

---

## Efficacy of Medium of Instruction in Educational Setting at Elementary Level

---

<sup>1</sup>Sumaira Hassan, <sup>2</sup>Zahra Saleem, <sup>3</sup>Rimsha Saleem

1. Email ID: [sumairahassan49@gmail.com](mailto:sumairahassan49@gmail.com) Ph.D Scholar, Department of Education, KhwajaFareed University of Engineering and Information Technology (KFUEIT) Rahim Yar Khan, Punjab, Pakistan.
2. Email ID: [zahra.saleem@iub.edu.pk](mailto:zahra.saleem@iub.edu.pk) Lecturer Department of Education, Islamia university of Bahawalpur
3. Email ID: [rimshasaleem8484@gmail.com](mailto:rimshasaleem8484@gmail.com) Ph.D Scholar, Department of Education, KhwajaFareed University of Engineering and Information Technology (KFUEIT) Rahim Yar Khan, Punjab, Pakistan.

### Abstract

*The present research is an effort to explore the veiled perplexity that English or Urdu which medium of instruction is better at secondary level education. To explore the impact of medium of instruction the researcher used experimental research design; and the population of the study was the students of government girls' elementary school Malikpur of district Rahim Yar Khan. A sample size of the 60 students of 8<sup>th</sup> class was selected by using purposive sampling. These students were divided in two equal groups named as controlled and experimental group. The each group was contained on 30 students. The controlled group was taught by using Urdu language as a medium of instruction while the experimental group was taught by using English language as a medium of instruction. The both groups were trained two months in different medium of instructions by the same teacher. The posttest results revealed that the experimental group performed better than the controlled group; while in the pretest their score was almost same. The results exposed that English medium of instruction is better than Urdu medium of instruction. In the end researcher presented some recommendations on the basis of these findings.*

### Introduction

As we all know that a language has a key role in the progress of a nation both in terms of education and on an international recognition. The mother tongue is the identity of a nation. The importance of language is very important to every part and dealings in our daily lives. We use language to give notice the people around us of what we think, what we want, and question/recognize the world around us. We communicate well with our words. so we can say that a, lingo is to be main of the whole, the learning & teaching actions as it's the chief source as well as basis is considered for communication knowledge and understanding.

In the words of Bano .M (2007) we use language to teach and to communicate and interact with students in our educational system. Language that we are using to teach and to instruct in any field, any content (related to education) and at the any level of teaching are called Medium of imparting knowledge. It is also called medium

of instructions which are crucial concerned by any means at each level, particularly into Pakistan where we are using and adopting different types of instructional methods to teach our students. In our society we are following variety of systems of education .these educational systems are working according to the needs of masses.

But because of this separate scheme of education we are facing so many problems relating to our language policy. We know the importance of education in mother tongue very well and some people thinks it perfect to teach a child. On the other hand, some people consider English language best as our institutional and instruction language .But we find it a different, more segregate and diversify just divergent to the needs of the Nation. After the seventy years of independence we still have not sure yet not decided the instruction method which is beneficial for all of us. This situation creating differences between the Pakistanis, it is also dividing them in groups, totally against from each other.

According to Ijaz (2011) the present situation of education in Pakistan, is very depressing. In our country, we have three equivalent systems of education and these systems are: Urdu and English mediums along with DeeniMaktab. The distress of learning in Pakistan is the distinct indecorum of educational institutions which are observably a cause of various, distinct and different extroverted orders in the country. Every class in Pakistan has their own system of teaching, middle class, semi middle class and upper class are paying huge amount of fesses to educate their children, for this purpose their first priority is English medium schools. When we talk about our lower and labor class, they have Urdu medium schools for their Childs. Mostly the religious persons want to send their kids to DeeniMaktab or Madarsas .This creating hopelessness and killing our sovereignty.

Nisar& Ahmad (2011) says that, weuselanguage as the medium of instruction for transfer knowledge and for giving instruction in any subject matter at any level in our institutions. However, the medium of transfer knowledge is a very contentious present day problem, particularly in the fraternity where there is a variety of systems of education are adopted.

### **Statement of the Problem**

“The problem statement is a clear and concise summary of the research problem, typically contained within one paragraph; its function is to identify the concerned issue” (Ahmad, Farhat, Abbas 2024, p.300).Education is the simple way to give the knowledge, artistic method and information which gives teachers to their students. The proper definition of education is the process of becoming an educated person. In this present study we were know about the issues of medium of instruction which are causing learning difficulties for our students. We further analyze a very crucial role of medium of instruction in the transmission of subject matter. A style of teaching makes instructions easy or difficult for a pupil. Therefore Language is a tool instrument and a device in the hands of a teacher to make teaching more affect able. A learner can bring a positive and remarkable change in personality in perspective of his own cultural values and styles together with Languages.

## Research Objectives

The main objective of the present study was to analyze the impact of medium of instruction on education at elementary level school. For this purpose the researcher make a comparison of English and Urdu languages by using these as a medium of instruction. Two groups of the students were treated through the medium of these languages in different classes for the purpose to judge that which language provides better results.

## Research Questions

1. English or Urdu medium of instruction which is more effective as a medium of instruction at elementary level school educational setting?

## Significance of the Study

- This research topic will significant for researcher for determining the basis of medium of instruction at elementary level school education.
- This research topic will also significant for teachers to implement the quality education.
- This topic will also significant for other researcher in future to state the nature and scope of the factors affecting the quality of elementary schools.
- This topic will also significant for department to improve and implement quality education at elementary schools.
- This topic will also significant for community to know about the effect of medium of instruction on learning.

## Literature review

Literature review is written overview from the previous works related to the current theme. Its function is to review and estimate the text of writings of the certain subject, and offer frame-work to contemplate about the conceivable result of the invention research (Ahmad et al., 2021; Hassan et al., 2024). The first two objective of the study were to study the related literature of an effect of the medium of instruction on learning and to find out the views of pupils and teachers concerning using English Medium of instruction is the language in which instructor imports data to the student's. The medium of guideline assumes the urgent part within the showing education progression. Structure of guideline also assumes part of extension or block amongst understudies and educators.

The medium of direction is the particular dialect which an educator utilizes amid showing learning process. Provincial/Native dialects are critical components inside socializing and identity advancement. These are found out by house and in the next-door region and give personality as far as one's way of life and collective customs. It is Urdu dialect that is effortlessly reasonable for understudies of Punjab territory and is a compelling dialect for association.

A large portion of the conventional and social learning of the Punjab region is conveyed in Urdu dialect. Urdu lingo is utilized as a part of greater part of institutions as a standard of direction. In the Punjab, as well as Urdu lingo is regular dialect in

everywhere throughout the territories of Pakistan. At the opposite direction, English is utilized like a standard of direction in numerous nations particularly the ones whom outlast the settlements of English. English not only assumes a part of the dialect of the correspondence nevertheless at the same time is esteemed meant for Itsself whiles the dialect of a miniature of existence or the social order (Beacco and Byram, 2002).

Despite significance of English dialect like a worldwide dialect with the dialect of science, innovation and inquires about demonstrate that English isn't suitable medium of guideline when it is a second dialect for the general population. To start with dialect or native language is better for inside and out learning and theoretical seeing instead of Mahmood and Gondal 70 outsider or other than first language (Yip, Wing & Sin, 2003).

Similarly, as indicated by the perspectives of Zahiah and Sallehudin (2011) for higher request thinking improvement native language assumes key part. Especially, science knowledge in English or other of primary language is an intense activity for understudies since they need to give careful consideration for erudition progression i.e. comprehension of the dialect and comprehension of idea (Kim and Wei, 2007).

Utilizing other dialect as standard of direction, dialect moves toward becoming obstruction for students (Rollnick, 2000). In an additional examination directed on standard of guideline in Malaysia by Abdullah (2009) featured other dialect is a boundary for science erudition In the Pakistan, English is not at all provincial/neighborhood dialect nor National, yet it is dealt with as remote dialect (EFL) and Urdu is normally recognized dialect by lion's share of occupants of the Punjab area.

Beforehand, administration foundations just propose Urdu as standard of direction however at the present they are putting forth Urdu and additionally English as the standard of guideline. Trusting in to see the in excess of fundamental perspectives for the effectiveness of erudition i.e. schools condition and standard of direction it was chosen by the specialists to see the effect of medium of on understudies' scholarly accomplishment and learning both in the Urdu and the English standard classes in District Rahim Yar Khan.

## **Medium of instruction and Education Policies of Pakistan**

The tribute confirmations might be closed from various instructive arrangements, e.g. Instructive gathering (1947) and National training arrangement (1959). It was prescribed in the approaches that commonplace dialects will be the medium of direction at essential level and Urdu will be medium of guideline at rudimentary and auxiliary level. Advanced education will be given in English. In National Education Policy (1979), it was suggested that all English medium schools conceded by Govt. will utilize Urdu as a medium of guideline or suggested dialect by the Provincial Assembly and step by step Urdu will be utilized as a medium of direction in advanced education (Ahmad, Farahat&Choudhry, 2022).Correspondingly, in the training strategy of (1992), the Government of Pakistan suggested that Urdu would be the medium of direction at basic level (Shakoor, Azeem, Dogar&Khatoon, 2011).

In National Educational Policy (2009), it has been suggested that English from 1-14 evaluations will be necessary subject. Medium of guideline from 1 to 5 for General Science, Mathematics and social investigations will be in English. Medium of direction from 6 to 8 for general Science, Mathematics, and Computer Science will be English. In this manner it might be inferred that as of now English medium of direction utilizing as a part of Pakistani classrooms isn't effectively reasonable for the understudies and it is boundary for learning in agreeable condition. There are two authority dialects in Pakistan, Urdu and English. Urdu is more justifiable and simpler as contrast with English for the understudies. In the greater part of the all the constitution, in Pakistan, a clear articulations discovered in relation to the dialect approach of Pakistan. In 1973's constitution, the announcement regarding dialect nation in Pakistan are following: Urdu is no doubted a National tongue of Pakistan and course of action also used for official and different purposes within fifteen years since the opening time. The English dialect might be utilized for official purposes until the point when game plans are made for its substitution by Urdu. Lacking pre-conception to the status of the National language, a regional obtain together possibly. Commandment endorses standards to the instructing, advancement plus utilization from common dialect notwithstanding the national dialect.

### **Basis for Determining the Medium of Instruction**

Ahead of choosing a dialect as medium of direction, there are a few focuses which ought to be remembered:

- Medium of direction ought to underwrite the comprehension of understudies. (The most vital point to be remembered).
- It doesn't vital that what and which standard, we are choosing as medium of direction, however the necessary object is the full summon over that dialect and certainty to talk that dialect on the two sides (instructors and in addition the understudies).
- Preferred Medium of guideline should help in raise the subjective capacities of the understudies and in addition advancement of understudies' independence.
- It ought not to make the feeling of prevalence or feeling of inadequacy among the understudies.
- It should help the understudies in reasonable development as opposed to compelling them simply repetition remembrance of the composed content.

### **Methods of Instruction**

Second dialect speculations have made some amazing progress since the terrible past times of repetition learning. Here the creator for the most part surveys the historical backdrop of major ESL speculations as far back as eighteenth century to as of now hone in ESL field. A comprehension of second dialect obtaining can enhance the capacity of standard educators to serve the socially and semantically different understudies in their classrooms. Significant expert improvement is important to pick up a full comprehension of second dialect procurement hypothesis, and some key ideas can be comprehended and connected in the classroom (Mughal et al., 2023; Rasheed et al., 2024).

## Medium of Instruction

At present, the élite commanded assessment creators are completing three things with a specific end goal to promote certain observations about Urdu and different dialects of Pakistan versus English. English is a cutting edge dialect and the prime dialect of information, access to global markets, and correspondence. It would be a turnaround equip, in a manner of speaking, in the event that it was supplanted by a vernacular. Our own dialect brings universality and limits our degree and vision. Interpretations into Urdu are significantly more troublesome than English and are comprehended by even less individuals.

Particularly, youngsters and youngsters think that it's less demanding to utilize English. Pakistan has numerous dialects and, while Urdu remains the connection dialect, changing over to it at an official level will make turmoil among speakers of alternate dialects. (Subsequently consigning Urdu, instead of elevating different dialects to a higher status in a pecking order cut out by the State).

These discernments have picked up quality among the élite, prosperous white collar class and the trying lower-working class. The larger part is neither checked nor counseled. We don't have any observational information accessible for how individuals feel at the grassroots.

Some contextual investigations will be shared later that show how they respond to dialect use or an adjustment in dialect. Likewise, a significant number of these thoughts may have substance, yet the arrangement they offer just serves the minority English-speaking Pakistanis. There are answers to every one of the three contentions, which will be examined in the following two segments. Strangely, the studies directed by specialists and etymologists regarding the matter satisfy a similar reason expressed above, deliberately or unwittingly.

The inquiries they ask understudies or individuals when all is said in done are about their favored medium of direction, the relative significance of English hand the esteem they connect to learning vernaculars. Clearly, progressively, individuals, including understudies, would support English and the rates will keep going up. The inquiries that are from time to time asked are: 106

The Annual of Urdu Studies how they would feel if the managerial and authoritative work in Pakistan was done in Urdu, if crafted by the region was done in whatever dialect they picked, if square with openings for work were accessible to everybody, and if taking in their first language was favorable position, not an incapacitate for individuals.

## Research Methodology

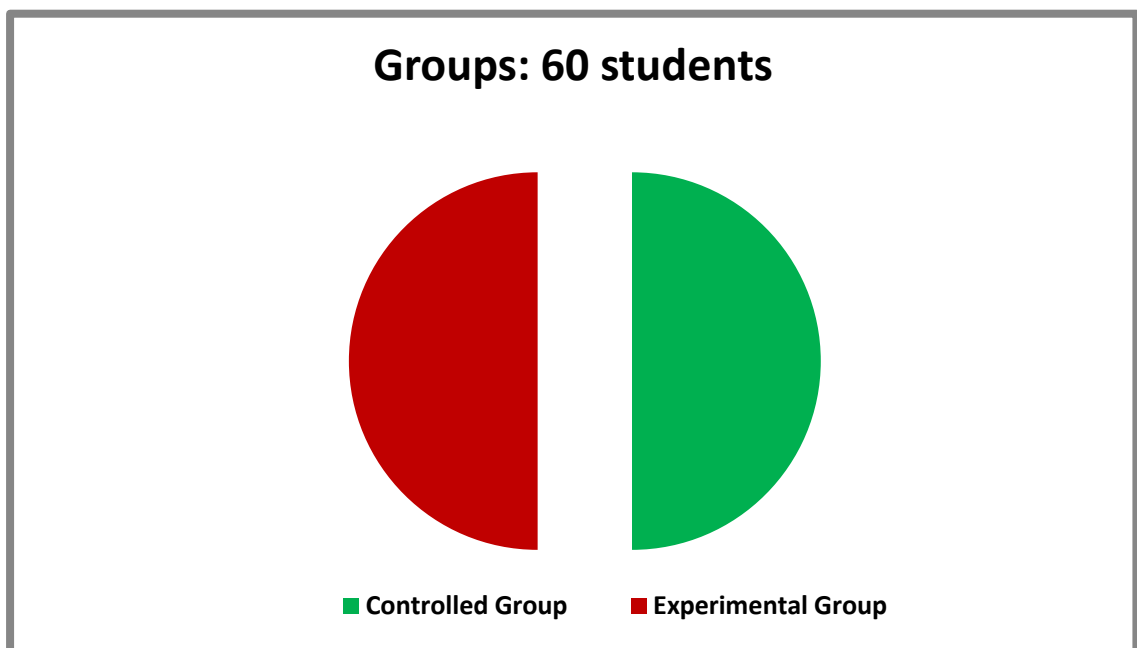
Research methodology is part of research in which researcher gives account of the research methods which are used in the research for data collection to resolve the stated problem (Rao et al, 2023; Sadaf et al., 2024). "The population is defined as a set of individuals, data, or items from which a statistical sample is taken" (Younus et al., 2023, p.3523). The present research is experimental in nature; the population of

the study comprises secondary schools level education. Through randomization a sample size of the 60 students was selected for this experimental research. These students were divided in two equal groups each group contained on the 30 students. The researcher named these groups as experimental and controlled groups. A pretest was taken of these both groups before giving treatment in different ways. After that the both groups were treated for two months by using different medium of instructions. The experimental group was trained by using English language as a medium of instruction while the controlled group was taught by means of Urdu language as a medium of instruction. After two months treatment a protest was taken from of both groups. In this way the data was collected and congregated data later analyzed by using Statistical Package of Social Sciences abbreviated as SPSS. The posttest results revealed that the experimental group performance was improved after treatment. This signified that the English language as a medium of instruction is better than Urdu language medium of instruction.

### Demographic Statistics

The following pie chart is showing the demographic evidence of the research participants. Total frequency of the participant was the sixty students take part in this experimental research to contribute this study.

**Figure 1**



### Demographic Information

The above figure is showing that the total frequency of the participants was 60 students of eighth class. These students were divided in two equal groups named as controlled and experimental group.

### Analysis and Findings

The table number two, three, four and five below are presenting the data analyses and findings of the present research study in the following way.

**Table 2****Pretest of Control and Experimental Group**

Group	N	M	SD	SEM
Control Pre-test	30	182.2963	12.23430	2.35449
Experimental Pre-test	30	177.5357	10.40827	1.96698

Table number two shows the control-group and experimental-group sample size, mean scores, standard deviation and standard error. It shows that total sample size is 60 and control-group contains the 30 learners and experimental-group also contains on the 30 learners. Mean scores of control group is 182.2963 and of experimental-group is 177.5357 and standard deviation of control-group is 12.23430 and of experimental group is 10.40827. All these values show that both the groups are almost indistinguishable statistical way.

**Table 3****Independent Sample T Test of the Pretest of Control and Experimental Group**

Levene's Test for Equality of Variances			t-test for equality of means						
	F	Sig.	t	df	Sig. 2 tailed	MD	SED	95%CI	
Equal variances assumed	.549	.462	1.556	53	.126	4.76058	3.05891	1.37481	10.89597
Equal variances not assumed			1.552	51.024	.127	4.76058	3.06800	1.39862	10.91978



Table number three explains the Levine’s test of equality which explains the equality of variance. According to the Levine’s test it is assumed that the standard deviations should have the same values. In the case of this research there is slight difference in the SD values but the value is not significant in pretests of both the groups so, in this case both the groups are similar because both the groups show no significant. In the Levine’s test F value is = to .549 which is greater than the  $p < 0.05$ . In this test of equality the most important values are the t-value and the p-value. In the present research table two shows that the t-value of both the groups is equal which is 1.556 and 1.552 with the df which represent the degree of freedom which is in this case is 53 and it shows that the difference is not significant because both the values are higher than the  $p < 0.05$ . And p value which shows the significance is .126 and .127 which is greater than the  $p < 0.05$ . Mean scores of control-group is 182.2963 and of experimental-group is 177.5357 and mean difference in table three is 4.7 with standard error 3.05 and confidence interval which is the last value is the 1.37 - 10.89 and this is statistically insignificant.

**Table 4**

**Group Statistics of the Post-Test of Control and Experimental Group**

Group	N	M	SD	SEM
Control post-test	30	184.0000	11.92605	2.29517
Experimental post-test	30	379.6429	20.27992	3.83254

Table number four describes the control group and experimental group posttests statistics which shows that control group N is 30 and experimental group N is 30. Mean scores of control group posttest is 184.000 and experimental group M= 379.642 which show the significant difference between the posttests scores of control and experimental group. And the standard deviation of control group is 11.296 with standard error = 2.295 while the standard deviation of experimental-group posttest is 20.279 with standard error = 3.832. The difference of mean and standard deviation values of the both groups shows that there is significant difference between the posttest scores of control-group and experimental group.

**Table 5**

**Independent Sample T-Test of the Post Test of Control and Experimental Group**

Levine’s Test for Equality of Variances			t-test for equality of means					
F	Sig	t	df	Sig. 2 tailed	MD	SED	95% CI	

Equal variances assumed	12.548	.001	-43.403	53	.000	-195.64286	4.50764	-204.68403	-186.60168
Equal variances not assumed			-43.795	43.967	.000	195.64286	4.46724	-204.64617	-186.63954

Table number five give details that the independent sample t-test of the posttest of control and experimental group. It explains the t-test for equality of means and Levine's test for equality of variance. Table also shows that F value which is 12.548 with significance level 0.01. It shows that there the result is important because  $0.01 < 0.05$  which is the significance standard. In the same way t-value is 43.303 with 53 degree of freedom which shows the significant difference p-value  $0.000 < 0.005$  the difference is significant. MD is the 195.6 with SD 4.50 and this explains the difference of the sample. Regarding to confidence interval  $CI = 204.6-186.6$  which shows the significant difference of control and experimental group means scores. The revealed results showed that the results of t-test for equality of means and Levine's test for equality of variances show the significant difference between the mean gain scores of control group posttest and experimental group posttest. The values of mean and standard deviations show that there is significant difference between two groups.

## Discussion

Medium of instruction is a controversial issue in Pakistan as it is a multilingual country and has a rich traditional history. There is more than one option for the medium of instruction in the country such as Urdu as the national language of the country, English as the language of Ex-masters, and mother tongue as the people living in different parts of the country speaks different languages. This situation provokes the most awful issue of medium of instruction in the institution. The main objective of the study was to identify that English or Urdu medium of instruction which is better for educational purposes. For this purpose the researcher selected sixty students of 8<sup>th</sup> class and equally divided these students in two equal groups. The experimental group was taught by means of English medium while controlled group was taught by Urdu medium of instruction. The posttest results revealed that the experimental group performed better than the controlled group; while in the pretest their score was almost same. The results exposed that English medium of instruction is better than Urdu medium of instruction. In this way the results of the study supported English medium of instruction as a valuable medium in the educational field. The results of the present study matches the results of the research of Jeevan et al, (2023) as the study compared the effectiveness of employing the English language as a medium of instruction in ESL learning in the Pakistani educational system. Some results of the present research also match with the results of the study conducted by Ahmad, Iqbal and Rao in (2023) this study also used the experimental process while comparing the efficacy of blended learning technique in enhancing ESL learners' language skills.

## Conclusion

This contemporary study is an exertion to divulge the hidden mystery that English or Urdu which medium of instruction is more effective at elementary level educational setting. To discover the impact of medium of instruction the researcher used experimental research design; sample size of the 60 students of 8<sup>th</sup> class was selected by using purposive sampling. These students were divided in two equal groups named as controlled and experimental group. The each group was contained on thirty students. The controlled group was taught by using Urdu language as a medium of instruction while the experimental group was taught by using English language as a medium of instruction. The both groups were trained two months in different medium of instructions by the same teacher. The posttest results revealed that the experimental group performed better than the controlled group; while in the pretest their score was almost same. The results showed that English medium of instruction have enhanced learning than does the Urdu medium of instruction. On the basis of these results the researcher access to some recommendations which are presented below.

## Recommendations

- The results of the present research recommended that the English medium of instruction is better than Urdu medium instruction.
- The education administrations need to promote English language as a medium of instruction on all educational level institutes.
- To fulfill this purpose there is need to recruit fresh and highly educated staff in the institutions. Although these institutions are government or private sectors.
- The researcher and scholars of the contemporary era and future must conduct more and more researches in this field to advantage the educational field.

## References

- Ahmad, A., Farhat, P. A., & Choudhary, S. M. (2022). Students' Insights about the Influence of Text Messaging on Academic Writing Skills. *Journal of Development and Social Sciences*, 3(4), 522-533. [https://doi.org/10.47205/jdss.2022\(3-IV\)49](https://doi.org/10.47205/jdss.2022(3-IV)49)
- Ahmad, A., Iqbal, B., & Rao, I. S. (2023). Efficacy Of Blended Learning Technique in Enhancing ESL Students' Linguistic Skills. *Global Language Review*, VIII(II), 9-21. [https://doi.org/10.31703/glr.2023\(VIII-II\).02](https://doi.org/10.31703/glr.2023(VIII-II).02)
- Ahmad, A., Maitlo, S. K., Rasheed & Soomro, A. R., Ahmed, A. (2021). Impact of Phonological Instructions in the Enhancement of ESL Learners' Pronunciation. *Remittances Review*, 6(1), 94-109. <https://doi.org/10.33182/rr.v6i1.125>
- Bano, M., (2007). *Pakistan: country case study*, UNESCO: United Nations Educational, Scientific and Cultural Organization. France. <https://policycommons.net/artifacts/8959768/pakistan/9826231/>
- Beacco, J. C., & Byram, M. (2002). *Guide for the development of language education policies in Europe: From linguistic diversity to plurilingual education: Main version: Draft 1 September 2002*. Council of Europe.

- Hassan, S., Zafar, J. M., & Ullah, N. (2024). Effect of Using Problem Solving Technique of 5Es Instructional Model on Student Learning at Secondary Level: An Analysis. *Pakistan Journal of Humanities and Social Sciences*, 12(2), 2279-2289. <https://doi.org/10.52131/pjhss.2024.v12i2.2409>
- Ijaz, A., Irfan, S. M., Shahbaz, S., Awan, M., & Sabir, M. (2011). An empirical model of student satisfaction: Case of Pakistani public sector business schools. *Journal of quality and Technology Management*, 7(2), 91-114.
- Jeevan, S., Maitlo, S. K., & Jalbani, A. N. (2023). Effectiveness of Employing the English Language as a Medium of Instruction in ESL Learning in the Pakistani Educational System. *Global Educational Studies Review*, VIII(II), 496-505. [https://doi.org/10.31703/gesr.2023\(VIII-II\).45](https://doi.org/10.31703/gesr.2023(VIII-II).45)
- Kim, L. S. T., & Wei, M. C. (2007). Assessing teachers' and students' use of language in science and mathematics in the classrooms: Why and how. In *Proceedings of the international conference on science and mathematics education (CoSMEd)* (pp. 1-7).
- Mughal, Z., Zafar, J. M., & Ullah, N. (2023). The Role of Principal as Instructional Leader: Effects on Teaching and Learning Practices and Activities on Students' Achievement at Institutes of Sukkur IBA University. *Pakistan Social Sciences Review*, 7(3), 399-413. [https://doi.org/10.35484/pssr.2023\(7-III\)32](https://doi.org/10.35484/pssr.2023(7-III)32)
- Nisar, A., & Ahmad, S. I. (2011). Performance of Secondary School Certificate (SSC) Graduates of English and Urdu Medium Schools: A Comparative Study. *Language in India*, 11(4), 351-359.
- Policy, N. E. (2017). *National Education Policy of Pakistan*: Government of Pakistan Ministry of Federal Education and Professional Training Islamabad. 1-181. <https://ngdp-ncsw.org.pk/storage/5fd9afadb0ee.pdf>
- Rao, I. S., Jeevan, S., & Ahmad, A. (2023). Impact of Metacognitive Strategies on Creative Writing of ESL Students at College Level in District Lahore. *Global Language Review*, VIII(I), 315-324. [https://doi.org/10.31703/glr.2023\(VIII-I\).29](https://doi.org/10.31703/glr.2023(VIII-I).29)
- Rasheed, B., Sadaf, H., & Abbas, T. (2024). Comparative Study of Online and Face to Face Instructions. *Journal of Asian Development Studies*, 13(2), 1045-1055. <https://doi.org/10.62345/jads.2024.13.2.83>
- Rasheed, H. R., Zafar, J. M., & Munawar, N. (2024). Emerging Trends of Assessment and Evaluation toward Students' Learning in Early Childhood Education: An Analysis. *Remittances Review*, 9(3), 442-456. <https://doi.org/10.33282/rr.vx9i2.23>
- Rollnick, M. (2000). Current Issues and Perspectives on Second Language Learning of Science. *Studies in Science Education*, 35(1), 93-121. <https://doi.org/10.1080/03057260008560156>
- Sadaf, H., Rasheed, B., & Ahmad, A. (2024). Exploring the Role of YouTube Lectures, Vlogs, and Videos in Enhancing ESL Learning. *Journal of Asian Development Studies*, 13(2), 657-670. <https://doi.org/10.62345/jads.2024.13.2.52>
- Shakoor, A., Azeem, M., Dogar, A. H., & Khatoon, Z. (2011). 1947-2008 Evaluation of elementary education in Pakistan. *International Journal of Humanities and Social Sciences*, 1(15), 270-276.
- Yip, D. Y. (2003). *The effects of the medium of instruction on science learning of Hong Kong secondary students* (Doctoral dissertation, University of Nottingham). <https://core.ac.uk/download/pdf/33565343.pdf>

- Younus, J., Farhat, P. A., & Ahmad, A. (2023). Analyzing The Factors Involvement in Declining Kalasha Language. *Pakistan Journal of Humanities and Social Sciences*, 11(3), 3520-3529. <https://doi.org/10.52131/pjhss.2023.1103.0633>
- Zahiah, Z. Mohd. Sallehudin, AZ (2011). Assessing students' performance: The second language (English Language) factor. *The International Journal of Education and Psychological Assessment*, 6(2), 42-63