

English language as a medium of instruction among Pakistani International students in Northeast Normal University

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Abstract

Main aim of this paper was to explore the usage of English Language by way of the source of training among Pakistani International students at Northeast Normal University. The paper employed qualitative approach; semi-structured interviews were used to assemble facts from 20 international offers an initial representation of the speedily rising worldwide phenomenon of English medium instruction (EMI). English, today emerges because the predominant medium of international tutorial discourse. English is perceived because the key to the socio-cultural advancement. Almost the student spent more than two hours to self study English, which purpose is to make strong his skill in English. 60% agree with a quality of English Language in this school in some aspects, like write, speech, read in the classroom.

Working EMI definition: using the English language to train instructional subjects in countries or jurisdictions where the primary language (L1) of most people of the population isn't always English.

Key Words:

English Language, International Students, Medium of Instruction.

1) Introduction

The English Language is a really critical way of interacting with the human beings round of NENU China. The worldwide pupil use English language to allow others realize how does feel, what he wishes, and to ask questions in school room or out of the classroom.

To talk successfully, the student uses a message with phrases written in English Language; also a few Chinese books are translated in English too. communication consist in two-way avenue, with the recipient of the message gambling as crucial a function as the sender, all both of talking and listening in English are crucial for communication to take region.thru English language pupil can connect to other human beings and proportion their stories.

Phillipson (1992) indicated that English is utilized in less developed nations specially in authorities and schooling. He further emphasized and argued that affect of English is interrelated inside the cultures at all tiers.

but, as it's far indicted in David Crystal (1997), the worldwide language scenario has been created with a fast speed. quantity of humans using English as a language of worldwide communication has multiplied than the quantity of people the use of it for international conversation. further he says that after a language profits international status, it's miles more concerned with who the speakers are, in place of the number of speakers. students, instructors, researchers and educationalists of English subject are striving their level high-quality to upgrade English capabilities a few of the college college students. English language teaching additionally has undergone several changes from Grammar-translation approach to Communicative language teaching technique to accommodate the desires of the stake holders.

Majority of cases, the International Student from Pakistan served the English language to development to reflect the identity, values, and community in Campus and out of Campus. In this reality the English language it important instrument to communication and relaxed environment in which the individual can growing, to study the difficulties knowledge, change experience, argues relationship. In classroom the international students want talking, change experience, and get regional address about their countries, histories and progress. Without English Language every ways of first contact and impression are closed. The international students from Pakistan, have got many difficulties in this context of communication, teaching and learning in classroom as well so.

1.1)The Value of English Language

Competency in English language is considered a pre-requisite for jobs, access to and creation of knowledge and social status. Pakistan is no exception. The University Grants Commission of Pakistan (1982) in a "Report on the Teaching of Language" deemed that English is important for knowledge, technology, and international communication. Nowadays English is widely considered as a global language and in this reference Carrion (2006) comments that English is without a doubt a universal language. The popularity of English these days could be judged from the fact more than 85 percent international organizations worldwide employ English as the main language, for instance in Asia and the Pacific ninety percent of the organizations officially use English (MacKay 2002:17).

1.2)Importance of English Language in Process of Teaching and learning in NENU China

The English language is important in every aspect and interaction of our everyday lives, mainly cognitive development. This language is used into duly activity in NENU China to notify the people in our surroundings about our feelings, comforts, desire, liking and disliking and most of all to understand different things regarding themselves and things related to them. The student communicates efficiently with world wider using English Language. Within English tone voice NENU China resolves a multitude of situation faced student in academic condition.

In classroom, being able to students and teachers communicate with each other, form bonds, teamwork. In this sense, the English make communication easy, drives the student lives and construe better coexistence in NENU China.

1.3)English Language as Vehicle of Communication in NENU China

The NENU China is for excellence space to communication skill, in case of the natural vocational services dedicated in teacher training and socio-professional development. From this, almost the English user in this institution needs to know that very well how to speak, spell also to use the Standard English language. In several aspects the English Language in NENU China has been tool essential to connect with another to make pass him important information.

Through use of English language, NENU China communicate use foreign student in wall journal, message from we chat, tone voice or face by face to change an formal and informal information. In spite of this the act of communication, sometimes has been broken within the use of English vocabulary. This problem call attention to English user vocabulary in classroom, office information or out of the NENU China service, duo each one English speaker has responsibility to articulated well and speak clearly what you are thinking, feel also what you need.

Sometimes, teachers and students have been faced the same difficult. In this reason the program to English vocabulary development become's inclusive from teachers, students, officer workers, etc. In this way the English should be used carefully as vehicle of communication in NENU China, seeing that teacher and students uses English in all programs of foreign student. Use it to planning lesson in class, student evaluation, analyze of student and teachers progress and challenges, etc. however without English Language the NENU China system of communication in English program is extremely closed.

2) Problem Statement

According to Lesgold, A. M. *et al.*, (2012, p. 206) an increasing number of adolescent and youngsters in United States don't use English language at home and need to learn speaking and writing English. Their purpose was exactly to help people understand the importance of English language in to process of teaching and learning, also to improve his English Language Skill.

The same purposes join us to talking about the importance of language in process of teaching and learning within English Language in NENU China. Especially for the international student from Pakistan, seeing that this instrument of communication and teaching process has been tool importance in development of mental faculties, socialization and experience exchange. When more people know to speak also use correctly, it a better to help the student to argue relationship and to make socialization as process to cultural interaction, where each one got opportunity to explain about your history, growing together, construe economic plan to development each one of country and designer the individual cognitive atmosphere development.

2.2) Research Problem

Globalization of education has accorded students from all parts of the world the desire to study in preferred countries. This paper seeks to promote internationalization of education around the world. As such interested candidates undertake programmes in desired countries and languages as well. Among them include, the English Language, Chinese, Spanish, just to mention a few. Yet little empirical studies has been carried out into why and whilst EMI is being added and how it is delivered. We do no longer recognise sufficient in regards to the effects of the use of English rather than the first language (L1) on teaching, learning, assessing, and instructor professional development. In Northeast Normal University Education's Centre for Research and improvement on English Medium coaching (EMI Oxford) has the large goal of sporting out research on wherein EMI is being applied, how it is being applied, and what are the outcomes and consequences of this implementation. this is a studies agenda so that it will take some of years to complete.

English taught programs have successfully attracted many worldwide international students to flock to China for their studies (Lebcir, Wellsand Bond, 2008). Many students are grateful that one no longer is obliged to be fluent in Chinese to be doing their bachelor, masters or doctorate degree in China. Before, one has to obtain HanyuShuipingKaoshi (HSK) certificate to be enrolled or take one year of learning Chinese then do their preferred courses. International students can now take their preferred courses with English as medium of instruction and explore their potentials in their preferred fields. Interestingly, many universities have set minimum English requirements for international students where many institutions even offer pre-session and in-session language support for international students (Lebcir, Wellsand Bond, 2008).

However, as stated by Lebcir, WellsandBond, (2008), Language and Culture cannot be separated from each other and this phenomenon remains the bed rock of the academic flaws faced by international students. Academic achievement of students are adversely affected in this regards since the language of instruction (the English Language) becomes a second or third language of some students. Although international students obtain various forms of English certificates, most of them are not proficient to achieve English standards required in learning and as such perform poorly in their studies.

This is a remarkable phenomenon among the international students in Northeast Normal University that has prompted the researcher to study the situation, otherwise make recommendations that might resolve it. International students stand the risks of failure if necessary steps are not taken before the incorporation of English taught programmes in international studies. This is why the researcher seeks to examine the impact of English Language as a source of teaching in the Northeast Normal University among international students.

2.3) Justification of Problem

The base of this study certain experiences lived by International Students from Pakistan to NENU China. The purpose of study in NENU China, bring opportunity to understand the Importance of English Language in Process of Teaching and Learning in China. An attractive and comfortable classroom is a situation which will be able to inspire education.

(Evans, S. (2002). Walberg (1991) cited that a conducive environment is permanently effective and vital for learning. If the tutors provide such conducive environment to practice English in their environment, students become able communicative abilities besides their knowledge in their respective fields of study.

This simple observation conduct the reason to examine, understand deeply and explaining the importance of English in Process of teaching and learning in NENU China. In the same way arise attention to research efficient methods to make easy and simple to teaching and learning through this important didactic instrument into teacher and student, also instrument to communication and socialization in NENU China .

2.4) Importance of Study

To teaching and learning in the same way compound one of complex system in humanity and the link with Language the process become much more complexes. From this idea, this article presents importance in several aspects of human being development, mainly into teachers, students in classroom, such that:

- a) To research appropriate methods to make easy the process of learning and teaching within use of English Language.
- b) Arise attention to teachers and students in cares that should take with those students from countries whose condition to developing foreign Language such English is down.
- c) To Develop the skills to speak, write and learn English in NENU China.

2.5) Research Question(s)

- a) What are the perceptions of students about English Language and Quality of Education in NENU China?
- b) Which type of Language difficulties students facing while studying in NENU China?
- c) What levels of cultural variations in classroom interaction between students and how to develop skills to speak English in NENU China?

3) Literature Review

3.1) General Concept of English Language

For so long the world became guided by individual ideal, thinking and the language as principal instrument to express the thought was limited by border. Then, concept of English language was relatively limited and understudied as a simple language for English people or instrument of communication for the English speaker's people. Nowadays, it is the world wider language, more affluent and used for almost people in world independently the nationality identity. The English became be famous in world such as the global language socio-cultural and businesses around of world. Play role in diplomacy such this is the Union State Language and European Union Language.

(Dr. G. Manivannan, 2006), said that "Generally, Standard English today does not depend on accent but rather on shared educational experience, mainly of the printed language. Present-day English is an immensely varied language, having absorbed material from many other tongues. It is spoken by more than 300 million native speakers, and between 400 and 800 million foreign users. It is the official language of air transport and shipping; the leading language of science, technology, computers, and commerce; and a major medium of education, publishing, and international negotiation". For this reason, scholars frequently refer to its latest phase as World English". She eddied that "English is available to us as a historical heritage in addition to our own language. We must make the best use of English to develop ourselves culturally and materially so that we can compete with the best in the world of mind and matter. English language is our windows to look and travel to the world". However, English language comes to our resource in our business transactions during the globe. English is the language of the present day commercial enterprise management within the world and scholar proficiency in English has added laurels to many enterprise managers. English is a means now not best for international trade; it has become increasingly more crucial for inter-state commerce and communication.

3.2) The Use of English Language to Personal Development

Early the English was called England also United State Language. Now, constitute the official and principal instrument to globalization. Every people whose need to make progress in science, technology, history, politic economy served the English to develop his project. To personal development the English Language is one of basic condition to cognitive development, if we take consideration the base in structure of personality, where the language represents the first instrument to express the individual thought. If without language we can't express what we are thinking, it means without English the individual does not connected with word wider.

The English language motive and improve input dynamic into personal development. English contribute in important or determinant factors to personal development, such professional decision, team worker, socio-emotional also sentimental development.

Anyway, the use of English language is extensive into principal social institutions or basic structure to psychological development, like family, school, and religion. This and other elements of society are the principal model to personal development.

3.3) The Use of English Language in Classroom

In NENU China, the use of English in classroom is one of essential instrument to knowledge into teacher and students. This language has been fundamental to join differences, culture, to share experience and found new horizon to make strong the communication faculties.

For so long time, English has been used in teaching approaches such as Direct Method and Audio-lingual's which emphasized the primary importance of teaching grammatical and structures. Since the accent has too importance on grammar. In this way few words were introduced in such dull exercise in classroom and most often, they were limited and related to the grammar structures taught.

Actually, in concerning the use of English in classroom, something needs to be better such the focus turned from the Direct Method and Audio-language to the Communicative Approach which emphasized the importance of teaching vocabulary. The Students need developing their skill in English expression face of collective of teachers and classmates, also diversify vocabulary and speaking activities. Many activities need be introduced to make strongest the level teaching and learning within English user in classroom.

3.4) The teacher's English Language

The processes of teaching and learning consider the teacher as model and direct reflex of student learner in several aspects, mainly in the language. In NENU China this reality is lived duo each student trusts in teacher skill, performance and best quality to teaching language and comprehension. Every times students looking to teacher as reference also like a "mirror" to reflect their feeling, style in speaking, write, even moving of tongue and lip when teacher is speaking English. Exactly, the English language of teacher in classroom is very important to guide the complex process consistent in teaching and learning in the same process called by process of teaching and learning. From this point of views, teachers should do more exercises to make better their profile in English. In this process, there are two main philosophies in current times by the means in which the processes of learning through teaching in English language can be accomplished. This challenger is heard, but can be possible with common action between teachers and students, also teachers should consider the student as his disciple in process of English speaking, should share experience with him.

There are some theories that may facilitate teacher and student to hitch them to share expertise and develop English talent in speech, writing, explaining and different styles of teacher's expressions in English. first one is represented because the "empty vessel" model of teaching and learning, or what (Freire, P. 1983), from Brazil and native of Portuguese speaker said because the "banking" model wherever information or skills are inputted into the empty memory banks of the scholars. To teacher's English development, this kind of model of education ought to be avoided within the impairment of contemporary methods or sorts of teaching. The second ideology that is predicated on the work of (Dewey and Piaget, 1936) is seen the education and teaching method not as a matter of receiving information however of intelligent inquiry and thought. during this model, the teacher's role is to manage the educational expertise so as for the scholar to attain active construction of information in English language.

Both these models of teaching and learning are heavily criticised particularly once it involves the teaching of second language learners. (Cummins, 1999) because the first pedagogy presents a information supported the dominant culture and language proving few or no opportunities for learners to specific their experiences and non-mainstream views of the globe. within the ideal came one amongst the second pedagogy has been criticised for its lack of specific pedagogy (Martin 1989) that (Van Lier, 2001) explains is much for the present views of language education that's supported the belief that sound interaction plays a central role within the learning method. The study guide strengthens now by referring the main focus on language as each "the medium" by that academics and learning is dispensed and "the message" by that the instruction in developing specific ways in which of exploitation language.

The analysis for higher ways in which to show languages as (Knight 2001) explains has "probably ne'er been as intense because it is these days, with universities, room academics and publishers all active". (Van Lier 2001) once more believes that "there has been a elementary shift from acquisition notions of learning to human learning seeing the dominant nomenclature like communication, negotiation of that means, collaboration learning and responsive teaching as proof of this". Therefore, if so there's a shift towards another model of learning that is of a cooperative nature wherever the method involves education through dialogues, teacher as (Mercer 2001) suggests "need to have a better understanding of social-cultural perspectives as a pedagogic tool to help students improve their curriculum-related learning and their use of language as a tool for constructing knowledge".

3.5)The Student English Language

From the conscientiousness concerned inconjunct of students' difficulties in learning often English language, almost the student they usually make personal force to evaluate themselves their skill in English language. Even so, the lack of orientation in English constitutes a big embarrassment to process of learning and socialization in environment of NENU China.

The student after engagement in self learn-English, fortunately could win try to speak English also develop the skill, to speak in English language. But in the simple observation we can found multi forms of English speaking mainly to pronunciation or explanation duo everyone has your way of learn English. Anyway there are many difficulties to teacher, students and vice-verse to understanding one of another in classroom or out of the class. In this case it's obvious to suggest one instrument to make fast and qualitative English development in NENU China.

3.6)Factor that Influence in Language Development

Language as one of basic element to development and it is influenced by several factors of the round us. In country as Pakistan language is influenced by several factors, such as: biological, social-Economic conditions, mix-conditions or bio-social factors, Historical and cultural factors, etc. These factors have relevant focus in language, mainly to foreign language as English.

(Marinet al.,2009), argues that environmental factors like parent's level of education might influence a lot of refined aspects like age of first single words or first oral phrases. The socioeconomic standing includes a robust impact on typical language learners. High socioeconomic standing mothers speak a lot of to their children; use a a lot of varied vocabulary, browse books to their kids a lot of promptly. the event of language to Asian country individuals it's conjointly influenced by factors such as: feminine| the feminine } illiteracy as a result of times a gone the role of female in these two countries was restricted in cleansing house and keeps the kid.

3.7)Reading, Writing and Oral Expression

In English or another language, ready, write and to express are three inseparable instruments in process of learning and teaching. The two components constitute a tool importance to cognitive development, such that speak, listen, observation within vision user, perception, etc.

The NENU China, need improve these three instruments, in the extensive and inclusive form, mainly for (MA and PhD) students. With this indissoluble psycho-pedagogical phenomenon's, the students obtain capacity to observe, speak and represent or express his thought within written language. In this sense, the students from Pakistan, conscientious the foreign English speakers, they have been studying hard, whose purpose is to obtain or achieve their objectives in academic and socio-professional skill. Spite of the hard studying by students from different countries, to read, write and express foreign language is really complex cognitive processes of secret writing symbols so as to construct or derive that means (reading, write and comprehension) within the synchronous.

Like all languages, English, it's conjointly advanced interaction between the text and also the reader that is formed by the reader's previous information, experiences, attitude, and language community that is culturally and socially settled. It's clear that these processes of reading, writing and expression in English language need continuous observe, development, and refinement skills. Reading, write and specific needs creative thinking and demanding analysis. There are no in NENU China, concrete orientation to foreign students from countries with lack of the skill in process of writing, reading and express in English. Rather each student produces his own products introspectively. This promotes deep exploration of texts during interpretation of cod and English symbols.

3.8)The first experience in English Language

In process of teaching and learning everything has its first time even to teacher also to student learning. The first time is unique and constitutes the first experience to individual life style and history. In general the process of teaching and learning language has been complexes and difficult. (Adrian J. Wurr, 2002) underlined that there is no "super method" for teaching language, offers a helpful and effective methodology for starting accomplishment instruction by linking the students' language and knowledge in learning. In foreign language such as English language in NENU CAMPUS, the primary experience has been significant to socialization and student progress in science, technology, education and culture. This phase is complex for almost students due they have been confronted fear and mistrust as (Joe St. Charles, 1999) explained that for ELLs (English language learners) who are learning to scan in English, method|the method } presents further challenges as a result of the linguistic and cultural backgrounds of those learners are completely different from the language and culture embedded within the reading process.

The long words have been more difficult to memorize too. Also, variable stress of words such as "threefold" and "measurement and descriptive", make the English difficulty to teacher and learning. Because from these words Students might be trapped in their confidence with which they memorize such identical words, in other the time students need studying that by heart and in short time could forget it.

In this context the student should have a teacher's companion to assist him and give them clear and systematic orientation or assistance in adaptation to new language, style, skill, feeling and personality. It is important that teachers assist and orient the learner on the practice of vocabulary in English because with all their best will avoid the student forgets the words they learn. The insufficient assistance and orientation in English make the student self learner. Sometimes, the self learner has crossed out of the normal rights of English useful.

4) Methodology

A qualitative analysis approach was adopted: twenty participants were recruited (see the subsequent tables). They participated in face-to-face semi-structured interviews lasting 35-45 minutes. the factors for participant choice were as follows: participants were Master students of Pakistan origin at one university in china.

4.1) Population and sample

The population is constituted of all international students from Pakistan .The sample is constituted into 20 students (10 males &10 females).

Table 1: Distribution of population and sampling in gender and percentage.

<i>Population</i>		<i>Total</i>	<i>%</i>		<i>Total</i>	<i>Sample</i>		<i>Total</i>	<i>Total %</i>
<i>M</i>	<i>F</i>		<i>M</i>	<i>F</i>		<i>M</i>	<i>F</i>		
35	15	50	70	30	100%	10	10	20	100%

There is an assumption that international students expertise adjustment difficulties within the initial amount at establishments of upper learning, particularly within the initial semester, though cultural adaptation may be a gradual method, and lots of of those difficulties can step by step disappear throughout the method of cultural transition (Heggins & Jackson 2003).

We assumed that when 3/4 year of study at the university, they'd become aware of the Chinese educational culture, patterns of teacher student interactions, and therefore the university learning surroundings, and so had adjusted well academically, socio-culturally, and psychologically by developing their intercultural and social communication skills and cope methods. This study examined their tutorial adjustment problems by drawing on their past and gift learning experiences at the university through their own narrative stories.

4.2) FINDINGS

Many vital themes emerged from careful analysis of the information. several Pakistani students perceived the academic quality they'd received at the university terribly completely. they'd to figure terribly laborious to adapt well to the educational life at the university wherever they seasoned several difficulties derivation from language barrier ,lack of data of educational norms and conventions, unacquainted with teaching strategies, and cultural variations in classroom interactions.

4.3) Students' Perceptions of the Education Quality

International students' level of satisfaction is expounded to their perceptions of the education quality they need received from the host establishment. they need in person knowledgeable the programme and programme delivery, and thus they're within the best position to explain their learning experiences, perceptions, and attitudes in terms of learning outcomes (Rautopuro & Vaisanen 2000).

Most participants according a comparatively high level of satisfaction with their study at the host university. Their satisfaction derived from their tutorial adaptation, language skills development, intellectual growth, tutorial

achievements, development of educational, social, intercultural, and social skills, confidence in learning, learner independence, and gradual changes in their learning conceptualizations. At associate degree institutional level, they were pleased with the standard of education, sensible programmes, favorable learning environments, quality services, and effective learning support systems. Most participants delineate their lecturers as being extremely qualified, seasoned, skilled, knowledgeable, patient, helpful, empathetic, competent, well organized, friendly, and understanding.

4.4)Language Difficulties as Communication Barriers

This study confirms earlier analysis findings that English language is one among the largest barriers for international students in New island (Li, Baker & Marshall 2002). The language barriers prevented Pakistani students from effectively human action with lecturers and alternative students, paying attention to lectures, following directions, understanding assessment criteria and procedures, finishing assignments, doing exams and tests, and coming together with domestic residents. as a result of the language difficulties, several participants had to figure terribly arduous so as to stay up with the remainder of the category. They spent most of their time, together with weekends, within the classroom and within the library. to several participants, attending the lectures intrinsically wasn't pleasing expertise.

4.5)Cultural variations in classroom Interactions

Asian students have to be compelled to create each effort to adapt so as to form sense of it once finding out at Chinese tertiary establishments wherever the philosopher teaching approach is predominant that emphasizes freelance learning, learner participation, co-construction of data, questioning, assessment and analysis of data and concepts. strangeness with such a tertiary tutorial discourse usually creates barriers for Pakistani students in schoolroom participation, interaction and engagement.

In our current study, several participants declared that they enjoyed freelance learning, however once the lecturers adopted teaching strategies going to facilitate student freelance learning skills, these students felt demoralized after they found that these strategies were incompatible with their expectations.

5) Results

This study has found from Pakistani international students' voices and narratives that Pakistani students were overall glad with their learning experiences at the university. These positive experiences were associated with an outsized range of things, like prime quality education, sensible programmes, favorable learning environments, friendly, helpful, supportive, and extremely qualified lecturers and tutors, smart teacher-student relationships, development of language and intercultural communication skills, and private and intellectual growth. They expressed their considerations in these areas: language difficulties and cultural differencing as intercultural communication barriers, unacquainted with patterns of classroom interactions, lack of data of educational norms. Raise the level of teaching English practice between Students and teachers;

- Conversation in English with other colleagues from others spears countries of English language, should help the student to develop his skill in English;
- Take more time to read and write, should too help the students to get a good performance in dully use of English Language;
- Companion and teacher orientation in English, should help the student to make strong his English level.

5.1)Discussion and Conclusion

English, today emerges because the predominant medium of international tutorial discourse. English is perceived because the key to the socio-cultural advancement. Policy manufacturers, language planners, educators and lecturers in China are intensively addressing the necessity to extend student proficiency in English language skills. so as to realize this, over the last decade, national policies and syllabuses are moving towards varied versions of teaching. Adoption of and alter in medium instruction in educational activity is seen wide currently; but principally involve adopters, implementers, suppliers, however the clients or students World Health Organization are one in all major parts.

NENU CHINA is the one of best University in China then, all students like study in NENU CHINA. Almost the student spent more than two hours to self study English, which purpose is to make strong his skill in English.60% agree with a quality of English Language in this school in some aspects, like write, speech, read in the classroom. Other 40% disagree, thinks that the quality of English language is not proper .

5.2) Suggestion

- ❖ NENU SCHOOL-CHINA as one of the best University in China should found some strategy to make strong the quality of English and improving the style around of world.
- ❖ The self study English should be oriented by special teachers in English which purpose is to make strong and keep the formal standard in English.
- ❖ NENU China, should raise the level of class communication in English language between students and teachers.

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