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L1 Use in English Courses ‘a Facilitating Tool or a Language Barrier’ in L2 Teaching/Learning at Graduation Level

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Abstract

The purpose of the current study was to explore either L1 use in L2 courses teaching/learning is a facilitating tool or a language barrier. This research design was qualitative in nature. The outcomes of the present study directed that the teachers and learners of both genders disclosed exceedingly positive views and perceptions regarding the use of L1 in L2 classroom. The majority of the respondents preferred using L1 in certain situations for specific reasons such as while learning about grammar and its usage in the L2 classroom, discussing course policies, attendance, and other administrative information, explaining some difficult concepts, to give directions about exams and in introducing the aim of the lesson, to discuss tests, quizzes, and other assignments appropriately. Similarly, they were highly motivated to use L1 while teaching and comprehending summaries and short questions, letter writing and paraphrasing the text of L2 courses. However, most of the learners and their teachers revealed a lot of mutual understanding on various points and situations.

Key Words: Code-Switching, First Language, Motivation, Multilingualism, Second Language

Introduction

It is easy to trace back to the old days when the idea of entirely avoiding L1 use in classrooms was indisputably accepted according to the belief of the intervention of the native language on the target language. The learners were expected to depend on their L1 once they were to produce the second language by writing or speaking (Bhela, 1999). L1 was reflected negatively inside a second language classroom. With this notion, L1 was deliberately sidestepped by most of the teachers of foreign languages. Besides this, it was believed that extensive use of the target

language in a classroom could facilitate students’ communication skills (Crichton, 2009). This belief is then obviously united into a famous teaching approach called Communicative Language Teaching. This methodology supports the idea to make the best use of the target language in a classroom, which indisputably encourages minimizing L1 use. Communicative Language Teaching (CLT) believes that the target language should be used not only during communicative activities but also for clarifying the activities to the students or in conveying homework

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([Freeman, 2000](#)). This view was broadly accepted, the target language has been extensively promoted in its use in the classroom. L1, therefore, has been desperately forced to vanish. In recent times, this kind of belief still plays its role wide-reaching among students. It is found that they sometimes hold a negative attitude and reject L1 use (Nazaray, 2008). This is because, in their view, L1 is just a language learning barrier rather than a facilitating tool. One group of the students in this learning did not believe in L1 advantages; therefore, L1 meant nothing to their language learning. Taking deeper thought of the result, there is something more than just their belief that affects this phenomenon. It is illuminated that the opposition to L1 arrives from the advanced students. Consequently, whether or not to effectively use students' native language also depends on students' language proficiency ([Kavaliauskiene, 2009](#)). In other words, if teachers make use of L1 in a class of high language proficiency students, they may unexpectedly find the students unhappy and bored. On the other hand, there are several studies on foreign/second language learning that attempt to consider L1 from a diverse viewpoint. A lot of research studies demonstrate that L1 use plays an imperative role in language teaching and learning for several aspects ([Brooks, 2009](#); [Campa & Nassaji, 2009](#); [Simsek, 2010](#)). It appears like L1 was given one other chance to shine its positive light into the language learning process. Findings from numerous studies disclose progressive feedback from students toward L1 use. For example, it is said that university students in Lithuania mainly use their mother tongue in helping them learn English ([Kavaliauskiene, 2009](#)). Later on, it is set up

that most university students in Turkey also have progressive attitudes toward the use of L1 (Turkish) in the classroom (Saricoban, 2010). These show the other side of students' awareness toward L1 use in language classes. Speaking of the advantages of L1, language teachers cannot deny that the outstanding one is its benefits on learning grammar and vocabulary. [Cook \(2001\)](#) is one who supports this educational phenomenon as he describes that student learn grammar and vocabulary superior and faster through their first language. This intensely supports the idea that L1 should have its own place anywhere in language classes. In addition to grammar and vocabulary, some teachers use L1 for instructional purposes. It is established that qualified teachers most often use L1 for activity instructions and personal comments ([Campa & Nassaji, 2009](#)). L1 was also studied and proved that it is suitable within teaching L2 among low proficiency English as a Second Language students in writing class ([Stapa & Majid, 2006](#)). Even teaching vocabulary to low English proficiency level students is more operational with the use of L1 ([Bouangeune, 2009](#)). Learners with lower language proficiency need L1 to help them to master the target language. L1, in this case, is consequently agreeably accepted because it is the language that they best comprehend. If the language employed in the classroom is the only response for students, it is vital that the students understand it. Allwright (1994) indicated that if the input is somewhat more progressive than the learners' level, this will support their learning. We also should not forget that students generally depend on their current language knowledge or their L1 to understand and learn the logic and

organization principles behind the target language ([Gabrielatos, 2001](#)). This is an additional strong belief supporting why L1 is beneficial. To conduct classes without the students' L1 may be possible; however, L1 still plays its significant role inside the learners' cognitive process during their L2 learning ([Kahraman, 2009](#)). L1 has now been repeatedly studied as a possible resource in language learning. Besides learning success, L1 also has an important role in reducing students' affective filters and giving them a more operational way to learn. [Ford \(2009\)](#) stated in his interview that most university teachers in Japan agree to use English only policy; they sometimes use Japanese for producing a relaxed atmosphere, giving instructions and directing tasks. Even students, as well as teachers, come back to their L1 from time to time as they need to deal with students' misunderstanding, discipline problems, lack of time and building understanding with students ([Bateman, 2008](#)). Students' feelings are an issue that teachers should not oversee. Their feelings about themselves and what they are studying inevitably upset the quality of their learning ([Arnold, 1999](#)). If students sense blissful and unworried, they are much more ready to learn. If not, sitting in classes for them just means being there but getting little or nothing from the lesson. Once this miserable situation arises, it is destructive to the students' motivation. In this case, L1 is a substitute for it is normally observed as a tool to increase students' motivation ([Cianflone, 2009](#)). As learners will better accomplish their learning objectives if they have high motivation, teachers sometimes employ students' first language for this reason. All the offered facts above are like two lenses for us to look at L1.

While the first lens rejects the first language and deliberately encourages the target language in classes, the other lens provides the opposing view. However, both aim to lead all language learners to their uppermost goal.

Consequently, the investigation of the better or at least, the friendlier lens to our learning context will positively help language learning. The present research is consequently to examine whether L1 use is acknowledged or refuted among college and university English language learners and teachers of the South Punjab (Pakistan), a country with English as its foreign language. Although teachers and their L2 learners may appreciate that the first language is observed and proved to facilitate learners' learning and teachers' teaching, particularly in most foreign language contexts where grammatical and lexical explanations are involved, voices from students and teachers are significant and should not be ignored. The chief object of this study was to explore L1 use in English courses as "a facilitating tool or a language barrier" in L2 teaching/learning at graduation level. Moreover, it was also anticipated to investigate whether there were resemblances or dissimilarities in the way learners and teachers perceive the use of L1 in English language classroom settings. Through this study, the researcher tried to uncover the intentions and reasons for which the learners and teachers make use of L1 in their English language classroom inside and outside activities and, similarly, to indicate the situations and the actions in which they choose for not using their L1. It was anticipated that the results and findings of this study would help the learners and the teachers to construct constructive and relaxed teaching and learning atmosphere. Further, the researcher tried to

comment in the light of the presented literature in this quarter and the results of this research, the importance of teachers being aware of why, where, why, when and how learners' L1 should be used in the English language teaching and learning situations. Consequently, it was also hoped that the researcher would try to explore through this research whether the cautious use of learners' L1 in L2 classroom activities would facilitate learners in L2 learning or not. [Storch and Wigglesworth \(2003\)](#) affirm that the use of learners' L1 can perform a number of roles, including joining up and maintaining concentration in the task as well as developing techniques and approaches to make a complicated task more controllable. For this reason, this research would be of attention and importance for both the learners and the teachers. This research presented a number of educational connotations and applications to teaching/learning and teacher training practices in Pakistan. The results and findings of this study would help the learners and the teachers to become better informed of their teaching and learning practices through the use of L1 in English language classrooms.

Research Questions of the Study

- What does motivate male and female teachers to use their first language in L2 classroom?
- What are the situations in which students of both genders desire to use their L1 in L2 classroom?

Methods and Materials

This research design was a qualitative study that focused on describing to explore either L1 use in L2 courses teaching/learning is a

facilitating tool or a language barrier at degree level. The data collection procedure was completed with structured interview questions and was qualitative in the method. In order to select teachers for interviews, the Stratified Sampling technique has been adopted. This type of sampling is considered a mini-reproduction of the population ([Creswell, 2002](#)). The selected sites of this study were government colleges and universities located in the home division of the researcher and two other divisions like Multan and Bahawalpur, so it would be considered easy to build a good connection with the respondents. There English in daily communication is rarely found. The student's life outside the class is mainly based on their mother tongue only. Male and female teachers' interviews were conducted, and data was gathered from the teachers. The current study integrated 04 respondents each (teachers and students) for interviews, including male and female out of 30 teachers and students, who willingly participated in this study.

Respondents of the Interviews

The questions asked in the interview lists indicate whether or not the first language should be used in the EFL classrooms and how much percentage of the first language should be used in L2 teaching and learning. Similarly, the questions asked dealt with when and why do male and female teachers and students think L1 was essential to use.

Interviews of Teachers from Southern Punjab

The current study integrated 04 respondents (teachers) for interviews, including male and female out of 30 teachers, who willingly

participated in this study. English language teachers who were working in public colleges and universities were randomly selected and placed into four categories according to their service experience: firstly those who had 1-5 years teaching experience, who had 6-10 years' experience, thirdly those teachers who had 11-15 years' experience and fourthly those who had 16 and above teaching experience in public higher institutions in southern Punjab were placed in the hierarchy. All the four teachers selected to respond to a total of ten statements were multilingual as all had grown up with more than two languages. All the participant teachers carried English teaching qualifications, ranging from MA in English language and literature to PhD in English Linguistics with teaching experience of at least four years. All of them were local and belonged to different linguistic backgrounds, i.e. Urdu, Punjabi, Saraiki and Balochi. The data collected from the 04 teachers shows that 04 out of 04 teachers demonstrated considerably positive perceptions and belief toward the use of students L1 (Urdu) in EFL classrooms.

Description of Teacher 1

Teacher one has the experience of teaching English at MA and BS (English & Other Disciplines) levels in two public sector universities. She possesses the teaching experience of both English language and literature for approximately five years, holds the degree of MPhil in Linguistics, and she never received any EFL education from abroad. She holds 04-year teaching experience at the university level.

Description of Overall Responses Produced by Teacher 1

Overall responses to the questions reported by the first teacher indicate that allowing the first language in EFL classrooms is harmful in the Pakistani context as banishing L1 from English class will positively affect their understanding of L2 as students will adopt only English policy while learning L2. However, this teacher also tends to have a more positive attitude and perception toward Urdu, as the list of interview questions indicates that this teacher has also responded positively on items two, three, four and seven. This list also reveals that the teacher responded negatively on items one, five, six and ten.

Description of Teacher 2

Teacher one has the experience of teaching English at C. Com/D. Com, B. Com, and M. Com levels. He possesses the teaching experience of both English for Specific Purposes (ESP) at all above-mentioned levels. He holds ten-year teaching experience and currently doing his Mphil in English Linguistics from a private Pakistani university.

Description of Overall Responses Produced by Teacher 2

The data collected from the second teacher indicates that allowing the first language in EFL classrooms is crucial in the Pakistani context as banishing L1 from English classroom will negatively affect students' motivational level especially due to the low level of students' proficiency in English language classroom in Pakistan. He thought L1 might be constructive for affective reasons but not for instructive reasons. The interviewee

highlighted that L1 should be used during the lesson at all levels, such as through motivational talk, encouragement and guidance. He also indicated some situations where L1 may be used, which included making jokes with students, developing understanding, and during tests to clarify those items which students did not understand. However, this teacher has a tendency to have a more positive attitude, and perception toward Urdu as the list of interview questions indicates that this teacher two has responded positively on items one to ten.

Description of Teacher 3

The third interview respondent was also a female Assistant Professor of English, performing her duties at a Public Sector Degree College where she has the experience of teaching English at intermediate, BA, BSc levels. She has teaching experience in both the English language and literature at all levels. She has been selected as an Assistant Professor by the Punjab Public Service Commission (PPSC) recently and holds 14 years of teaching experience; and currently, she is enrolled in MPhil English Linguistics in a private sector university.

Description of Overall Responses Produced by Teacher 3

The information collected from the third teacher illustrates that allowing L1 in an English language classroom is important in an EFL classroom as proscribing L1 from an English classroom will disapprovingly influence students' perceptions toward learning English. She thought L1 might be constructive for affective reasons but also for instructive reasons. The interviewee

highlighted that L1 should be used during the lesson at all levels, such as all through motivational talk, explaining difficult concepts, facilitates complicated and abstract English classroom tasks, and also provide guidance to the students. However, this teacher also has a tendency to be more positive toward Urdu, as the list of interview questions indicates that this teacher has responded positively from item 1 to ten.

Description of Teacher 4

The fourth teacher selected for the interview was the senior-most Associate Professor (male) of English, performing his duties at a public sector postgraduate college. He has experience teaching English at intermediate, BA, BSc and MA levels. He has teaching experience in both the English language and literature at various levels. He had been promoted as an Associate Professor by the Punjab Higher Education Department (HED) four years ago and holds approximately 30 years of teaching experience, and he is simply MA in English Language and Literature.

Description of Overall Responses Produced by Teacher 4

Overall responses to the statements reported by the last and the senior-most teacher signifies that allowing the first language in EFL classrooms is constructive in the Pakistani context as banishing L1 from English class will negatively have an effect on their understanding of L2. However, this teacher also tends to have a more positive attitude, and perception toward Urdu as the list of interview questions indicates that this teacher has also responded positively on items one, two, three, four, five, six, seven, nine and ten. This list also

exposes that the teacher responded negatively only on item eight, in which he reported that L1 use in L2 classroom has the danger to reduce students' spoken and listening skills.

Interviews of Students from Southern Punjab

The current study integrated 04 respondents (students) for the interviews, including male and female out of 100 students, who willingly participated in this study simply for the interviews. All the respondent students were those who had studied English for about seven to thirteen years at schools, colleges or universities in the regions where this study took place. All the participants who responded in this research project were from a different linguistic background as they shared various mother tongues but the same dominant or national language, Urdu. They were studying English as a foreign language in homo and heterogeneous groups, and further, these groups would be discussed during the analysis of their responses. Similarly, they did not have much interaction with the target language outside the schools, colleges and universities and the input they were exposed to in English classrooms was significantly insufficient. The Stratified Sampling method was adopted for the selection of the respondents for the interview. This category of sampling is measured as a mini-reproduction of the population (Creswell, 2002). Respondents for the study were classified into four categories in terms of their English proficiency level according to their self-rated proficiency level in the English language, which they reported in the demographic section of the interviews. This variable was divided into four sub-categories: Firstly, those who reported as 'Poor'

secondly, 'Satisfactory' thirdly, 'Good' and lastly 'Excellent'. The sample included English courses from the four strata to allow comparison, i.e. BA, BSc, BS and B.Com. Total ten interview questions were formulated on the basis of five research questions.

Description of Student 1

The first student (female) who responded to the statements asked in the interviews was enrolled in BS (English), semester four. She was off the first age group category, which was from 17-19 years, and her mother tongue was the Urdu language. Her father's and mother's qualification were MPhil and MA respectively. She was the student of the fourth semester, and her year of education at the university was second. She was enrolled at Ghazi University. She got her basic education from public schools and college, and she also started learning English from the very first year of her schooling. She considered her self-rated proficiency in the English language as 'Good'.

Analysis of Responses Produced by Student 1

Overall responses to the statements reported by the first student signify that allowing the first language in English as a foreign language classroom is highly beneficial in the Pakistani context as banishing L1 from English class will produce negative effects on students' understanding of L2. However, this student also tends to have more positive perceptions and belief toward Urdu as the list of interview questions indicated that this student, along with other students who were not included in this study due to some inevitable limitations of the study, has also responded positively on items one to ten. This list also exposes and justifies the need to use L1, saying that low-

level learners get participated in the lesson when Urdu is used. When this student was asked whether she thinks that English teacher should use Urdu in EFL class, she indicated that L1 should be allowed, as it helps students, particularly in checking and correcting our different components of the composition, giving directions regarding exams, understanding English grammar, comprehending difficult concepts and helping in developing a sense in English language and literature. Similarly, responding to statement five, the student reported that Urdu accelerates her motivational level, and it should be used especially during the discussion of new and difficult terminologies and vocabulary items.

Description of Student 2

The second student (male) who answered the statements asked in the interviews was enrolled in BSc at the public sector college and was a fourth-year student. He was of the second age group category, which was from 20-22 years, and his mother tongue was Saraiki language. His father's and mother's qualification were MSc and MA respectively. He secured his basic education from private schools and public college, and he also started learning English from the very first year of his schooling. He reported his self-rated proficiency in the English language as 'Excellent'.

Analysis of Responses Produced by Student 2

The second student reported that the use of the first language in EFL classrooms is highly beneficial to him since banishing L1 from English class will produce harmful effects on students' understanding of L2. However, this student also has positive perceptions and beliefs toward Urdu as the list of interview questions, and the responses of those questions

produced by the 2nd student indicated that this student, along with other students who were not included in this study due to some inevitable limitations of the study have also responded positively on items one, two, three, four, five, six, seven, nine and ten. This list also exposes that the student responded negatively only on item eight, in which he reported that L1 does not help him in learning L2 grammar as both the languages have different structures. When this student was asked whether he thinks that English teacher should use Urdu in EFL class, he indicated that L1 should be allowed, as it helps students, chiefly in checking and correcting students' various components of the composition, giving directions about exams, comprehending complicated concepts and helping in developing a sense in English language and literature.

Description of Student 3

The third student (female) who replied to the statements asked in the interviews was enrolled in B. Com program at the public sector college and was a third-year student, and she was studying in a heterogeneous atmosphere. She was off the first age group category, which was from 17-19 years, and her mother tongue was Punjabi. Her father's and mother's qualification were Graduation and Intermediate respectively. She attained her basic education from public schools and public college, and she started learning English from the very first year of her schooling. She reported her self-rated proficiency in the English language as 'Satisfactory'.

Analysis of Responses Produced by Student 3

The third student also showed a highly positive perception regarding the use of the first

language in the foreign language classroom. L1 is highly useful to her as banishing L1 from English class will create destructive effects on students' understanding of L2. The study also shows that the respondent has a positive perception regarding items one to ten. When this student was asked whether she thinks that English teacher should use Urdu in EFL class, she indicated that L1 should be allowed in the L2 classroom, as L1 helps students, mostly in checking and correcting students' various components of the composition, giving directions about exams, comprehending complicated concepts and helping in developing a sense in understanding English language and literature.

Description of Student 4

The fourth and last student (male) of the selected population who responded to the statements asked in the interviews was enrolled in BA at the public sector college and was of the third-year student. He was of first age group category, which was from 17-19 years, and his mother tongue was Balochi language which was included in the category of 'Other' languages. His both parents were uneducated. He secured his basic education from the public schools and now even was enrolled in Public Sector College, and he also started learning English from the very first year of his schooling. He reported his self-rated proficiency in the English language as 'Poor'.

Analysis of Responses Produced by Student 4

The last student reported that the exercise of L1 in EFL classrooms is greatly positive to him. However, this student also has positive perceptions and belief toward Urdu as the

record of interview questions and the responses of those questions given by the fourth student indicated that this student, along with other students who were not integrated into this research due to limitations of the study has also responded positively on items one, two, three, four, five, six, seven, nine and ten. This list reveals that the student responded negatively only on item eight, in which he reported that the grammatical structure of L1 varies from the structure of L2.

When this student was inquired whether he thinks that English language teacher should use Urdu in the L2 classroom, he suggested that L1 should be allowed since it helps students, mostly in checking and correcting students' various components of the composition, giving directions about exams and comprehending complicated concepts.

Discussions on the Findings

The answers to the research questions and the discussion on those answers are as under.

Research Question# 01

What does motivate male and female teachers to use their first language in L2 classroom?

The results indicate that male and female teachers responded in a highly positive manner with relation to the use of their first language in the L2 classroom. Overall responses to the statements reported by the male and female teachers signify that allowing the first language in EFL classrooms is constructive in the Pakistani context as banishing L1 from English class will negatively have an effect on their understanding of L2. Three teachers out of four tend to have a more positive attitude, and perception towards the first language as the list

of interview questions indicates that these teachers have responded positively on the said items irrespective of one or two items. Correspondingly, there might be more than a few explanations which encourage EFL male and female teachers to use their L1 in the target language classroom such as the use of L1 helps them to express their feelings and ideas when they fail to do that in English, they feel encouraged when they give directions by using L1 instead of English about exams, checking their comprehension, short questions, summaries, letter writing and paraphrasing the text. Only one female teacher responded negatively, in which she reported that the use of the first language in L2 classroom has the danger to reduce students' even teachers' spoken and listening skills.

Research Question# 02

What are the situations in which students of both genders desire to use their L1 in L2 classroom?

Regarding the L1 use in the L2 situation, the results of data analysis illustrated that the students of both genders, in segregated and gender-integrated situations are highly motivated and enthused in using L1 in the target language atmosphere. They reported that the use of the first language in EFL classrooms is highly beneficial to them since banishing L1 from English class will produce harmful effects on students' understanding of L2. However, all the students also have positive perceptions and beliefs towards the first language as the list of interview questions, and the responses of those questions produced by all the students indicated highly positive response on all the ten items. This list also exposed that the students of both genders

responded negatively only on very few items in which they reported that L1 does not help him in learning L2 grammar as both the languages have different structures. When these students were asked whether they consider that their English teachers should use L1 in EFL class, they indicated that L1 should be allowed, as it helps students, chiefly in checking and correcting students' various components of the composition, giving directions about exams, comprehending complicated concepts and helping in developing a sense in English language and literature. Therefore, it is indicated that both the respondents', i.e. male and female students, have a keen desire to use L1 in the L2 classroom in all situations inside and outside the classroom. The results of the current study reveal that the learners indicated certain situations and atmospheres where it becomes vital to use L1, such as while learning about grammar and its usage in the L2 classroom, discussing course policies, attendance, and other administrative information, explaining some difficult concepts, to give directions about exams and in introducing the aim of the lesson. These findings are generally consistent with the literature ([Schweers1999](#); [Swain and Lapkin 2000](#); [Burden 2001](#); [Prodromou 2002](#); [Tang 2002](#); [Sharma 2006](#); [Storch and Aldosari 2010](#)). At the same time, it is also mentioned above that there is great reliability between learners' views about learning opportunities where L1 may be constructive. However, the research findings also indicated that there are some differences in this respect. As learners observe the value of using L1 to explain grammatical rules, but two learners unexpectedly do not have the same view reported through the interviews.

Conclusions and Policy Recommendations

Primarily, it becomes visible from the results that the teachers who participated in this study used too much and show highly positive sensitivities towards the use of L1 in the foreign language classroom, which is beneficial for the students and their learning to some extent. Previously, it was assumed that the use of L1 may or may not be a facilitating tool or a language barrier. The maximum use of the foreign language should remain the main goal, and therefore, teachers and students should be aware of the superfluous use of L1 only to facilitate their teaching and learning activities. Secondly, On the basis of teachers' and learners' responses, it can be deduced that there are certain reasons which motivate both the stakeholders to use L1 in their English classrooms, and these motives could be that the teachers want to employ L1 to: correct students' written work, explain some new words to the class, cultivate a positive attitude toward learning, improve the low level of the students, save the enrolment numbers and there could be possible reasons which motivate the teachers to use L1 in L2 situation. Similarly, there might be several reasons which intoxicate the EFL learners to use their L1 in the target language classroom, such as the use of L1 helps them to express their feelings and ideas when they fail to do that in English, they feel encouraged when their teachers give directions by using L1 instead of English about exams, checking their comprehension, short questions, summaries, letter writing and paraphrasing the text.

Contribution/Originality of the Study

Since this study attempted to explore either L1 use in L2 courses teaching/learning is a

facilitating tool or a language barrier at degree level in the Southern Punjab (Bahawalpur, Multan and DG Khan), its importance reduced from the following contemplations:

- This study is noteworthy because it shows and concludes whether male and female teachers and learners are prepared to assent and use their first language in EFL classrooms.
- Information from the current study concerning EFL male and female students' and teachers' outlooks toward using L1, either L1 facilitates or obstructs teaching/learning in the foreign language classroom.
- The current study would assist curriculum developers in designing appropriate syllabi to make EFL teaching and learning more beneficial in the Pakistani context.
- The use of L1 in L2 situations adds to the male and female students' and teachers' prospective improvement of meaning.

Limitations of the Study and Research Gaps

- The present study was delimited to explore either L1 use in L2 courses teaching/learning is a facilitating tool or a language barrier at degree level in Southern Punjab. But in future research on this subject matter can be executed on school-going L2 learners and their teachers instantaneously and separately for the ostentatious view of the marked population.
- This study was conducted at the Government colleges/universities of the Southern Punjab (Dera Ghazi Khan, Multan and Bahawalpur Divisions). Contrary to this, in future studies, sub-

campuses of the government sector universities, government schools, private universities, their sub-campus,

colleges and schools can also be merged for increased understanding of the topic.

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