2017).

Instructional support and motivation were the second and third measures Odukalu assigned to her participants.

The findings of the research reveal that imitational support and motivation are conducive to students' performance. This view conforms to prior research which indicates that both instructional support and motivation are critical to learning achievement (Brinton & Snow 2012 ; Gardner & Lambert 1972).

The research also finds that faculty members have a great role in delivering instructional assistance to students with language difficulties. These findings correlate with the earlier discoveries; the experiences of the involved stakeholders indicate that the faculty can significantly influence the achievement of learning goals of the learners (Khan, 2013; Ahmed, 2017).

the findings in quality identified the perception of faculty members on language difficulties as a challenge for students who had English as their second language.

About the Implication of the Findings for Educational Policymakers

The investigators' findings of this research hold critical implications for educational policymakers in Pakistan. Thus, based on the results of the study, the following recommendations are made: a) policymakers should offer language support to students who use English as the second language.

The findings of the study also avow that the policymakers should ensure a faculty development program related to the teaching of English as second language and learning support of struggling ESL students.

Conclusions for the Faculty Members

The following conclusions of this study have important implication for the faculty members in Pakistan.

The findings of the study also have an implication for the faculty members to offer instructional support to the students who having language difficulties. These may include extra language support lessons, tutorial help, and reminding students to get assistance themselves in case they need it.

Implications for Students

70 Based on the findings in this study the following are the implications for students in Pakistani universities. Thus, the following recommendations could be made basing on the study findings Educationally, students who are non-native speakers of the English language ought to seek assistance when they require it.

The outcomes of this study also imply how the students should be induced to learn and should be made receptive to their learning outcomes. They can also request more language support class, participate in academic counselling and join some activities groups or clubs.

Conclusion

The findings developed in this research are significant in understanding the role and impact of LAM on academic performance in universities of Pakistan. Consequently, the present study was conducted with the hypotheses that language proficiency is differentially related to academic achievement or instructional support and motivation are vital to learn for students.

This paper's findings also indicate that members of policymaker, faculty members, and students all have the part to play in enhancing the status of the student's academic performance. I would like therefore the plural 'we' in that working together, collective improvements shall be made to ensure that the learning environment embrace all students regardless of their sex.

Recommendations

1. Language support programs, for example, should be offered to learners who are the non-native English speakers.
2. Special attention should be paid to addressing issues in faculties, including the necessity of preparing the teachers, who in their turn, will have to address problems arising from the language barrier, and to explain the reasons for learning difficulties of the students to them.
3. Foreign students should request assistance when necessary, and should be encouraged to take/ assume responsibility in achieving their academic goals

Limitations

First, the sample size was restricted up to 300 students and 20 faculty members. The future studies should therefore try to employ a bigger sample size.

Second, the study only depended on self-report data, which are prone to different types of biases. Subsequent researches should use some quantitative measures of language proficiency and academic performance.

Future Research Directions

The work should also analyse the effects of language support programmes available in Pakistani universities on the learners' academic performance in the future research. Furthermore, future research should analyse how university faculty members engage to support student instructional needs resulting from language difficulties

Conclusion

The findings of the present research can be quite helpful in understanding the role of imaret of language as a media of teaching in enhancing academic performance of learners in universities of Pakistan. The study establishes that level of language plays a major role in influencing performance, and further shows that instructional support and motivation are pivotal to performance.

The findings of the study also indicate that policy making faculty members, as well as students, have a part to play in the student success. If students, parents, teachers, administrators, and organizations collaborate, then the environment is made to be friendly to all students.

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