The Postgraduate Students and the University Teachers' Perceptions of the Gap Between Policy and Practice of English as the Medium of Instruction (EMI) at Higher Education in Pakistan

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ABSTRACT: *The paper explores the university students and their faculty's perceptions of policy and practice of English as the medium of instruction (EMI) at higher education in Pakistan. It is evidently debated that in language-in-education policy, English as the medium of instruction has been identified as obligatory for university education but qualitative and quantitative data gathered from the two public universities investigate the gap between policy and practice of EMI. The participants' views are compared to find out the language problems about the uses of EMI for the postgraduate study. The research evidence indicates that the university students from diverse educational, linguistic, economic and social backgrounds do not possess positive sentiments for using English language for curricular, extracurricular and interactive purposes in universities. The university teachers also undergo pedagogical dilemmas emerging from EMI. It is recommended that Pakistani universities should introduce a language proficiency course to facilitate students to overcome their academic problems to use English confidently. The teacher training programmes in Pakistan can also enhance the use of EMI by imparting training to the university faculty.*

Keywords: English medium of instruction (EMI), language policy and practice, English language problems, pedagogical dilemmas

Introduction

My personal experience of teaching and observing postgraduate students at a Pakistani university convinced me to ruminate over their language learning problems which I supposed were products of English as the medium of instruction (EMI). The current study was conducted at University of Glasgow, UK. It is noted that various classifications of education in Pakistan were in accordance with English as the medium of instruction (EMI), Urdu medium of instruction (UMI) and Vernacular medium of instruction (VMI). On account of inadequate assets and means, it

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was challenging to provide equal English language teaching facilities to an enormous population (Coleman, 2010; Rahman, 2002).

Regarding the use of EMI at higher education, it is observed that all language in education policies of Pakistan conspicuously indicate that EMI should be enforced at higher education but no policy has deliberated over the key issue of assisting the students to overcome their language learning difficulties at university level. The only substantial endorsement presented in 1979 education policy to resolve this issue was that after a few years Urdu would be switched over as the medium of instruction at the university level (Mansoor, 2004).
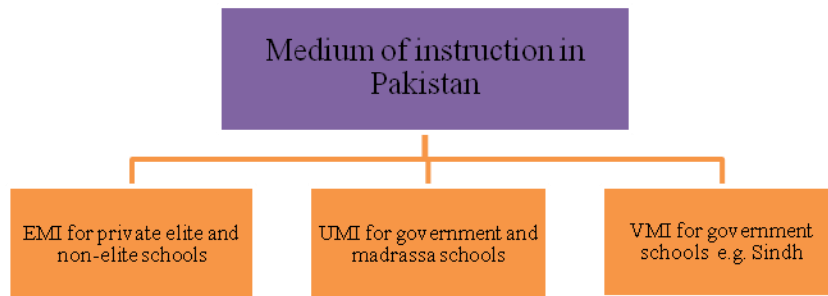

Figure 1. Educational streams based on medium of instruction policy
(Source: Irfan, 2013, p.41)

According to Rahman (2002), the Pakistani ruling elite created and maintained a class-based system of schooling (see Figure 1). It is the pluralist policy of Pakistani elites who would promote Urdu for the nation and utilise English language for their own benefit as it signifies pro-western secular identities, liberal values and power and is a tool of social mobility while Urdu is seen as an Islamic and a national language. Urdu medium schools were produced to have an underclass of clerks and literate servants to serve the elite class and affluent middleclass emerging from English medium institutions. The major outcome of this policy is that it has further widened the gap 'between 'have' and 'have nots' and increased poverty by concentrating the best paid jobs in the hands of English speaking elite of the peripheries' (Rahman, 2009, p.10).

Shortly after independence in 1947, Pakistan like other postcolonial countries was threatened with the socio-political and economic constraints, issues of globalisation and decolonisation within the country (Canagarajah, 2006). These concerns contributed to establish English language's footing decisively in the new country (Mahboob, 2009). Interestingly, in contrast to Urdu, English having no conflict with indigenous languages, functioned as a

neutral language for the country. Urdu was in rivalry with the primary regional languages but succeeded in overtaking them because it was diplomatically used as an emblem of Muslim identity and unity for religious and political purposes (Tickoo, 2006). However, at the same time, the government purposefully overruled Urdu from attaining the status of most influential language of the country because learning English was vital for the development of the country (Haque, 1983).

Literature Review

Language policy as a field of inquiry dates from the mid-point of the 20th century, when researchers initiated to study the effects of language planning (Schiffman, 2012). Language-in-education policy refers to laws and policies and also customs and traditions, many of which are unwritten. Language policy may take the form of unconscious preferences or conscious implementation of judicial and political decisions. It can be reasonably stated that the language policy makers face the difficult task of planning goals and strategies that are ultimately linked to and are affected by larger issues of political, social and ideological frameworks (Kaplan, Baldauf and Kamwangamalu, 2011). As far as the place of English in language-in-education policy is concerned, the policy makers have encouraged the role of English in relation to the educational, social, economic benefits of globalisation (Rajagopalan, 2005). The language is no more a linguistic phenomenon but a socio-political reality, of which the economy is an integral part (Mahboob and Tilakaratna, 2012). English also plays a particularly hegemonic role in most postcolonial communities including Pakistan and endangers other languages through its link with globalization (Kaplan, Baldauf and Kamwangamalu, 2011).

It is evidently noted in all language-in-education policies of Pakistan since 1947 that the official policy concerning various languages in Pakistan has been to continue with EMI in universities as perceived from various reports and policies of education committees and commissions (1957-2009). Mahboob (2002) believes that English has been cherished as an essential need for higher education in Pakistan because of inaccessibility of reading material in Urdu at the university level. The Sharif Report's (1959) recommendation, with regards to the language issue, that switch over to Urdu from English as a medium of education will be implemented over fifteen years in higher education institutions, accentuates the opinion that a wide range of materials are a prerequisite for embracing Urdu as a medium of instruction (UMI) in universities. During the period between 1959-1971 government schools institutionalised Urdu as the language of instruction whereas English was taught as a compulsory subject. Elite institutions were allowed to flourish. It was basically the language issue which led to

Bangladesh's annulment from Pakistan but still the language policy in West Pakistan did not replace English with Urdu. One political reason for this was that Zulfikar Ali Bhutto's enemies supported Urdu (Mahboob, 2002, p.23). Regarding this issue, Rahman (1996, p.14) asserts:

> Urdu was supported by Bhutto's political enemies. In Balouchistan and the NWFP—the NAP-JUI ruling parties opted for Urdu as the official language in 1972. In the Punjab, the Islamicists were more enthusiastic about Urdu than any other language. Thus, Bhutto found himself unable or unwilling to do away with English.

Another reason was that Bhutto had seen the power of language in creating nationalists' sentiments in Bengal and witnessed the Sindhi nationalists' feelings towards Urdu so did not want to take further risks over the language issue. In 1971-1972, Sindh witnessed riots over the language issue as they wanted Sindhi to be the medium of instruction in schools (Rahman, 1996). Ultimately, Sindhi became the medium of instruction at primary level in Sindh public schools. Bright (1998, p.223) writes, 'Urdu is the unquestionable national language yet has entered into new conflicts with local vernaculars'. Thus, it could be an unwise political decision at this critical time to do away with English because 'rivalry is between Sindhi or Pashto and Urdu and not one or another of these languages and English' (Tickoo, 2006, p.172). But Bhutto tried to appease the feelings of religious parties towards the Urdu language by giving Urdu official recognition in the newly framed constitution (Mahboob, 2002, p.24). However, the regime of Zia ul Haq compulsorily enacted Urdu as a medium of instruction in schools so that Urdu could eventually become the medium of instruction at university level in the long run but that notion of conversion never happened (Mahboob, 2002). Mansoor (2005, p.10) reflects that the period assigned to the transfer from English medium to Urdu medium in higher education has varied in various reports, that is, 15 years in the 1950s and again 15 years' lease was renewed in the 1970s (University Grants Commission, 1982). The subsequent national education policies have seemingly shunned the language-in- education dialogue because it triggers controversial disputes, whenever it is tailored or altered. Siddiqui (2016) rightly views that language policies have originated from the short-term political interests of the leaders.

The language in education policy (2009) states, 'the curriculum from class 1 onward shall include English, Urdu and one regional language'. The justification delivered for the rationale of restoration of English is that government would be able to provide the 'poor' and the 'privileged classes' equal economic and social opportunities (cited in Coleman, 2010, p.18). Coleman (2010, p.19) reports that it is not easy to obtain a 'white collar job in either the public or private sectors without a minimum level proficiency in

the English language' and English language also works as one of the sources 'for social stratification between elite and non-elite'. Coleman (2010, p.18) further reinforces, 'medium of instruction policy determines which social and linguistic groups have access to political and economic opportunities, and which groups are disenfranchised'.

According to Ferguson (2009, p. 236-237), the language policy regarding English medium of instruction in higher education would not change for multiple motives. First, English language proficiency is enriched with linguistic capital which carries an effective potential for ascending mobility, therefore, the petition for English-medium instruction from learners, parents, and the public will remain alluring. Second, resource and financial limitations run against any large-scale shift from English to national and regional languages as media of instruction. Third, it is quite explicit that elites would not implement radical amendments in media of instruction policies because these policies cannot be supportive for sustaining their privileged position.

Research Questions

Keeping in view the above scenario, the following research questions have been constructed:

RQ1: To what extent does English medium of instruction (EMI) affect the perceptions of first year M.A Education (MAE1) students in Pakistani universities?

RQ2: What are the postgraduate students and their teachers' opinions about using English language in universities?

Research Methodology

This study uses mixed method approach which includes both quantitative and qualitative methods. Manifestly, this research is exploratory and involves two case studies as the data were collected from two large scale public sector universities located in Lahore, Pakistan. The questionnaires and the focus group interviews were constructed for the first year M.A Education students (MAE1) and the university teachers of the Departments of Education of two public universities which are anonymously named as Sunflower University (SU) and Rose University (RU). The study designed two questionnaires and two focus group interviews. Questionnaire 1 was designed for M.A Education students. The questions were constructed to measure the postgraduate students' perceptions of English as the medium of instruction and the uses of English. Questionnaire 2 was constructed specifically for the university teachers who were engaged to teach those particular M.A Education programmes in the two public sector universities

which were carefully chosen for survey. It was related to university faculty's perceptions of current study's themes. The minor changes were carried out in both questionnaires after the pilot study. The sample size for the postgraduate students and the university teachers was 451 and 35 respectively.

At the same time, two focus group interviews were constructed for M.A Education students and the university teachers. The focus group interview questions were emulated to strengthen the issues of the questionnaires, such as the uses of English in universities as an outcome of EMI etc. The procedure for recording of focus group interviews was that when the researcher's trusting relationship was established with the participants, they were keen to provide authentic information about the research issues. Each focus group interview included 6 participants.

Data Analysis

Following section presents an analysis of the data gathered from the two public universities:

Participants' Views about the Policy of English as the Medium of Instruction (EMI) in University

It is noted that 14 SU teachers and 12 RU teachers acknowledge the policy of English as a medium of instruction in higher education (see Table 1). The teachers have been instructed to teach using EMI because the books and the journals are available in English and examinations are also conducted in English, as the respondent RUT2 states, '*our university...is using English medium of instruction at Master's level. We are instructed to teach in English.... but use Urdu language'.* The comment of the respondent SUT5 is also noteworthy, '*English should be used as medium of instruction because most of the literature is available in English*' and '*we don't have complete English as a medium of instruction*' (SUT3). Their perceptions indicate the divergence from the above mentioned pronouncement of EMI in language policies and imply a gap between policy and practice of EMI. The university teachers are advised to teach using EMI because it has been stated in university calendars but they perceive that this objective is partially accomplished because they use Urdu language side by side in their sessions.

Teachers' Perceptions about the Role of English Language in Universities

It is perceived that teachers are making use of English language skills in the classroom, but because of students' learning difficulties, they have to be bilingual in the classroom to explain their lectures with examples deduced from pupils' native context and culture. They also would like to generate

discussion in English but keeping in view students' diverse educational backgrounds, let them talk in Urdu in the classroom. It is also discovered that reading texts and examinations in English are stressful for students. It is noted in Table 2 that 1 SU teacher in comparison to 4 RU teachers strongly agree that English is needed for the classroom discussion. Similarly, only 2 RU teachers strongly agree that English is used for speaking. It can be implied that university faculty have preference for the use of Urdu in classroom.

Use of English for the Classroom Teaching

It is seen that 10 SU teachers and 14 RU teachers report that they use English language for teaching M.A Education students (see Table 2). It is noted that 8 SU teachers and 8 RU teachers report that they have preference for English language for teaching M.A Education students. 11 SU teachers and 12 RU teachers report that they do not prefer to teach using Urdu (see Table 3). However, they discuss about the necessity to make use of Urdu in the classroom in the focus group interviews as RUT3 comments, '*in our situation, students are unable to understand concepts if they are taught only in English*'. The teachers make use of the national language because they keep in sight their students' educational and linguistic backgrounds. RUT6 says:

> '*When we deliver the lecture in English, students say, 'repeat it in Urdu'. So I have to repeat it in Urdu when I see their blank faces because our objective is to satisfy students. Urdu and English in combination are used*'.

It appears that these first year M.A Education students fall short of adequate English language skills because most of them have been educated in Urdu medium schools and colleges which lead to significant variation in the linguistic background of the students. The responses suggest that MAE1 are unable to grasp the concepts if taught only in English, thus, in order to tackle this problem, teachers rely on bilingual instruction to explain the concepts and terminology presented in English. The respondent RUT2 explains that the teachers '*have to be bilingual...and give examples in Urdu from our culture*' and '*we can't teach without national language*' (RUT1). SUT4 comments, '*we use both Urdu and English...the major language is Urdu to make them understand the concepts*'. The teachers have to be bilingual in classroom because most of the postgraduate students lack familiarity with the terminology of the reading materials in English. S/he further exemplifies this by saying:

> '*I write the notes in English but explain in Urdu...I teach philosophy of education, students are unable to understand philosophical issues in English....the terminology is provided in English like pragmatism, realism, idealism but explanation is given in Urdu*'.

It can be implied that both language and content of courses challenge students. For example, the curriculum of Philosophy of Education is mostly based on western philosophical traditions, whereas they can take contents from Islamic philosophy as well for compatibility with the cultural and the religious ideology. It seems that teachers deliver their lectures in English but explain them in Urdu to bring themselves close to students' understanding. It can be interpreted that not only postgraduate students face language learning dilemmas but teachers also confront pedagogical challenges. This suggests that not only MAE1 students have their preference for using Urdu in classroom but highly qualified university teachers' perceptions suggest that they have natural preference for Urdu too.

Causing Barriers to Learning

Although in Pakistan, English is mandatory to have an access to higher education and to satisfactory employment, there are resource limitations on achieving the required language skills. It is noted that 9 and 11 teachers of both universities respectively report using English for speaking in classroom; 11 teachers of SU and 13 teachers of the other university report using reading skill in classroom and finally, 13 and 14 teachers of both universities state using English for writing purposes in classroom (see Table 2). However, evidence shows that the postgraduate students experience language problems because of English medium of instruction (EMI) in universities. 11 teachers of SU and 12 teachers of RU affirm that EMI affects M.A Education students' progress in universities (see Table 1). The respondent RUT2 explains:

> *'We are instructed to teach in English but the problem is that students at Master's level don't have required proficiency in English. They are unable to follow the instructions delivered in English'.*

This is corroborated by respondent SUT2 who agrees about the effects of English medium of instruction in universities:

> *'Language definitely affects students' performance, their ability to understand something....a student might not be good in English but he is able and can understand his subject and not knowing a language will hinder his performance, his capacity to learn something'.*

EMI gets in the way of M.A Education students' accomplishments in universities. Further, these M.A Education students remain under constant pressure throughout the programme.

Students' Comprehension of Concepts in Books and Journals

The responses suggest that teachers have to consult English books and journals to teach M.A Education students (see Table 2). SUT3 claims,

'*whatever material we consult for teaching in classroom is mostly in English*'. The respondent RUT2 reinforces the above statement, '*all the books by both local and foreign authors are available in English in our library*'. The informant RUT4 notes, '*when they read, they face difficulty to understand the concepts*' and '*they take it as a burden the literature from foreign books we give them for reading*' (SUT2). The MAE1 students have to grapple with foreign authors' texts, and consider reading an irksome task because they had read predominantly Pakistani authors till Bachelors. The participant RUT4 remarks:

> '*We use books in English by foreign authors which are about their own context and writing style...they study till B.A/B.Sc Pakistani books, so students can't understand foreign authors' writing and thoughts exactly*'.

Also, it can be implied that besides language, diverse cultural contexts and writing styles of foreign authors collectively perplex MAE1 students. Moreover, it is interpreted that university teachers also experience pedagogical dilemmas arising partly from their own inadequate proficiency in English and also because of ill-assorted contents of courses for their alliance with foreign traditions and western educational context. Regarding the availability of reading material in Urdu in universities, SUT2 expresses his view:

> '*In 1978 General Zia ul Haq's period we promoted our national language. There was Urdu science board and Wafaqi Urdu University. The purpose of these institutes was to translate the materials written in English and other languages into Urdu language. They haven't done their job so we are still lacking in literature in Urdu language to be used for teaching*'.

It is perceived that Zia ul Haq's government established a few institutes with the objective to translate the reading materials of other languages, such as, English, Arabic, Persian, etc. into Urdu but the task remains incomplete which provides explanation for the existing problem of the unavailability of reading material in Urdu to be used at the university level in Pakistan.

Assessment of Subjects in English

It is explicitly stated in university calendars that English language is used for assessment in universities. The respondent SUT3 reinforces, '*the examinations are conducted in English*'. Regarding assessment in English, SUT1's comment is noteworthy:

> '*When we give them a test...the student can respond according to level of understanding...many times student is unable to understand what is being asked in the question...if we use some unfamiliar words in question, they will not be able to answer it even though they know the answer*'.

RUT1's perception illustrates that postgraduate students' language problems affect their performance in examinations and in order to qualify in the examinations, they are profoundly dependent on '*rote memorisation*' (SUT3).

Which Language for Classroom Discussion?

The respondent RUT2 puts across his observation, '*I have...noticed that ...we are doing nothing to develop proficiency in spoken English*'. The questionnaire responses show, 9 teachers of SU and 11 teachers of the other university attempt to build up discussion in English in classroom (see Table 2). However, the participant RUT2 says, '*when I engage them in discussion...they are unable to communicate in English as they hesitate to speak English. Then I ask them to use Urdu*' and '*they can't express their ideas fluently and expressively*' (RUT4). The responses show that 15 teachers of SU and the same number of BSU teachers allow their students to talk in Urdu in classroom, whereas, a total of 19 teachers from both universities claim that they do not permit their students to talk in mother tongue in classroom (see Table 4). Thus, many teachers allow their students to respond in Urdu in the classroom because these postgraduate students hesitate to talk in English. The postgraduate students are reluctant to participate in classroom probably because their Urdu medium educational background never provided them opportunity to practise speaking skill in classroom. On the contrary, the respondent SUT3 reports, '*when a teacher does not properly speak language in classroom for 40 minutes how can students speak it*'. This comment suggests that besides postgraduate students' disappointing spoken English, teachers' own spoken English is not up to the required standard and they prefer to use Urdu most of the time in the classroom (see Table 3). Concerning English for informal uses in universities, the participant SUT2 reflects:

> '*Even if they are proficient in English in speaking, they hesitate to speak English because culture does not allow them to do so. It's not a conducive environment*'.

This perceptive comment implies that they would like to talk in English but as explained above most of the students have rural backgrounds and have come from Urdu medium institutions so are not used to respond in English. The informant SUT3's view is noteworthy, '*we are suffering from inferiority complex...our minds are not free of slavery, we feel dominance of English language*'. It is implied that English is not considered necessary to be used for informal conversations in universities. It is believed that those who speak English extensively have a sense of superiority and lack of faith in the national language.

Perceptions about Postgraduate Students' Language Problems

The foregoing sections have discussed university teachers' views and the postgraduate students' perceptions of the uses of English in universities. The responses report on the perceptions of the gap between policy and practice of EMI. On close scrutiny, it appears that MAE1 students' views about the various uses of English in universities are affected by their inadequate ability in English. Therefore, it is logical to discuss perceptions of the language problems and the ensuing language anxiety. It is important to discuss how that anxiety arising from the gap between the policy and practice of English medium of instruction (EMI) impinges on students' achievements in higher education. RUT4 asserts, '*English as a medium of instruction affects students' learning ability...they are weak in four skills i.e. listening, speaking, reading and writing*'. Their chief language worries are that they fall short of comprehending teachers' lectures in English; hesitate to speak English in the classroom; find reading texts hard to understand, and believe that writing is a complex skill. 80.5% SU students and 72.4% RU students report that their language problems are outcomes of English medium of instruction. The responses specify that 73.5% and 66.2% students of both universities respectively recognise their inability to comprehend their teachers' lectures completely in English; 83.6% and 75.6% students of both universities respectively report that they hesitate to speak English in classroom; 75.7% SU students and RU's 63.6% students affirm that reading materials in English are difficult to be handled and finally 81.4 % SU students and 66.7% RU students report that they find writing a complex skill (see Table 5).

MAE1 students evidently rationalise their insufficiency in English language by reporting that they face language problems because of their varied socio-linguistic and educational backgrounds, for example, the respondent RUS5 describes the situation as, '*English is an international language. It is not our mother tongue. Most of the students live in villages, when they join universities they face language problems*'. SUS6 points out some more examples of language problems such as:

> '*The main reason is that our mother tongues are either Punjabi or Urdu. It's difficult to speak English fluently...the problems are vocabulary, pronunciation and social atmosphere*'.

The students are diffident to express themselves accurately and fluently in English so feel ambivalent about EMI in classroom. Thus, MAE1 students are stressed about understanding teachers' lectures, responding to teachers' questions in English, interpreting reading texts, and taking examinations in English. The responses imply that 67.2% SU and 54.6% RU students undergo tension of comprehending teachers' lectures; 69.9% SU students and 58.2% of RU group feel anxiety to respond to teacher in

English on account of their lack of fluency in spoken English; 65.1% SU and 53.4 % RU students experience confusion to interpret reading texts and finally 66.8% SU students while 58.6% of RU agree that they go through the stress of taking examinations in English because they are deficient in writing skill (see Table 5).

Findings

Most of the teachers confirm that English is an official medium of instruction in universities. However, their comments also indicate that although they are instructed to teach using EMI, in default mode they revert to Urdu for the explanation of their lectures delivered in English. Significantly, they are making partial use of EMI in classroom. Although, the language policy states that English medium of instruction should be used at university level, it is interpreted from participants' views that it has never included any section about the basic principles of EMI. The students and teachers report that they find both language and content of courses difficult to comprehend which is indicated by their blank faces and the request for the translation of lecture in Urdu. The evidence deduced from the MAE1 students' questionnaire also strengthens teachers' views about the wide-range use of Urdu for teaching in classroom. The students report that EMI is a problem for them and they can learn better if teachers explain in Urdu. Hence, teachers in order to cope with this situation use their own strategies rather than engaging in the policy of EMI in class. The curriculum materials are in English and most of MAE1 students of both universities report the availability of reading material in English. It is clear from the teachers' focus group interviews that they are aware of the plan in the 1980s to establish Urdu as the medium of instruction in universities but that initiative failed to gain wholehearted recognition, therefore, efforts in that direction went in vain. The students' language difficulties arise partly from their own insufficient proficiency in English and partly because reading materials taken from western educational context require adaptation in terms of translation, notes and local examples. For classroom discussion, many MAE1 students do not speak English in classroom, but report using Urdu mostly. Despite the fact they have language problems; the responses suggest an interesting finding that MAE1 students aspire to having classroom discussion in English because it will provide them practice in spoken English. This suggestion can be related to their apprehensions about getting good jobs after the completion of their programmes. The teachers admit that MAE1 are hesitant and inexpressive in English. Therefore, they advise their students to discuss their ideas in Urdu, otherwise they will prefer to be passive listeners rather than participating actively in classroom discussions. These students apparently lack confidence to communicate effectively in English, possibly because speaking skill is neglected in a typical Pakistani classroom.

The primary function of teaching English in Pakistan is to prepare pupils for examinations. Passing examinations in English opens doors to higher levels of learning and to employment opportunities. The numerical evidence from students' questionnaire and teachers' perceptions confirm the practice that examinations are conducted in English in Pakistan. However, the evidence also demonstrates that many MAE1 students are stressed by written examinations because they believe they have inadequate academic skills and feel that they can perform better in Urdu. The views also suggest that on account of language learning difficulties students have strong faith in their potential for rote memorisation which has likely been utilised since the beginning of their education for getting through the examinations. This also affects their motivation to develop competence in English. The examinations neither address the needs of learners nor do allow them to express their creativity, originality and critical reflection. Thus, conspicuous absence of these aspects in the current examination system leads to negative wash back. The numerical evidence shows that many MAE1 students find writing a complex skill to be acquired. The teachers' perceptions are that these students are not trained in satisfactory practices of academic writing.

Conclusion

It is concluded that the language policy recognised three class based media of education which were EMI, UMI and VMI. The language in education policy in Pakistan attainted complexity on account of politics, ideology, cultural and linguistic diversity. In this situation, the policy makers have encouraged the development of English regarding its hegemonic role and socio-economic and educational opportunities. It is evidently noted that most of the postgraduate students experience language learning problems in universities because of English medium of instruction (EMI) and remain under pressure throughout their programme. They show their natural disposition towards using Urdu as they believe that their teachers' lectures in English go beyond their comprehension. Several university teachers prefer to teach in Urdu because their teaching experience informs them that postgraduate students in public universities are unable to cope with lectures in English, for that reason, they use Urdu language as a strategy to facilitate them. University faculty perceive that both language and content of curriculum is demanding for students because of their need for English language and unfamiliarity with foreign culture and philosophical ideology. The university teachers experience pedagogical issues because they are perplexed to deal with students having diverse linguistic, social, economic and educational backgrounds. One interpretation is that they are not proficient in English language so feel uncomfortable teaching postgraduate students using EMI in universities. The university teachers report that their postgraduate students are unable to answer the examination question if any

unfamiliar word is used to test their comprehension; hence to pass the examinations the postgraduate students are dependent on their blind faith in rote learning rather than working emphatically towards the development of academic skills. This process of learning results in making the tests easier for them.

Finally, it can be recommended that with regards to postgraduate students' English learning problems and university teachers' pedagogical dilemmas, teacher education can play a significant role in Pakistan as it can train university teachers to design a language proficiency course for postgraduate students. It can support and endorse language proficiency of university teachers and also can impart specific training to university teachers about teaching using English medium of instruction (EMI).

Acknowledgement

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Appendix

Table 1

Teachers' Perceptions of the Policy of English Medium of Instruction

Items	Strongly disagree		Disagree		Agree		Strongly agree	
	SU	RU	SU	RU	SU	RU	SU	RU
EMI in universities	-	1	1	2	8	8	6	4
EMI hinders achievements	1	1	3	5	8	9	3	3

Table 2

Teachers' Perceptions of the Uses of English in Universities

Items	Strongly disagree		Disagree		Agree		Strongly agree	
	SU	RU	SU	RU	SU	RU	SU	RU
Use of English for teaching	-	2	4	1	8	13	2	1
English for speaking in classroom	-	2	4	5	8	9	1	2
English for reading texts	1	1	1	4	5	9	6	4
English for writing purposes	1	1	2	3	6	7	7	7
Discussion in English	2	3	5	2	8	7	1	4
Use of ELT methods	3	1	4	2	7	9	3	5

Table 3

Teachers' Preference to Use Which Language?

Items	Strongly disagree		Disagree		Agree		Strongly agree	
	SU	RU	SU	RU	SU	RU	SU	RU
Preference to teach in Urdu	4	4	7	8	3	3	4	2
Preference to teach in English	3	2	2	3	4	4	4	4

Table 4

Teachers' Perceptions of Which Language in the Classroom?

Items	Strongly disagree		Disagree		Agree		Strongly agree	
	SU	RU	SU	RU	SU	RU	SU	RU
Allowing students to talk in Urdu	-	3	3	-	12	12	3	3
Permitting students to talk in mother tongue	5	9	7	4	2	-	4	2

Table 5

Postgraduate Students' Perceptions of Language Learning Difficulties

Items	Strongly disagree %		Disagree %		Agree %		Strongly Agree %	
	QVU	BSU	QVU	BSU	QVU	BSU	QVU	BSU
Language problems related to EMI	2.7	8.0	14.6	9.3	45.1	49.3	35.4	23.1
Weak Listening Comprehension	4.4	11.1	18.1	14.2	48.7	43.1	28.4	23.1

Hesitation to speak English	1.8	7.1	10.6	8.0	56.2	45.8	27.4	29.8
Difficult reading texts	2.2	9.8	15.9	15.6	53.1	38.7	22.6	24.9
Writing a complex skill	2.2	8.9	11.1	11.6	46.0	34.7	35.4	32.0