

ENGLISH AS A MEDIUM OF INSTRUCTION: INVESTIGATING THE PERCEPTIONS OF SECONDARY SCHOOL STUDENTS

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ABSTRACT- The objectives of our research is to investigate English as a medium of instruction at secondary in district Khanewal. The quantitative type of research has been employed in this research. For this research the survey method has been used and the data was collected through questionnaires. Almost, 50 different types of questions were put before the secondary school students. The results obtained from the questionnaires were arranged in the form of table and graphs. The result of the survey reveals that 88% to 90% of the secondary school students recommended the English as a medium of instruction. There is no evidence of using native or Urdu language in their classrooms. They have complete concepts of their subjects and their related topics. Beside this they do not feel any difficult in the classroom when lessons are taught in English language. While the remaining 6% to 12% of the secondary school students told that they are not in favour of EMI. The empirical results show that it is the demand of the time in the classroom of Pakistan and English language should be applied at secondary level.

Key Words: English as a Medium of Instruction, Language Policy Researcher

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1.INTRODUCTION

1.1. Background of study

Soon after the Independence in 1947, an educational conference was held in Pakistan. It was declared Urdu will be the MI (Medium of Instruction) in the government schools. The purpose of this was that the children would learn Urdu in the education system and in other sense they will learn in their mother tongue. English was declared as the official language. English medium schools were supported by Christian's missions in that era. The wealthy communities shifted their attentions towards these English Medium Schools. A lot of subjects were taught both in English and Urdu language. But the science subjects were taught in English. Henceforth, the students faced a lot of difficulties in the science subject. Therefore, the parents were in a difficult position and at last they decided to send their children to English medium schools.

According to Marsh (1994) EMI is often discussed by Applied Linguistics and they tried to relate it with CLIL which is the abbreviation of "Content Language Integrated Learning. It is also come to know that CLIL is a methodology of language teaching which appeared in 1990s and its reason was that the subjects are taught by FL foreign language. There were two main objects of CLIL, the first one is the studying of content and the second one is learning of FL, foreign language.

Basically, EMI indicates to the subject of teaching by utilizing English as a medium of instruction. Furthermore, the question arises that where it is to be applied then definitely the answer is that such phenomenon should be utilised at secondary and primary level keeping in view the content. According to Macaro (2013) EMI is not a new phenomenon and beside this no one can say that it is neutral and undesirable. The current study reveals that at the postgraduate level in Europe 60% of the courses are taught by EMI.

1.2 Justification of the Study

EMI has become a global phenomenon. Almost every country of the world has adopted EMI in their classrooms from primary to university level. The same is the situation in Pakistan at secondary level. EMI has been adopted in classroom; the syllabus has been designed keeping in view of EMI. The studies have been planned while EMI selecting as a tool in the classroom. The research in the perspective of EMI in Pakistani context is very important. From this new calculation can be emerged in this field of research.

1.3 Objectives of the Study

The objectives of the study are given below:

1. To investigate the perception of students about EMI at secondary level in the classroom.
2. To know the recent feelings of secondary school students about EMI in all subjects.
3. To investigate that whether EMI is problematic for the secondary students in the classroom or not.

1.4 Research Questions

On the basis of the above objectives we will explore answers to the following questions.

1. What is the perception of secondary school students in relation to EMI?
2. Do the secondary school students feel anxiety when EMI is utilised in the classroom?
3. Does the EMI have impact on the linguistic skills of the students?
4. Which types of subjects are being taught through EMI?

2. LITERATURE REVIEW

2.1 Language

Language is a gathering of important sounds embraced by the general population of any locale to comprehend and convey their sentiments to other individuals. Reference book Britannica (2012) characterize language as blend of the letter sets and words, its explanation and the way they are joined to associate with the group.

According to Sapper (1994) who claimed that language is simply non-intuitive and human technique for imparting thoughts, desires and feelings through methods for an arrangement of intentionally delivered images.

According to Naseem (1990) who highlighted the idea or thought and the language in such way that language and idea are so firmly connected that idea gets itself all the more forcefully characterized as one looks for its explanation through language. The development of language and thought is a record to the development of country solidarity regular desire and of thought.

Venkateswaran (1995) contended that a language possesses sort of codes that built up a basic self-assertive relationship of various images and the idea driving them. He additionally included that for the most part dialect keeps exceptionally unpredictable and exceedingly adaptable codes that make correspondence of considerations and emotions, encounters and wants to other individuals and people. Language is the chief medium for the scattering of information and the transmission of gained abilities. Numerous languages are being communicated in Pakistan yet most broadly Urdu is communicated and comprehended. In all Government Departments, English is utilized as official language, yet after local dialects Urdu is the main language which is medium of expression in the entire country.

Chaika (2008) observed that human language is multi-shaded. It is made out of an arrangement of aimless components that consolidates through rules into significant framework.

According to the dictionary of Webster (2011) language is a medium for correspondence of thoughts feeling separated from signs, sounds and motions. It concentrates on the elocution of the words and their comprehension of the audience members if the correspondences works then it can be known as a language.

2.2 Language Theories

When a child is born then he needs consideration and dynamically he welcomes consideration of older folks by various means. He utilizes the techniques/dialect which he didn't gain from anybody.

According to Piaget (1936) investigation of information asserted that language advancement is associated with their psychological improvement. As it is watched that a tyke goes through various psychological advancement stages like sensory motor, pre-operational, concrete operational and formal operational these stages build up his dialect aptitudes with various pace, at first they begin getting a handle on the presence of things which they see and later they end up

According to Skinner (1938) language advancement relies upon center behaviorism that is after effect of support. That might take different structures as it was given in cases. One of the illustrations is if any of the parents requesting that he articulate a word and the youngster reacted in like manner and they give uplifting feedback they will take in more quickly.

John (1978) affirmed that kids had already capacity for learning of language. Framework of a language they utilized unwittingly appears that they have as of now engraving of it in their brains. He additionally included that they possess a "Language Acquisition Device" that for the most part encodes the standards and linguistic

structures in their brains. It was restricted that they learn it through copying alone because language of adult conveys distinctive parts of discourse impressively.

According to Bruner (1978) the improvement of language is aftereffect of both social encouraging and biological feedback. A kid who begins talking generally articulated wrong words in the first place however with passage of time he adapts to some degree better justifiable words. Their language is progressed and it is basic for teachers to utilize consolation for arrangement of fundamental help as the youngster grows etymologically.

According to Robert (1997) kids are normally conceived with natural learning of language. The tenets are comparable and widespread in every human dialect. Any two languages that appear to be altogether different yet both have things and verbs even their place might be unique.

According to Awan (1987) the issue turns out to be clear when we perceive the scope of structures in which instruction is given that spreads formal and non formal learning of the kids. The school is unquestionably a place for formal instructions so language structures and capacities gave him are generally recollected by for quite a while.

According to Iqbal (2007) the essential target of instruction in the system of Islamic culture is releasing the prophetic capacities for teaching the general population.

According to Yasnitsky (2012) Vygotskian theory inferred that youngsters learn by taking care of issues in some cases taking assistance from older persons or associates and language progressed more. Their aptitudes are enhanced by rehearsing or demonstrating dialect practices by hearing and survey around them. Improvement of language is firmly tied with practices and communications.

2.3 Second Language Acquisition

The acquisition of second language learning means to learn a language which is in replacement of mother language which could be useful and beneficial. Second language acquisition in the entire world has been adopted for various reasons. Progressed nations of the world accepted English as second language for the most part since English is a globally perceived language. According to Nobert (2011) information of acquisition of Second Language may enable instructive approach creators to set more practical objectives for programs for both outside language courses and the learning of the lion's share dialect by minority dialect kids and grown-ups.

2.4 Significance of Medium of Instruction

According to Noor-ul-Islam (2015) in education MI is of extraordinary significance. It is clear that no investigation can be genuine and productive unless it is joined with direct perception and experimentation. MI is constantly recommended after perceptions and experimentations. Such types of recommendations are adopted from the researchers, therapist and educators who are the specialists of changes in any general public. MI is adopted to see the way toward learning and instructing as indicated by scholarly capabilities of instructors, their language and primary language of the kids is constantly given significance.

2.5 English as a Medium of Instruction in new Global Linguistic Order

Marsh (2006) highlighted that The English language is proceeding to set up itself as a worldwide most widely used language in a time of extraordinary globalization. Furthermore, we see that in the period 1995-2005 instructive frameworks worldwide have appeared enthusiasm for the reception of English as a MI. Instructing during a time dialect has been effective in certain instructive conditions. In 1995, the methodological approach of CLIL', developed in Europe. The

period 2000-2006 has seen quick appropriation of this instructive approach crosswise over Europe, at all levels of training. His research contends that inability to accomplish attractive instructive results when educating through English is typical in specific nations. This disappointment is aggravated by partners seeing boundaries to learning as far as dialect, rather than adapting needs, comprehension what's more, procedures. By incorporating dialect and subject instructing, different types of instructive achievement can be accomplished where classrooms include students with assorted levels of semantic ability.

2.6 Acceptance of Medium of Instruction in Pakistan

According to Noor-ul-Islam (2015) in all strategies and commissions it was talked about and reasoned that MI ought to be Urdu. We know that Urdu is the National Language of Pakistan and this national language is recognizable to the students of primary level. Moreover, it was talked about and investigated that at primary level the MI can be primary language like in Sindhi in Sindh, Pashtu in NWFP (now KPK) and Balochi in Baluchistan. This was closed simply in the wake of examining for quite a long time keeping in view the after effect of guidelines of different nations.

2.7 Practice of English Medium of Instruction at Universities

Humaira (2013) highlighted the perspective of English as a medium of instruction in the Pakistani universities. Her observations were that: "in this proposition, I look at the view of college staff and postgraduate students to investigate the connection amongst strategy and routine with regards to English as the Medium of Instruction (EMI) in Pakistani colleges. The hypothetical system of the investigation includes writing on dialect in instruction arrangement, dialect in training objectives, the status of English and World English. Results from subjective and quantitative information gathered from students and staff in two state funded colleges

are contrasted with recognize the view of issues concerning EMI for postgraduate investigation.

The results show that in spite of the fact that EMI is acknowledged as mandatory in Pakistani colleges for postgraduate examine, it isn't completely executed. The confirmation assists the view that multilingualism, social decent variety and ethnicity display difficulties to the nation's national reconciliation and the definition and usage of a powerful dialect arrangement. The observations assist the view that in Pakistan, English is required for financial and educational advancement.

2.8 The Role of Medium of Instruction used in Pakistani Classrooms

There are five distinctive regional languages in Pakistan like Pashto, Punjabi, Sindhi, Siraiki and Balochi though Urdu is the national language. The dialect utilizes for the area of energy. Advancements can't come without utilizing one's own particular dialect. There is no case of any nation having gained ground through the medium of a remote dialect. It isn't workable for a man to stroll with the legs of others; see with the eyes of others, it is similarly or maybe more unimaginable for him to think in the dialect of others. (Tariq Rehman, 1997)

The development made by China and Japan can enormously is attributed to the mental ability procured through building up their possessed dialect as a medium of guideline. Japan is a place where there is rising GNP. It comes in thriving which is because of cutting edge innovation and financial matters. These controls have made enormous advances inferable from the Japanese dialect. (Tariq Rehman, 1997)

3. RESEARCH METHODOLOGY

The purpose of this research was to investigate the English as a medium of instruction at secondary school level in Mian Channu of the district Khanewal. The relevant research questions were framed to probe the medium of instruction in school. The research questions of this study are given below:

1. What is the perception of secondary school students in relation to EMI?
2. Do the secondary school students feel anxiety when EMI is utilised in the classroom?
3. Does the EMI have impact on the linguistic skills of the students?
4. Which types of subjects are being taught through EMI?

3.1 Methodology

Only the quantitative type of research methodology has been used and discussed to meet all parameters of the research.

3.2 Quantitative Method

Glense & Peshkin (1992) highlighted the term of quantitative method in such manner it has been talked from positive theory which assume that world is made of quantitative measurement and observation.

Kahn (2004) elaborated the quantitative type of method in such manner: it is technique to probe and justify the hypothesis which has been taken from the theory. In such circumstances the hypothesis may be rejected or accepted. In this type research there is discussion of data collection, method of survey, observation and experiment are analyzed.

3.3 Population

The population of the research is 410 and the level of the students is secondary school of English medium. The numbers of students registered in these schools are 2200.

3.4 Sampling

This part elaborates the method of sampling, to select the research site and in the end there is description of sampling of population. In this research only 80 participants have been taken as a respondents.

3.5.1 Methods of Sampling

According to Gay and Airasian (2013) it is purposive of sample and in this research the investigator tries to rely on knowledge and experience and to judge the sample. Therefore, the research makes the decision to accept the sample of secondary school students.

3.5.2 Selection of Research Sites

The names of schools are given below where the researcher selected the sample.

1. GHS 119/15-L
2. GHS 128/15-L
3. GGHS Jinnah Junior Mianchannu
4. GMHS Mian Channu

3.5.2.1 Secondary School Students

In this survey, participants were the girls and boys both. Some of the students were from 9th class and some of the students were from 10th class. In this research, the main purpose was to gather the data from the secondary school students regarding the perception of EMI.

3.6 Questionnaires as an Instrument

The construction of instruments used in this research has been discussed. While keeping the objective of the study and the causes of questions has been explained since the research tools are questionnaires in this research.

3.6.1 Objective

The purpose utilizing the questionnaires as an instrument to answers the questions and data has been obtained frequently. Here the objective is to create many types of questions so that the English as a medium of instruction can be evaluated.

3.6.2 Number of Questionnaire

There are 4 sets of questions present in this questionnaire to probe from secondary school students about English as a medium of Instruction. Furthermore, each set of questionnaire has ten questions and these sets have been constructed for the students to make the questions comprehensive.

3.8 Reliability

Polit and Hunger (1997) discussed the reliability of research in such manner that the first the points of accuracy and second instruments are to be measured. It also highlights that what things are to be judged (Uys and Basson, 1991).

3.9 Validity

In this research reliability is that the number of students have been taken accurately and the data obtained from the questions was arranged and the percentage of research have been measured accurately with respect to the choice of the questions.

3.10 Design of study

In this research the obtained data has been analysed in such manner: first, the table have been arranged; second the data was put in the table respectively. Third, the percentage of the obtained data has been taken accurately. Thus the graphs of each question have been made with the help of Microsoft Excel, 2007.

5.DATA ANALYSIS

5.1. Procedure of analysis

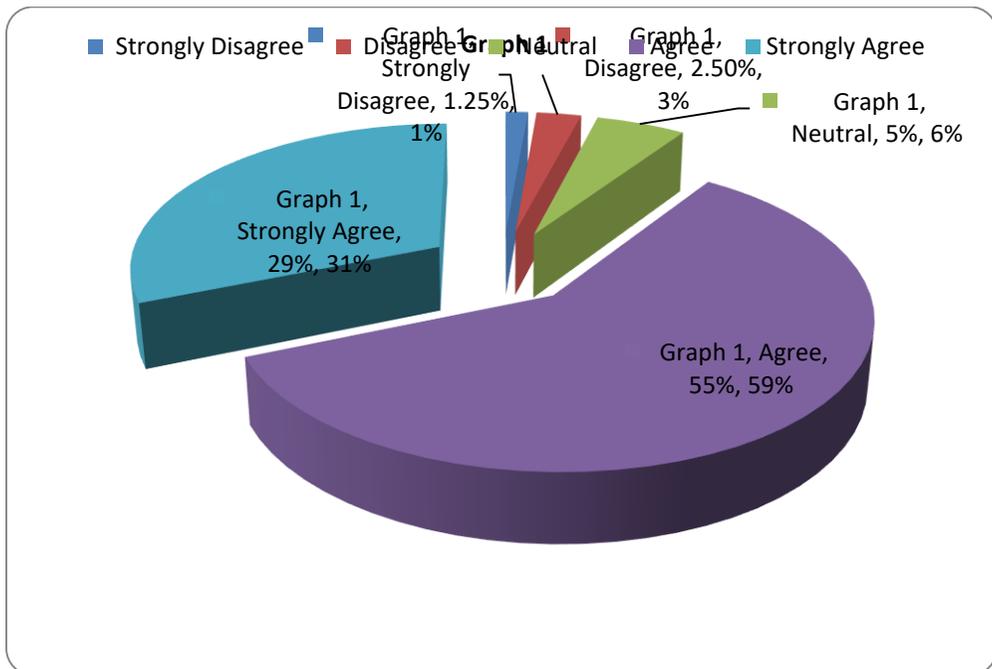
For analyzing the data, questionnaires have been adopted as a data collection tool. The questionnaire is comprised of 50 questions. There are five tables where data has been put and arranged in a well manner. Each table has ten questions.

Six scales have been adopted as an option for the participant so that he could chose the scale according to his will. In each table there is percentage of each collected data. After arranging the data, it has been analysed through Microsoft excel

graphs. The bar graphs have been adopted to make the data analysis authentic and accurate.

In the end of these graphs there is discussion of each graph given below it. In the discussion of these paragraphs there is brief report of the answers of the participants such as how many participants responded to the question, the percentage of the participants who strongly disagreed and agree the statement, the percentage of the respondents who remained neutral while on the other hand, the percentage of the agreed and disagreed participants has also been stated there. In comparison to that the total positive and negative responses of the participants have been calculated. There 80 participants in this survey. The graphical representations of the five sets of questionnaires are given below:

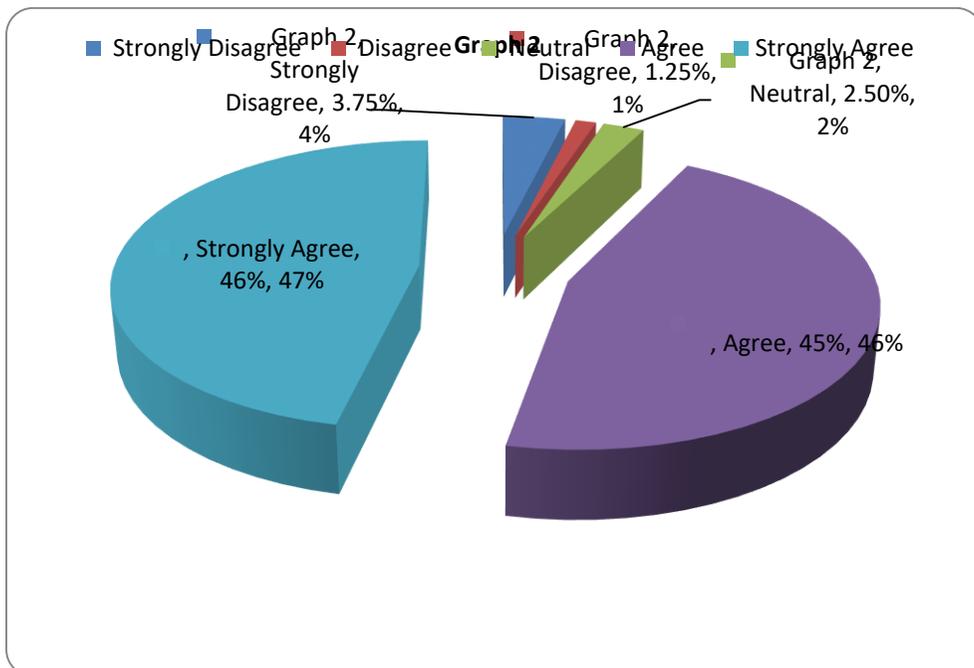
Graph 1: Perception and Importance of EMI



5.2 Discussion of Graph # 1

The secondary school students were asked about the importance of EMI. The graph 1 shows that 1% students of secondary school strongly disagreed and 3% disagreed concerning the statement of the question. About 6% showed neutral response. In the perspective of the above mentioned statement of the question, 59% of the secondary school students disclosed that they are agreed and 31% secondary school students were strongly agreed. The overall ratio of the graph shows that 90% of the secondary school students showed positive response and in contrast to that 10% students who showed negative response.

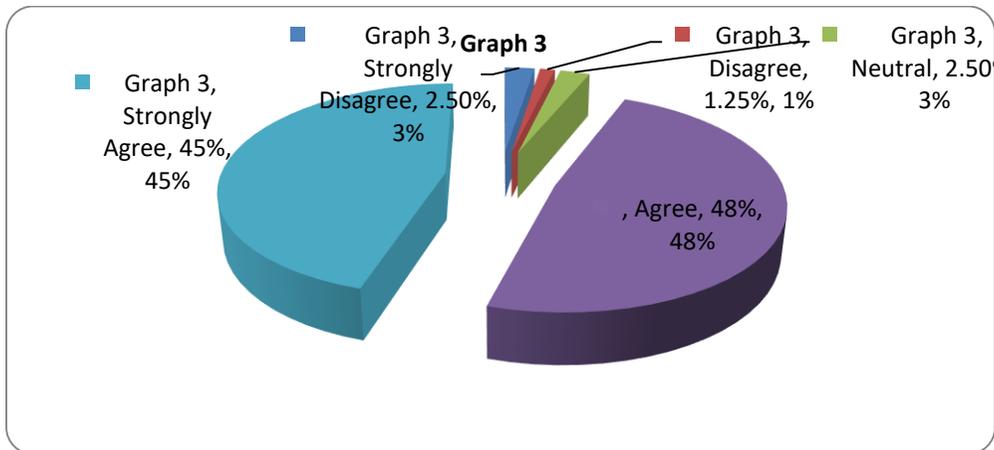
Graph 2: English as a Medium of Instruction to Improve Listening Skills



Discussion of Graph #2

The secondary school students were asked about the English as a Medium of Instruction to Improve Listening Skills. The data in graph .2 shows that 4% students of secondary school strongly disagreed and 1% students disagreed with the statement of the question. Among the secondary school students 2% showed neutral response. In the perspective of the above mentioned statement of the question, 46% of the secondary school students disclosed that they are agreed and 47% were strongly agreed. In this way, 93% of the secondary school students showed positive response and in contrast to that 7% of the secondary school students who showed negative response.

Graph 3: English as a Medium of Instruction to Improve Reading Skills

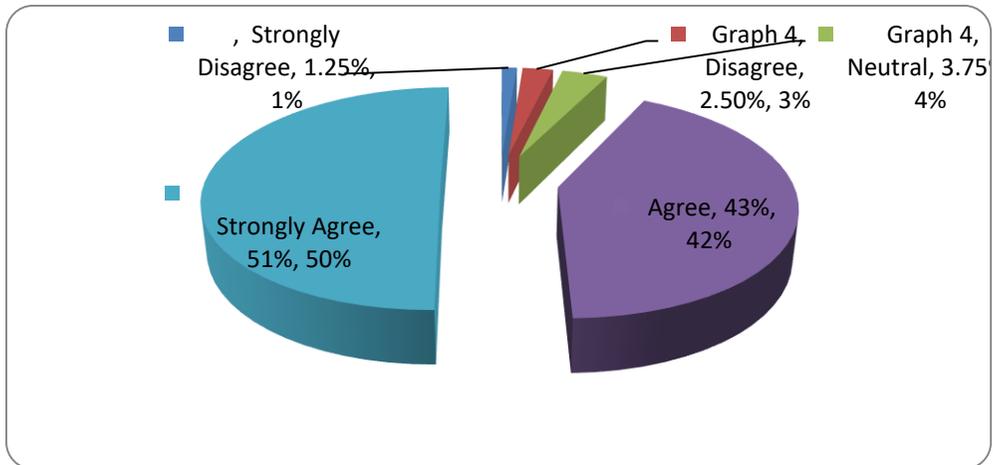


Discussion of Graph # 3

The secondary school students were asked about the English as a Medium of Instruction to Improve Reading Skills. The graph.2 shows that 3% students of secondary school strongly disagreed and 1% disagreed relating to the statement of the question. Among the secondary school students 3% showed neutral response. In the perspective of the above mentioned statement of the question, 48% of the secondary

school students disclosed that they are agreed and 45% were strongly agreed. The overall ratio of the graph shows that 92% of the secondary school students showed positive response and in contrast to that 8% of the secondary school students who showed negative response.

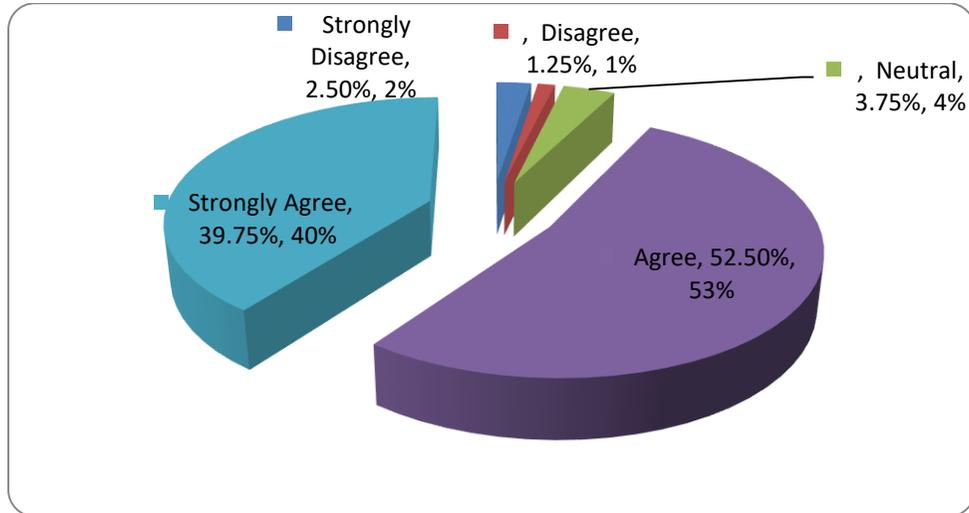
Graph 4: English as a Medium of Instruction to Improve Writing Skills



Discussion of Graph # 4

The secondary school students were asked about the English as a Medium of Instruction to Improve Writing Skills. The graph.2 shows that 1% students of secondary school strongly disagreed and 3% disagreed regarding the statement of the question. Among the secondary school students 4% showed neutral response. 42% of the secondary school students disclosed that they are agreed and 50% were strongly agreed. The overall ratio of the graph shows that 92% of the secondary school students showed positive response.

Graph 5: English as a Medium of Instruction to Improve Speaking Skills



Discussion of Graph #.5

The secondary school students were asked about the English as a Medium of Instruction to Improve Speaking Skills. The graph no.2 shows that 2% students of secondary school strongly disagreed and 1% of the secondary school students disagreed concerning the statement of the question. Among the secondary school students 4% showed neutral response. In the perspective of the above mentioned statement of the question, 53% of the secondary school students disclosed that they are agreed and 40% secondary school students were strongly agreed. The overall ratio of the graph shows that 93% of the secondary school students showed positive response and in contrast to that 7% of the secondary school students showed negative response.

5. CONCLUSION

The main objectives of the research are: the first one was to investigate the perception of students about EMI at secondary level in the classroom, the second objective was to study the feelings of secondary school students about EMI in all subjects and the last objective was to investigate that whether EMI is problematic for the secondary students in the classroom or not.

In this research study, questionnaire has been adopted as a data collection tool. There were five point Likert Scales such as no response, strongly disagree, disagree, neutral, agree and strongly agree. There different types of questions relating to EMI which were asked the students of the secondary school. Before asking the questions we held meeting with the students and topic of EMI was discussed with them.

There were the questions about the essentiality of EMI, importance of English language in daily life, and its necessity in academic study in Pakistan. Furthermore, English medium concepts, its challenge in education, development of concept through EMI, enhancement of language skills, students will about EMI, the usage of dictionary, English writing materials, improvement of reading, writing, listening and speaking skills. Almost, 50 different types of questions were asked from the students to seek their response in relation to the EMI.

The results of the study reveal that the perceptions of the secondary school students were in favour of the English as medium of instruction. The ratio of the all questions of the survey shows that 88% to 90% of the students were in favour of English as a medium of instruction. While on the other hand the students who were against the English as a medium of instruction, their ratio was only 6% to 12%. There is no evidence of using native or Urdu language in their classrooms. The students have complete concepts of their subjects and their related topics. Beside this they do

not feel any difficult in the classroom when lessons are taught in English language. In contrast, we see that 6% to 12% of the students feel difficulty when lessons are taught in English language. These students are in favor of Urdu language as MI.

5.1 Pedagogical Implications

Pedagogical implications of the study are given below:

1. Govt. should initiate the teachers training programs so that they could implement the role of EMI properly.
2. It should be responsibility of the teachers to utilize the EMI techniques in the classroom at secondary level.
3. The syllabus designers of the govt. departments should design English syllabus that could be comprehended by the students.

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CONTRIBUTION OF AUTHORS AND CONFLICT OF INTEREST

This research work was carried out in collaboration between two authors.

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Author 2: Dr.A.G.Awan, is Ph.Ds in Economics from Islamia University of Bahawalpur-Pakistan and Business Administration from University of Sunderland, U.K. He contributed in this research paper by way of formatting, editing and giving final shape to the manuscript. Both authors read the manuscript carefully and declared no conflict of interest with any person or institution.
