



**RESEARCH PAPER**

**Variation in Use of English Language as Medium of Instruction at University Level: A Gender-Based Analysis**

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**ABSTRACT**

To understand how gender affects student participation, academic success, and teachers' views in EMI programs, this study uses a gender-based approach to examine the variability of English as a Medium of Instruction (EMI) at the university level. Structured surveys collected data from 30 ELT teachers and 300 EFL students. Results show significant gender disparities, with male students often displaying higher engagement and confidence than their female counterparts, which impacts academic performance. Sociocultural norms and expectations contribute to female students' insecurity and public speaking anxiety. Teachers emphasized that inclusive teaching methods are essential for equitable participation. The study underscores the importance of targeted interventions and policy recommendations to achieve gender equity in EMI settings. By addressing these gaps, the study aims to create effective and inclusive EMI programs, providing equal academic opportunities for all students. The findings advocate for a nuanced approach to language acquisition at the university level, impacting curriculum design, teacher preparation, and educational policy decisions.

**KEYWORDS** College Instruction, EFL understudies, English as a Medium of Instruction (EMI), Gender-Based Investigation

**Introduction**

In later a long time, colleges all around the world have been utilizing English as a Medium of Instruction (EMI) increasingly. This educational approach, which utilize English to instruct scholarly courses in non-English talking nations, is propelled by globalization, the internationalization of higher instruction, and the request for graduates who get it the language. (Macaro and others, 2018) EMI points to extend students' scholarly and proficient openings by upgrading their English dialect abilities and planning them for a globalized work showcase. But there are challenges in putting EMI into hone, particularly when it comes to sex incongruities in instructive encounters and comes about. (Coleman, 2006).

Gender orientation incorporates a critical effect on students' encounters and accomplishments within the classroom. Discernments of scholarly inclination, educational programs engagement, and support in course exercises among male and female student are regularly affected by societal desires and traditions. (Moghadam, 1992; Piller & Cho, 2013). Within the setting of EMI, these sexual orientation relations might gotten to be impressively more clear. Male and female understudies may show diverse levels of certainty, intrigued, and scholastic victory due to aberrations in dialect

aptitudes, social standards, and educating strategies. Manuel Sierra and Lasagabaster (2009).

This thesis examines how EMI differs at the university level using a gender-based methodology. By examining how gender influences teacher perceptions, academic achievement, and student involvement in EMI programs, this study aims to provide a comprehensive understanding of the possible issues that are specific to gender in EMI settings.

Developing inclusive educational policies and practices that assist all students, regardless of gender, in realizing their full academic potential requires addressing these inequities. The research holds significance as it can provide valuable insights for curriculum development, teacher preparation programs, and educational policy (Darling-Hammond, 2006).

## Literature Review

### Theories related to MOI and Gender Analysis:

For assessing the variance of the English language as a medium of instruction at the university level with a gender-based viewpoint, numerous theories might be utilized. These theories span linguistics, education, and gender studies.

### Sociolinguistic Theory

Sociolinguistics as a topic of study was presented by numerous researchers who have significantly contributed to its development. Some of the noteworthy figures were William Labov, Dell Hymes, and Basil Bernstein. These pioneers have created the framework for comprehending the relationship between language and society, and their theories have enormous implications for education. The establishment and development of sociolinguistics by scholars like William Labov, Dell Hymes, and Basil Bernstein have offered crucial frameworks for comprehending the intricate interplay between language and society. (Hymes, 2020)

### Language Theories and Gender

Over the past three decades, gender and dialect studies have paralleled these talks and have long been distracted with gender disparities. The wide term "gender and dialect investigate" alludes to intrigue that thinks about how men and ladies utilize dialect as well as how dialect is utilized to communicate thoughts almost men and ladies. (Lobby and others, 2020). A few language specialists played a key part within the creation of the field of phonetics that focuses on sexual orientation and dialect, which picked up notoriety within the 1970s. Even whereas it's challenging to pinpoint a single person who was the primary to put up the concept of "Dialect and Sex Speculations," there were a few compelling people who played a noteworthy part within the advancement of this unmistakable teach. (Corridor et al., 2020)

Researchers like Robin Lakoff and Deborah Tannen started and created dialect and sex speculations, which have altogether affected our comprehension of the relationship between dialect and sexual orientation. In arrange to overcome sex segregation in society and instruction, it is basic that these theories be taken into thought. A gender-based investigation grounded in these thoughts can help detect and correct instructive disparities within the setting of English as a university-level dialect of

instruction, in the long run coming about within the headway of a more attractive and more comprehensive scholarly environment. (Zimman & Hall, 2016)

### **Lecture-based Teaching at the University level (MOI)**

The lecture method is one of the most traditional ways for professors to communicate knowledge to students in the classroom. As a result, it is becoming increasingly vital to explain the lecture method's purpose, benefits, and drawbacks, as well as to provide guidance on how to use it effectively. The most basic definition of teaching is the transmission of knowledge.

The focus on educational growth needs to transfer from teaching to learning, and the definition of teaching should be enlarged to cover a greater range of approaches of relevance to learning. This requires a clear difference between means and aims, and the use of an explanatory approach to shortcomings permits a more targeted use of treatments. Still, too many variables are at play to make forecasts certain, and the use of trial and error is always a useful aid. A systems approach does not imply simple, formula-like solutions; instead, in-depth mastery of fundamental educational concepts may equip faculty to become more competent and self-reliant practitioners. (Magrath et al., 2019)

Educational institutions find it challenging because the institution encourages active learning but still mandates big class sizes and fixed-seat lecture halls. In addition to encouraging active learning, the academic department assigns junior colleagues to conduct large-class lectures and practices bureaucratic leadership, both of which have been linked to teacher-centered approaches, according to studies. The lecturer would like to employ more student-centered strategies, but she cannot do so due to workload and incentive issues. It would seem virtually unavoidable that pupils would thereafter take a surface-level or instrumental approach to their studies. Perhaps more confusing is how successful they are and how pleased they appear to be. (Loughlin & Lindberg-Sand, 2023)

### **Diverse Functions of the English Language at the University Level**

The language that is used can vary based on the communication's objective or aim. While informative language transmits information, directive language uses commands. For example, "Please close the door" is a directive, but "The door is open" is an informative statement. Different languages have different purposes in communication, depending on what the interaction's intended result is. (Lee, 2016). Whereas expressive dialect communicates sentiments, referential dialect depicts things or conditions within the world. In this occurrence, "The sky is blue" could be a referential articulation, but "I'm so upbeat!" is an expressive one.

These comparisons show how, depending on the speaker's intention and the situation, language can be used to convey emotions or offer accurate facts. (Kalsoom & Batool, 2021) To get it how our communication designs are impacted by social and social circumstances, it is significant to get it the endless cluster of dialect varieties.

Recognizing the assortment and differing qualities of the English dialect illustrates how adaptable and energetic it has advanced over time. With this information, ready to see how social environment influences dialect utilize and how dialect designs are always advancing.

## **Modern Technology-Assisted Language Learning (MOI)**

Even though modern technology helps people learn languages better, there are some downsides that can make it harder to develop good study habits. Students might get sidetracked from learning languages because there are so many digital distractions, like social media, games, and other online activities. Students might not want to learn a new language as much because they have easy access to entertainment (Mohamad et al., 2022)

Also, there are a lot of websites to help learn languages, but some of them are not trustworthy. Students might come across wrong or old information, which could slow down their learning.

There are additional risks associated with using social media and online forums to communicate in informal and non-standard English. These platforms' slang, acronyms, and colloquialisms could not be appropriate in professional or academic contexts, which could cause students to pick up improper language usage habits. (Mohamad et al., 2022). To overcome these obstacles, students must use critical thinking skills to choose reliable study materials and stick to a strict study schedule.

While there has never been easier access to interactive tools and language learning resources thanks to technology, successful language learning and mastery require maintaining concentration and choosing reliable sources. Learners can maximize their language learning experience and steer clear of the problems brought on by online diversions and false information by striking a balance between their digital participation and disciplined study practices.

## **University-level instruction in English**

Using the target language to show pronunciation and usage in university-level language classes is more than just a teaching strategy; it's about assisting students in really understanding how language functions in everyday contexts. When instructors demonstrate a sincere love for their subject, it encourages students to approach their studies with zeal and commitment, fostering a climate where everyone is driven to succeed. (Rahmiyanti & Zaim, 2020)

At this level, promoting autonomous learning is a top priority. Through the use of language applications, the internet, and immersive experiences, students are given the freedom to learn outside of the classroom. With the help of these tools, they can study at their speed and learn more about the subjects that most interest them. It's also critical to provide resources for introspection and assessment. Students can monitor their development and pinpoint areas for improvement with its help. This individualized approach empowers students to take charge of their education and fosters confidence.

## **Impact of Society on University Students as Different Gendered**

Extrinsic motivation results from outside influences like accolades, penalties, or social acceptance. A student works hard in class to get good grades and gain recognition from parents and teachers. His inspiration is derived from external factors.

People either look for benefits or steer clear of bad outcomes. There is more to the action than just itself. Extrinsic motivators, such as grades and certificates, are frequently used by teachers to promote desired behaviors in the classroom. (Fischer et al., 2019)

**Extrinsic motivation refers to doing something just for the pleasure of doing it rather than for the benefit of doing it. It is a concept that applies whenever an action is made to reach a different purpose.** More variations are "an employee is inner-directed, captivated or intrigued with a task and engaged in it for the task itself" or "an employee is attracted or interested by a task" To inspire staff to finish a task, colleges give monetary incentives and other concrete benefits. (Ponta et al., 2020)

Extrinsic motivation has a huge power and with the appropriate utilization can lead to high results. External benefits can encourage interest and participation in which a person has not had an initial interest Praise can induce to obtain new talents or pieces of knowledge. At the point when people have learned more, they become more driven internally. External awards can be a positive sign that a worker does a good job and give a chance to recognize that their performance is achieved. (Deci et al., 2001). For the development of extrinsic motivation levels, seminars, workshops, and conferences should be conducted regularly. (Akhtar et al., 2018)

### **Material and Methods**

A quantitative and qualitative strategy is employed in this research to get the controlled responses of the respondents.

### **Population and Sampling**

The study's population consists of ESL students at the graduation level who are enrolled in the English department of educational institutions located in the Rahim Yar Khan district of Punjab, Pakistan. The information was collected from 300 university-level male and female students.

### **Research Instrument**

In the subsequent study, a questionnaire is employed as a research tool. Its capacity to methodically collect data from a sizable and varied sample has made it the perfect research instrument for investigating the connection between learners' autonomy and the performance of EFL learners at the graduation level.

### **Data Collection**

To collect data for this study, graduate-level EFL students are given a standardized questionnaire to fill out. The purpose of the questionnaire is to gather information on student's academic performance in English as well as their perception of autonomy in their language learning activities.

### **Data Analysis**

All statistical analyses are undertaken using the applicable software (e.g., SPSS, R). A thematic analysis of qualitative data obtained from open-ended questionnaire responses will be performed to gain a deeper understanding of learners' experiences with autonomy in EFL learning.

### **Limitation/Delimitation**

The research is limited to a particular context and does not apply to other EFL environments or learner demographics.

## Ethics

To avoid the moral and moral hardships, each key region was thoroughly inspected. Before the review, moral contemplations were not dismissed as members were addressed on the off chance that they concurred with their support in the review. The assent of members was acquired before the spread of the polls to the members. The members were made sense of the examination and they were instructed by the specialist concerning the filling of the survey. The specialist made a declaration asking the understudies who were uninvolved in partaking in the exploration to leave the survey clear since their heedless reactions and absence of handle of the inquiries could hurt the review's decisions. None of the members was pressured to partake in the overview. The scientist confirmed the privacy of the individual information. Respondents were offered the choice of not sharing their personality to hold their namelessness. The members connected to a great extent because their certainty was reinforced by the scientist's consolation during the examination.

**Table 1**  
**English teacher mostly uses Urdu language as a medium of instruction**

Gender of Respondents		Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree	Total
Male	Count	92	18	14	8	5	137
	% within Gender of Respondents	67.2%	13.1%	10.2%	5.8%	3.6%	100.0%
Female	Count	78	43	17	14	11	163
	% within Gender of Respondents	47.9%	26.4%	10.4%	8.6%	8.7%	100.0%
Total	Count	170	61	31	22	16	300
	% within Gender of Respondents	56.7%	20.3%	10.3%	7.3%	5.3%	100.0%

Table 1 shows that 56.7% of EFL respondents (67.2% male students and 47.9 female students) concurred with this explanation that my English educator for the most part utilized the Urdu language as a mode of guidance all through the talk. 20.3% of EFL respondents (13.1% male students and 26.4% female respondents) Firmly concurred with this statement, 10.3% of EFL respondents (10.2% male respondents and 10.4% female respondents) communicated impartial in this proclamation, 7.3% of EF respondents (5.8% male respondents and 8.6% female respondents) contradicted these articulations, 5.3% of EFL respondents (3.6% male respondents and 8.7% female respondents) unequivocally couldn't help contradicting this assertion.

**Table 2**  
**English teachers use English as a medium of instruction**

Gender of Respondents		Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree	Total
Male	Count	57	48	21	10	1	137
	% within Gender of Respondents	41.5%	35.0%	15.3%	7.3%	0.7%	100.0%
Female	Count	65	46	36	6	10	163
	% within Gender of Respondents	39.9%	28.2%	22.1%	3.7%	6.1%	100.0%
Total	Count	122	94	57	16	11	300
	% within Gender of Respondents	40.7%	31.3%	19.0%	5.3%	3.7%	100.0%

Table .2 shows that 40.7% of EFL respondents concurred with the explanation that a portion of my English instructors utilize English as a mode of guidance during addresses (41.5% of male respondents and 39.9 of female respondents). EFL respondents

gave the accompanying reactions: 31.3% (35.0% male respondents and 28.2% female respondents) communicated firmly concurred; 19% (15.3% male respondents and 22.1% female respondents) nonpartisanship with these assertions; and 5.3% (of 7.3% male respondents and 3.7% female respondents) contradicted this explanation. Of the EFL respondents, 3.7% (of 0.7% male students and 6.1% female respondents) unequivocally contradicted this proclamation.

**Table 3**  
**Teacher prefers books or printouts in class.**

Gender of Respondents		Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree	Total
Male	Count	37	42	29	18	11	137
	% within Gender of Respondents	27.0%	30.7%	21.2%	13.1%	8.0%	100.0%
Female	Count	79	34	34	8	8	164
	% within Gender of Respondents	48.5%	20.9%	20.9%	4.9 %	4.9 %	100.0%
Total	Count	116	76	63	26	19	300
	% within Gender of Respondents	38.7%	25.3%	21.0%	8.7%	6.3 %	100.0%

Table 3 uncovers that 38.7% of EFL respondents concurred with the explanation that my education leaned towards books or printouts in class. (27% of male respondents and 48.5% of female respondents). The accompanying reactions were presented by EFL respondents: 25.3% (30.7% male respondents and 20.9% female respondents) communicated unequivocally concurred; 21% (21.2% male respondents and 20.9% female respondents) impartiality with these comments; and 8.7% (of 13.1% male respondents and 4.9% female respondents) contradicted this articulation. Of the EFL respondents, 6.3% (counting 8% male students and 4.9% female respondents) firmly couldn't help contradicting this statement.

**Table 4**  
**Lectures in Urdu are easy to understand.**

Gender of Respondents		Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree	Total
Male	Count	52	52	17	14	2	137
	% within Gender of Respondents	38.0%	38.0 %	12.4 %	10.2 %	1.5 %	100.0%
Female	Count	77	38	27	11	10	163
	% within Gender of Respondents	47.2%	23.3%	16.6%	6.7%	6.1%	100.0%
Total	Count	129	90	44	25	12	300
	% within Gender of Respondents	43.0%	30.0%	14.7%	8.3%	4.0%	100.0%

The accompanying reactions were made by EFL respondents: 14.7% (of 12.4% male respondents and 16.6% female respondents) communicated lack of bias; 8.3% (of 10.2% male respondents and 6.7% female respondents) couldn't help contradicting these comments; and 4% (of 1.5% male respondents and 6.1% female respondents) altogether contradicted this articulation

**Table 5**  
**Lectures in English are easy to understand.**

Gender of Respondents		Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree	Total
Male	Count	43	45	29	12	8	137
	% within Gender of Respondents	31.4%	32.8%	21.2%	8.8%	5.5%	100.0%
Female	Count	60	45	42	12	4	163
	% within Gender of Respondents	36.8%	27.6%	25.8%	7.3%	2.5%	100.0%

Female	% within Gender of Respondents	36.8%	27.6%	25.8%	7.4%	2.5%	100.0%
	Count	103	90	71	24	12	300
Total	% within Gender of Respondents	34.3%	30.0%	23.7%	8.0%	4.0%	100.0%

Table 5 uncovers that 34.3% of EFL respondents concurred that I promptly understood the examples when my English teachers offered talks in the English Language. (31.4% of male respondents and 36.8% of female respondents). EFL respondents made the accompanying reactions: 23.7% (21.2% male respondents and 25.8% female respondents) communicated a lack of bias; 8% (8.8% male respondents and 7.4% female respondents) couldn't help contradicting these comments; 4% (of 5.8% male respondents and 2.5% female respondents) fundamentally couldn't help contradicting this assertion. Of the EFL respondents, 30% (counting 32.8% male students and 27.6% female respondents) emphatically concurred with this suspicion.

**Table 6**  
**Female English teachers prefer to deliver lectures in English**

Gender of Respondents		Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree	Total
	Count	39	27	40	24	7	137
Male	% within Gender of Respondents	28.5%	19.7%	29.2%	17.5%	5.1%	100.0%
	Count	32	37	44	30	20	163
Female	% within Gender of Respondents	19.6%	22.7%	27.0%	18.4%	12.3%	100.0%
	Count	71	64	84	54	27	300
Total	% within Gender of Respondents	23.7%	21.3%	28.0%	18.0%	9.0%	100.0%

Table 6 shows that 23.7% of EFL respondents concurred with the explanation that female English educators like to convey total talks in English. (28.5% of male responders and 19.6% of female respondents). EFL respondents made the accompanying responses: 28% (29.2% male respondents and 27% female respondents) communicated nonpartisanship; 18% (17.5% male respondents and 18.4% female respondents) couldn't help contradicting this assertion; 9% (5.1% male respondents and 12.3% female respondents) altogether couldn't help contradicting this assertion. Of the EFL respondents, 21.3% (19.7% male students and 22.7% female respondents) exceptionally concurred with this suspicion.

**Table 7**  
**Male English teachers deliver lectures in English.**

Gender of Respondents		Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree	Total
	Count	35	27	38	15	22	137
Male	% within Gender of Respondents	25.5%	19.7%	27.7%	10.9%	16.1%	100.0%
	Count	52	39	28	23	21	163
Female	% within Gender of Respondents	31.9%	23.9%	17.2%	14.1%	12.9%	100.0%
	Count	87	66	66	38	43	300
Total	% within Gender of Respondents	29.0%	22.0%	22.0%	12.7%	14.3%	100.0%

Table 7., 29% of EFL members concurred that male English educators would prefer to give their courses altogether in English. (Respondents who were 25.5% male and 31.9% female). EFL respondents gave the accompanying responses: 22% of respondents – 19.7% male and 23.9% female – communicated Unequivocally concurred; 22% of respondents – 27.7% male and 17.2% female – are impartial with this



assertion of these remarks; and 12.7% of respondents – 10.9% male and 14.1% female – couldn't help contradicting this statement. 14.3% of the EFL respondents unequivocally concurred with this reason, containing 16.1% of male students and 12.9% of female respondents.

**Table 8**  
**Male English teachers have more knowledge of English.**

Gender of Respondents		Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree	Total
Male	Count	19	35	44	22	17	137
	% within Gender of Respondents	13.9%	25.5%	32.1%	16.1%	12.4%	100.0%
Female	Count	35	36	45	25	22	163
	% within Gender of Respondents	21.5 %	22.1%	27.6%	15.3%	13.5%	100.0%
Total	Count	54	71	89	47	39	300
	% within Gender of Respondents	18.0%	23.7%	29.7%	15.7%	13.0%	100.0%

Table 8 shows that 18% of EFL respondents agreed with the statement that my male English teacher has more knowledge about the rules of English than a female (13.9% of male respondents and 21.5% of female respondents). EFL respondents made the following answers: 29.7% (32.1% male respondents and 27.6% female respondents) expressed neutrality; 15.7% (16.1% male respondents and 15.3% female respondents) disagreed with these comments; and 13% (of 12.4% male respondents and 13.5% female respondents) strongly disagreed with this statement. Of the EFL respondents, 23.7% (including 25.5% male learners and 22.1% female respondents) strongly agreed with this statement.

**Table 9**  
**English skills improve when lectures are delivered in English**

Gender of Respondents		Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree	Total
Male	Count	36	63	14	16	8	137
	% within Gender of Respondents	26.3%	46.0%	10.2%	11.7%	5.8%	100.0%
Female	Count	57	45	30	23	8	163
	% within Gender of Respondents	35.0%	27.6%	18.4%	14.1%	4.9%	100.0%
Total	Count	93	108	44	39	16	300
	% within Gender of Respondents	31.0%	36.0%	14.7%	13.0%	5.3%	100.0%

Table 9 demonstrates that 31% of EFL respondents agreed with the statement that I increase my skills in the English language when my English lecturers offer lectures in English. (26.3% of male respondents and 35% of female respondents). The following responses were made by EFL respondents: 14.7% (10.2% male respondents and 18.4% female respondents) expressed neutrality; 13% (11.7% male respondents and 14.1% female respondents) disagreed with these remarks; and 5.3% (5.8% male respondents and 4.9% female respondents) strongly disagreed with this statement. Of the EFL respondents, 36% (including 46% male learners and 27.6% female respondents) strongly agreed with this statement.

**Table 10**  
**Male and Female teachers have equal knowledge of English.**

Gender of Respondents		Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree	Total
Count		33	25	37	19	23	137

Male	% within Gender of Respondents	24.1%	18.2%	27%	13.9%	16.8%	100.0%
	Count	48	42	32	13	28	163
Female	% within Gender of Respondents	29.4%	25.8%	19.6%	8.0%	17.2%	100.0%
	Count	81	67	69	32	51	300
Total	% within Gender of Respondents	27.0%	22.3%	23.0%	10.7%	17.0%	100.0%

Table 10 demonstrates that 27% of EFL respondents agreed with the statement that Both male and female teachers have an equal degree of knowledge of English and its regulations. (24.1% of male respondents and 29.4 of female respondents) The following responses were made by EFL respondents: 23% (27% male respondents and 19.6% female respondents) expressed neutrality; 10.7% (13.9% male respondents and 8% female respondents) disagreed with this statement; and 17% (16.8% male respondents and 17.2% female respondents) strongly disagreed with this statement. Of the EFL respondents, 22.3% (including 18.2% male learners and 25.8% female respondents) strongly agreed with this assumption.

## Qualitative Analysis

### Impact of the medium of instruction on the overall improvement of the learners

When instruction is provided in the student's native tongue, they are better able to understand difficult topics and feel more at ease and confident about their learning. Explaining complex subjects like quantum physics in the student's mother tongue might improve understanding and lessen the cognitive burden."

"Incorporating the original language in education makes the subject more approachable and culturally relevant, which promotes student engagement and retention. Discussing local history or literature in the native tongue might stimulate more interest and link students with the content."

"Using the native tongue helps close the gap and progressively increases the confidence of students who are new to the English language so they can take part in discussions in English. Beginning in their original tongue, learners may find it simpler to gradually switch to English."

"Students that receive education in English become fully immersed in the language, which speeds up their competence and gets them ready for possibilities around the world. Students that are regularly exposed to English in academic contexts gain language abilities that are crucial in the worldwide labor market."

"Taking advantage of English as the primary language of education offers a standardized strategy that helps pupils by exposing them to the language consistently throughout all subject areas. Students will be similarly equipped for standardized English language tests and chances in higher education if they are taught in a consistent medium."

"Delivering lectures in English can encourage both students and professors to enhance their language skills, making them more competitive in the academic and professional world. Teachers who use English consistently can act as role models for students, showing the relevance of language skills in career advancement."

Based on a survey of 30 university lecturers, the viewpoints were as 60% (18 teachers) agreed that using the original language promotes understanding, and cultural

relevance, and helps Novices Bridge the gap. 40% (12 teachers) said that English medium instruction immerses children in the language, promotes standards, and enhances competitiveness.

The majority of educators (60%) believe that using one's native tongue can immediately improve students' comprehension, engagement, and ease of transition to learning. A sizable minority (40%) do, however, highlight the long-term benefits of immersion learning, standardization, and professional competitiveness when it comes to English-medium instruction. This diversity of viewpoints emphasizes the necessity for a sophisticated plan that may include a blended learning method that combines the two languages to maximize student growth and readiness for opportunities around the world.

### **English teachers' focus on good grades of the students instead of improving the skills of the learners**

"The education system heavily emphasizes grades as a measure of success, so teachers feel pressured to ensure their students attain high marks. Schools and universities often evaluate teacher performance based on student grades, producing a high-stakes environment where grades are prioritized."

"Grades are frequently given top priority by parents and students since they are thought to be essential for prospects like college admissions and scholarships."

To guarantee that their children get into renowned colleges, parents may put pressure on teachers to concentrate on test preparation."

"Achieving high marks serves as a reinforcement for students and teachers alike, as it offers instant rewards and recognition." Awards, prizes, and favorable ratings for teachers and students can result from achieving high grades."

"Focusing simply on grades inhibits the development of crucial abilities that students need for long-term success in their employment and personal lives."

Communication, critical thinking, and problem-solving skills are vital in the workplace but may not be represented in exam scores."

"Education should be holistic, seeking to build well-rounded individuals rather than just high achievers on paper. Projects, presentations, and conversations in class can encourage a deeper understanding and practical application of knowledge."

Based on a survey of 30 university lecturers, the viewpoints were as follows: 53% (16 teachers) stated that focusing on grades is driven by institutional pressure, student and parent expectations, and the immediate incentives associated with high marks. 47% (14 instructors) argued that skill growth is vital for long-term success, holistic education, and real-world applications.

Although a sizable minority of educators (47%) emphasize the value of concentrating on skill development, a slim majority (53%) acknowledge the pragmatic justifications for placing a premium on grades. This discussion highlights a conflict between the short-term needs of the educational system and the long-term advantages of skill development, pointing to the necessity of a well-rounded strategy that takes into account both the requirements for grades and the acquisition of critical skills necessary for students to succeed in the future.

## **Conclusion**

With the title "English as a Medium of Instruction: A Gender-Based Analysis at the University Level," this thesis concludes that it provides valuable insights into the complex gender dynamics in EMI programs. The study shows important differences between boys and girls in how involved they are, how well they do in school, and how teachers teach. This information comes from a survey filled out by 300 students learning English and 30 teachers. The results indicate that boys are usually more confident and take part more in class than girls because of social expectations.

These results show how important it is to make friendly and supportive places for learning, so all students can take part fully. Future studies should use different research methods, look at changes over time, and consider various social factors. This will help to understand issues better and create targeted solutions that promote gender equality and enhance educational results in English Medium Instruction (EMI) programs. We can help make schools fairer, so every student gets a chance to do well by fixing these problems.

## **Recommendations**

In the end, the results we got can really help researchers who look at gender issues in schools. The detailed look at gender differences gives useful numbers and advice for policies, promotes fairness for all genders in EMI projects, and helps with more research. But there will still be opportunities for researchers in the future to build on these findings, address the study's weaknesses, and improve our understanding of gender roles in English Medium Instruction (EMI) situations. By doing this, researchers can help create better and fairer learning spaces for all students.

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