Global Needs of English Language: Opportunities and Issues in Implementing English Medium Instructions at Graduate Level

1. Muhammad Rashid, M Phil in English Linguistics, EST English at Punjab School Education Department. Email: s.mrashid5524@gmail.com
2. Misbah Yasmeen, Assistant Professor English, Government Associate College for Women, Liaquat pure, M Phil English Linguistics, Khawaja Fareed University of Engineering and Information Technology, Rahim Yar Khan. Email: misbahyasmeen887@gmail.com (Corresponding Author)
3. Aysha Masood, Lecturer/Lead Graphic Designer, Fazaia Bilquis College of Education for Women, PAF Base Nur Khan, Rawalpindi.
4. Syeda Sajjad Bukhari, M Phil in Political Science, Bahauddin Zakariya University, Multan
   Email:Sajjadbukhari772@gmail.com

Abstract:
This research aimed global needs of English Language: opportunities and issues in implementing English Medium instructions at Graduate Level. The present study helps to understand the existing issues of implementation of EMI at the graduate level. The present study is conducted based on the literature review through purposive sampling. Continently available data is selected for study. Through sampling the required information is retrieved from the documents conducted on the EMI. The sampling method is purposive. There are also particular opportunities, like intercultural pragmatics, global economic flow, development, and access to knowledge storage. Implementing EMI at the graduate level raises serious challenges, as teaching and studying texts with a Western focus may cause identity problems. Graduate-level neglect of EMI can result in a lack of intercultural communication, globalization of education, economic and social advancements, and universalization.

Key Words:
Global need, English Medium Instruction, Implementation, Graduate Level.

1   Introduction

English-medium instruction (EMI) is a global phenomenon that is present in many educational systems (Hu, 2019). "Use of the English language for academic subjects teaching, other than major English subjects, in those countries where English is not the native language" (Macaro, 2018, p. 1). The EMI phenomenon has grown, and an increasing number of colleges are providing graduate and undergraduate courses in English (Earls, 2016). In EMI, there are notable potential and limitations in a non-native setting. Tang (2020) has conducted contextualized study on EMI, outlining the difficulties and significance of EMI instruction. Implementing EMI in a non-native culture can present language, cultural, identity, and structural issues. Subject-matter learning, job prospects, international strategy, language improvement, and universalization all demonstrate the value of the English language (Tang, 2020).

1.2   Statement of the Problem

Global spread of English language has given birth to the voices of English language adoption at higher education level. Graduate level education requires such learned person which could be able to communicate across the globe in common language. Implementation of English language at graduate level around the world create certain opportunities and issues. By overcoming on the issues, higher benefits can be achieved in shape of education, services, technology and business.

1.3   Objectives
- To Investigate the significance (advantages) and difficulties (problems) of the EMI phenomenon at graduate level.
- To understand the level of opportunities and difficulties for male and female students studying with EMI at graduate level

1.4   Research Question
1. What are the opportunities and challenges in implementing EMI at graduate level around the globe?
2. Is there any difference between male and female learning through English medium instructions?
3. How the challenges of EMI can be transformed into benefits?

1.5   Significance of the Study

Present study helps to understand the existing issues of implementation of EMI at graduate level. The study will also help to propose the future directions of implementation of EMI at graduate level. As the graduate level is globally recognized so the study will help to prepare such students which could transform their services across the world.

2   Literature Review

Hung (2015) explored students' perspectives regarding the effectiveness of EMI. The study was conducted on 157 students, out of which 92 were local and 64 were foreigners of Taiwan University. The study was conducted about the willingness and motivation of the students. The study found that students were well motivated regarding EMI in courses. Foreigner students were more motivated and intended to learn through EMI.

Chung & Choi (2022) researched on the learning experience of international students through EMI in different courses. The study was conducted on the Korean university students. The sample of the study were taken as 46 students. The study found that limited opportunities of speaking cause difficulty for international students in learning through EMI (Chung & Choi, 2022).Ramzan et a. (2023) have explained that the authors adopt different styles in their writings

a core element which varies from place to place under cultural representation. From traditional brick-and-mortar classrooms to modern digital learning platforms, the continuous endeavor of educators worldwide to boost the academic motivation of their students bears testimony to the universal and timeless significance of this critical aspect of education. Ramzan et al. (2023) have confirmed there are not any significant statistical differences among ESL motivational gender levels. Chen and Ramzan (2024) have further stated that Facebook posts about learning English as a second language (L2) provide primary motivation for learners and promote their performance. Ramzan, & Alahmadi, (2024) have confirmed that technology task-based and culturally relevant framework implication is possible in ESL education.

2.1   Research Gap

No studies have been found which could discuss the principles of foreign language learning, English medium instructions and the gender issues in language adoption. Present study is going to discuss all those aspects and the element of language difficulties of adoption and usage at graduate level to prepare the students according to the global needs.

3   Research Methodology

The present study is qualitative and based on a review of the literature. Gay, et. (2012) said that a literature review study is conducted review of already studies which is conducted based on required information.

3.1   Research Design

Research design is the format of the research. The present study is conducted based on the literature review through purposive sampling. Continently available data is selected for study. Through sampling the required information is retrieved from the documents conducted on the EMI.

3.2   Theoretical Framework

Qualitative literature review is based on the required information inlaid in the already studies. Retrieving of the required information adds new information in the given field. Addition of the information can lead towards the new ways and techniques of research and knowledge seeking which can helpful for present and future needs of concerned field. English as a medium of instruction can lead towards new ways of content teaching and learning process. Implementation of EMI requires certain precautions and observation which can lead towards effective cultural and global learning contents. Literature review help to formulate such directions which are based on expert's views and directions which can lead toward effective English language learned person.

3.3   Sample and Sampling Techniques

Present study is qualitative and the purposive sampling technique has been adopted. According to Gay, et, al. (2012) purposive sampling is the technique of sampling through which the available sources are adopted.

Sample is the representative part of the study. The sample of present study is all those documents and the researches which are conducted on the adoption of English Medium Instructions.

4   Discussion

4.1   Modern Theories of Language Learning

Vera Kampe & Patricia Brooke (2016) presented two modern theories of language:

Theory of Language Evaluation and Change

According to the theory, there are many contrastive patterns in language usage which include patterns, symbols, vocabulary, rules of syntax, and propositional structures. The meanings of the words differentiate from place to place and time to time. In the language evolution process, many methodological and linguistic traits are changed (Kempe & Brooks, 2016).

Language as the Biological Adaption

According to biological theories, there is a difference between the biological traits of language and the universal grammar of the language. If the learner of a language, if takes things very seriously then the learner has to follow certain principles of language learning and the stages of language learning to reach the province level (Kempe & Brooks, 2016).

4.2   Adoption of Foreign Language

Jovanovska & Alagjozovska (2020) mentioned that language adoption is based on the taking benefits from the first language. Interlinguistic influence (use of first language for second language learning) can play a vital role in language learning. Pedagogical implications of foreign language learning can lead to effective language learning in critical domains (Jovanovska & Alagjozovska, 2020).

4.3   Principles of Language Learning

Principles of language learning include all those aspects which are necessary for effective language learning. Patel (2019) has told some of the principles of language learning as:

Speech Principle: The teacher and the students would be well prepared to teach and learn language with great intentions and with the usage of multimedia equipment so that the effective learning could be achieved.

Basic Sentences Principles: Both teacher and the learners would be intended to teach and understand the basic matter and the psychological justifications of the language (Patel, 2019):

Language Patterns as Habits: In daily usage, the teachers and the students would be intended to use the vocabulary, grammar, discourse and pragmatic usage of language as the habit and in routine way which would be easily understood.

Sound Systems: Pronunciation correction and the tone and pitch be intended to be followed while language learning.

Vocabulary Control: Both teacher and the students would be intended to use the vocabulary according to situation.

Teaching and Problems: A teacher would be able to tackle the problems while teaching the target language and the problems would be resolves so that the effective learning could be possible.

Writing as Speech Representation: A professional teacher and good learner is always ready to code the language letters for specific utterances and these would be intended to be learned.

Graded Patterns: A good teacher and the student is intended to learn the graded vocabulary and the patterns of the language i.e. from simple to complex sentences, from paragraphs to essays, from easy vocabulary to the difficult one.

Authentic Language Standards: As the language is the universal phenomena but it can be betters learns and used when its stored standards are followed.

Language Practices and Translation: A language should be practices according to the native rules while the most appropriate words would be used for the translation in target language.

Practices: The more a person practices, the more fluency is produced.

Shaping Responses: To sharpen the responses from the students, mother tonguage can be used and the large parts can be broken into shorts.

Situational Use of Language: Language learner would be able to use certain vocabulary and the utterances according to the situation.

Crucial Outcome Learning: All the four skills as listening, speaking, reading and writing should be in concerned while learning a language.

4.5   Opportunities and Issues of EMI for Higher Education

4.5.1   Benefits and Opportunities of EMI for Higher Education

Since higher education is an expanding research phenomenon, it is important to discuss the significance of EMI in this context. It unlocks the doors to information storage and the discovery of fresh information. In higher education, the subject learning phenomenon is EMI's greatest asset. The English language serves as the primary medium of storing subject matter knowledge at the higher education level. According to Dearden (2014), written books in English can be a vast supply of academic subject knowledge, including physics, mathematics, geography, and medicine. Through programs like Oxford and Cambridge, some formal institutions are attempting to spread EMI throughout the world (Dearden, 2014). EMI serves as a passport to a worldwide society, facilitates formal declarations, and is acknowledged as an idealistic approach in higher education. It also opens doors to equality of human rights universal and global educational policy making (Dearden, 2014). Through

various programs that are tailored to the needs of the moment, EMI-focused institutes also support student learning and teacher education (Dearden, 2014).

Another area in higher education where EMI is created is career prospects. Many human sources change in relation to words. The term "ESP" (English for Specific Purposes) refers to the growing use of the language in academic settings, business communication, travel, healthcare, technology, and hotel management. Graduate-level English-medium-mediated education is a commonly taught subject. Understanding the nature of field and language exposure is aided by this field (Tejada-Sanhez & Molina-Naar, 2020). Although the people of China oppose language monopolies, they firmly feel that new employment chances for Chinese students receiving education in Indian mediums can arise from EMI. Huang and Curle (2020) conducted study on EMI and career perspectives in higher education. The survey looked at how Chinese graduate students were doing in terms of EMI. According to the report, the majority of students maintain EMI as a useful tool for career management. Additionally, it was discovered that information about career views was absent (Huang & Curle, 2020).

The delivery of graduate-level instruction mediated via the English language is known as international strategy, and it can facilitate students' engagement with global institutions and communication. Students might have common courses and contents at the integration level with the support of an international and universal approach to English-mediated instruction. Using new terminology as World Englishes facilitates addressing the circumstances in various fields and organizations. Since nearly all state officials are graduate students, using English as a contact language facilitates successful communication worldwide (Kilickaya, 2009). The English language offers chances for successful communication, cross-cultural pragmatics, innovative learning, knowledge advancement, and corporate growth as an international strategy. The English language serves as a global strategy that facilitates graduates' participation in the global economy, including financial gains, knowledge-based economic activities, services providing, management consulting, and IT skill accomplishments (Brooker, 2018).

4.5.2   Issues in Implementing EMI at Graduate Level

In higher education, linguistic concerns related to EMI are primarily discussed. In this discipline, words like rights, language monopoly, and language death are frequently debated. Because of the ideological and discursive tensions in books mediated through English, EMI implementation is a complicated matter (Jinghui, 2023). These ideas are deeply ingrained in cultural lexica along with wine, human values, and cultural tastes that diverge between home countries and the West. Emotions and humiliation may also have a significant effect in language acquisition (Liyanage, 2023). At the graduate level, the usage of local and cultural phrases can help foster a positive attitude toward EMI.

Cultural differences are frequently noted when EMI is implemented at a higher level. The most prominent features are the preconceived notions and misconceptions that the locals have regarding foreign languages (Zuaro, 2022). The colonial system of English natives in the rest of the world is to blame for the presumptions and beliefs (Graddal, 2014). Motivational strategies and educational viewpoints can help to negotiate and manage it (McKinley & Galloway, 2023). Official views and cultural beliefs are not the same. The majority of college students have favourable opinions and attitudes regarding graduate-level English-mediated learning. Using a sample of 700 full-time faculty members, Rahman et al. (2021) investigated the attitudes and views of lecturers toward EMI in the Malaysian context. Due to the English language's globalization and universalization, its status as the academic language, and the

way that economic and social ideals are ingrained in it, the study discovered that faculty members firmly believe in EMI (Rahman, Islam, Hasan, & Singh, 2021).

One important factor that is impacted by language adoption is identity. From an ideological standpoint, graduate-level EMI must satisfy stakeholders' demands (Qin, 2023). Many university instructors agree that EMI has improved their social and language capital. EMI is still constrained by ideological beliefs about professionalism, nevertheless (Dafouz, 2018). The perceptions of the East and the West are not the same. For instance, family support is poor and abandoned in Western culture, but financial assistance is sufficient in cultures from the East. Ideologies like these have the power to laden novels. The study conducted by Qin (2023) focused on the "Identity and Language Ideology of EMI Medical Teachers and Students in China." Students' semi-interviews and discourse datasets were used in the study. Upon analyzing the text with a particular ideology, the results suggested five crucial elements: 1) medical students do not recognize themselves as EFL participants later on; 2) scholarships and other rewards reinforce the ideology of "Western domination" and view Western-based knowledge as dominant; 3) the learners' discursive and elite identity was meant to be developed; 4) bilingual competition ideologies were noted; and 5) diverse ideologies comparing English and Chinese relationships were going to be developed (Qin, 2023).

It illustrates how graduate-level literature written in English can contain certain ideologies and challenges to Western dominance.

The necessity for additional supporting staff to work in that crucial scenario and other course presentations in graduate programs are related to structural difficulties (Bradford, 2016). Graduate-level instruction in various EMI courses must consider teachers' practical orientation and, in turn, the performance of the students (Byun, et al., 2011). When courses require a structure, problems with administration, language, potential, and proficiency arise (Tang, 2020).

5   Conclusion

It can be argued that the EMI phenomena at the higher education level has distinct identity, linguistic, cultural, and structural difficulties. There are also particular opportunities, like intercultural pragmatics, global economic flow, development, and access to knowledge storage. Implementing EMI at the graduate level raises serious challenges, as teaching and studying texts with a Western focus may cause identity problems. Nonetheless, the graduate level efficacy of EMI can be attributed to the educational strategies and incentive elements of developing the ideas. Graduate-level neglect of EMI can result in a lack of intercultural communication, globalization of education, economic and social advancements, and universalization. Service exchange may also be impacted by the exchange not using EMI in graduate and graduate professional courses. If graduate-level EMI is ignored, there is a lack of initiative and options.

References:

Bradford, A. (2016). Towards a typology of implementation chanllneges facing English -medium instructions in higher education evidence from Japan. *Journal of Studies in International Education, 20*(6), 339-356.

Brooker, D. (2018). *English for Devleopment: A review of research into the role of English as a dirver for socio-economic development.* Cambridge University Press.

Byun, K., Chu, H., Kim, M., Park, I., Kim, S., & Jung, I. (2011). English medium teaching in Korean Higher education: Policy debates and reality. *Higher Education, 62*(4), 431-449.

Chen, Z. & Ramzan, M. (2024). Analyzing the role of Facebook-based e-portfolio on motivation and performance in English as a second language learning *International Journal of English Language and Literature Studies*, *12*(3), 123-138

Chung, I.-S., & Choi, H.-C. (2022). Understanding International Students' Learning Experiences of English as a Medium of Instruction Courses. *International Journal of Educational Methodology, 8*(4), 639-645.

Dafouz, E. (2018). English Medium instruction and teacher education prgrammes in higher education: ideological forces and imagunes identities at work. *International Journal of Bilingual Education and Bilingualism, 1*(1), 1-29.

Dearden, J. (2014). *English as a Medium of Instruction- a growing global phenomenon: phase 1.* British Council.

Earls, W. C. (2016). *Evolving agendas in European English-medium higher education: Interculturality, multilingualims and language policy.* Basingstoke: Palgrave Macmillan.

Graddal, D. (2014). *Future of English.* Florida University Press.

Hu, G. (2019). English-Medium Instruction in Higher Education: Lessons from China. *The Journal of Asia TEFL, 1*(11), 1-11.

Huang, H., & Curle, S. (2020). Higher Education medium of instruction and career prospects: an exploring of current and graduated Chinese students' perceptions. *Journal of Education and Work, 1*(1), 1-15.

Jinghui, S. (2023). Lost in the EMI trend: Language related issues Emerging from EMI practice. *Sage, 1*(12), 1-12.

Jovanovska, S., & Alagjozovska, N. J. (2020). THE ADOPTION OF A FOREIGN LANGUAGE. *International Journal of Knowlege, 48*(4).

Kempe, V., & Brooks, P. J. (2016). *Modern Theories of Language.* University of New York.

Kilickaya, F. (2009). World Englises, English as an international Language and Applied Linguistics. *English Language Teaching, 2*(3), 35-38.

Liyanage, I. (2023). Linguistic Shaming and Emotional Lanbour: English medium of instruction (EMI) policy enhactment in Kiritabti Higher Education. *Linguitsic and Education, 75*(1), 1-8.

Macaro, E. (2018). *English medium instruction: Content and language in policy and practice.* Oxford: UK: Oxford University Press.

McKinley, J., & Galloway, N. (2023). English-edium instructions practices in higher educations: international perspectives. *Applied Linguistics, 10*(10), 1-5.

Patel, V. T. (2019). Principles of Language Learning. *Journal of Research in Humanities & Social Sciences, 7*(4), 49-50.

Qin, P. (2023). *Identity and Langauge ideaology of EMI medical teachers and students in China.* University of Jyvaskyla.

Rahman, M. M., Islam, M. S., Hasan, M. K., & Singh, M. K. (2021). English medium instruction: Beliefs and attitudes of university lecturers in Bangladesh and Malaysia. *Issues in Educational Research, 31*(4), 1213-1230

Ramzan, M., Javaid, Z. K., & Fatima, M. (2023). Empowering ESL Students: Harnessing the Potential of Social Media to Enhance Academic Motivation in Higher Education. Global Digital & Print Media Review, VI(II), 224-237. https://doi.org/10.31703/gdpmr.2023(VI-II).15

Ramzan, M., Bibi, R., & Khunsa, N. (2023). Unraveling the Link between Social Media Usage and Academic Achievement among ESL Learners: A Quantitative Analysis. Global Educational Studies Review, VIII(II), 407-421. https://doi.org/10.31703/gesr.2023(VIII-II).37

Ramzan, M., Javaid, Z. K., & Fatima, M. (2023). Empowering ESL Students: Harnessing the Potential of Social Media to Enhance Academic Motivation in Higher Education. Global Digital & Print Media Review, VI(II), 224-237. https://doi.org/10.31703/gdpmr.2023(VI-II).15

Ramzan, M., Khan, M.A.& Sarwar, M. (2023). Style Shift: A Comparative Cultural Analysis of Pride and Prejudice and Unmarriageable, University of Chitral Journal of Linguistics & Literature VOL. 7 | ISSUE II,22-29.

Ramzan, M., Oteir, I., Khan, M. A., Al-Otaibi, A., & Malik, S. (2023). English learning motivation of ESL learners from ethnic, gender, and cultural perspectives in sustainable development goals. *International Journal of English Language and Literature Studies*, *12*(3), 195-212.

Ramzan, M.& Alahmadi, A. (2024). The Effect of Syntax Instruction on the Development of Complex Sentences in ESL Writing, World Journal of English Language 14(4),25-32. https://doi.org/10.5430/wjel.v14n4p25

Tang, K. N. (2020). Challnages and Importance of Teaching English as a Medium of Instruction in Thailand International College. *English as an International Language, 15*(2), 97-118.

Tejada-Sanhez, I., & Molina-Naar, M. (2020). English Medium Instruction and the internationalization of Higher Education in Latin America: A case Study from a Colomibian University. *Journal of Content & Language Integration Learning, 13*(2), 339-367.

Zuaro, B. (2022). English-medium instructions through the lens of discipline and culture: Lecturer 's beleifs and reported pracices. *Jounral of Applied Language Stduies, 16*(1), 113-131