

**The Role of Motivation in Teaching and Learning English as
a Second Language at Higher Secondary Level at Cadet College
Petaro Sindh: A Mixed Study**

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Abstract

This study investigates the role of motivation in learning English as a second language at higher secondary level at Cadet College Petaro. Besides instrumental and integrative motivations, there are other variables and components like course specific motivation and teacher specific motivation which matter in motivating the students in learning English in Pakistani context. Mixed study was carried out which contained a questionnaire for the students of class 1st year and 2nd year. Five English teachers were also interviewed for their feedback regarding the variables like integrative motivation, course specific motivation, teacher specific motivation and instrumental motivation. The data of the questionnaire based on the Likert scale were run in SPSS version 20 for results. At the end, on the basis of the findings, a number of generalizations were made regarding the importance of syllabus and teaching styles in motivating the students to learn English as a 2nd language at the higher secondary level at Cadet College Petaro.

Keywords: syllabus, teaching style, motivation, ESL, Sindh, Pakistan

Introduction

Most of the researchers of motivation (Dornyei, Gardner and Pathan) believe that whether it's learning of a foreign language or second language, motivation has its great say. Dornyei (1998, p. 117) terms motivation a driving force and inciting element in learning second language. The students develop interest in second language when they find it interesting and beneficial for them. In Pakistani context, the students learn second language for achieving status

in a society or getting a good job. At intermediate levels, the students learn English as a subject and study it to just pass the exams with flying colours. Their knowledge of the subject does not help them directly to improve their language skills. Teaching methods and course matter in developing the interest of the learning English as second language.

The Purpose of the Study

This study is carried out to know the students' motivational level ,their attitude towards learning English and the role of teachers and syllabus in creating motivation in students at intermediate level in Cadet College Petaro.

Research Questions

- i. What are the factors behind learning English as second language **AT HIGHER SECONDARY LEVEL AT CADET COLLEGE PETARO SINDH?**
- ii. What are the impacts of teaching methods and syllabus at intermediate level?

Literature Review

In late 1950's, research in motivation got its birth and its spring in 1970's led by Lambert and Gardner. Gardner went further in 1985 while proposing three main components of L2 motivation: 1. Motivational intensity or effort.2. Desire to learn the language. 3. Attitudes towards learning the language. In 1990's there was a shift of motivation from socio-educational model to psychological model which had cognitive in nature and more established in educational context where most L2 learning occurs.

Dornyei's model of 1994 discussed the importance of teacher's role, the role of course and the students' anxiety levels. According to Dornyei (1998) learning situation involves various factors including class environment, teacher, learning context, teaching methods, class mates, and teacher's personality. In his model of motivation, three levels of motivation operate independently of the others.

Dornyei and Ushioda (2011), and Williams (1994) emphasized to have more pragmatic education centred approach i.e., investigating classroom reality and identifying and examining classroom specific motives.

From 1985-1995 Deci and Ryan developed self-determination theory which contains three orientations to motivation which are: amotivation, extrinsic motivation and intrinsic motivation. The researchers concluded that teachers are one of the most determinant factors of L2 learners' motivation (Dornyei,1994;Tanaka 2005).

The researches by Kikuchi,2009; Sakai & Kikuchi,2009; Tanak, 2005 find that a teacher has vital role in arousing and sustaining motivation for second language acquisition in students. Dornyei and Csizer carried out research on Hungarian students in 1998 which led them to frame ten commandments for teachers to motivate language learners. These ten commandments focus on teachers' behavior, his/her relation with the students, his/her designing of the tasks, playing his/her role in students' confidence building and maintaining his/her intra-personal approach in teaching. William & Burden,(1997) and Oxford & Sherians, (1994) revealed three components in teachers' role in motivation. These components are (i) teaching material and methodology, (ii) teacher personality, (iii) teachers' ways of interacting with learners.

Three Level Model in motivation by Dornyei (1994)

LANGUAGE LEVEL	Integrative motivational subsystem
	Instrumental motivational subsystem
LEARNER LEVEL	Need for achievement
	Self confidence
	<ul style="list-style-type: none"> • Language use anxiety • Perceived I2 competence • Casual attributions • Self-efficacy
LEARNING SITUATION LEVEL	

Course-specific Motivational Components	Interest Relevance Expectancy Satisfaction
Teacher- specific Motivational Components	Affiliative drive Authority type Direct socialization of motivation <ul style="list-style-type: none"> • Modelling • Task presentation • Feedback
Group- specific Motivational Components	Goal-orientedness Norm & Reward system Group cohesion Classroom goal structure

In 1994, Dornyei introduced Three Level Model in motivation to make it more specific for class room context. He calls this model as a comprehensive model in the motivation of 2nd language acquisition. Actually these three levels embody his thirty motivational teaching strategies. For effective teaching of English and maintaining the students' motivation, the teachers all over the world are implementing these Dornyei's strategies. These three levels are:

i. The Language Level

This level is about the students' choice of learning the language. Students choose to learn second language for two motivations either due to inner will to know about the target language community or culture or for long run benefits, i.e., to get job, pass exam and earning scholarship. Dornyei (1994) believes that this level helps English language teachers to cover the broader aspects of the language to motivate the students. The aspects include mixing social and cultural

aspects of the second in the course content. Besides cross-cultural awareness, the learners should be enlightened with both differences and similarities in the cultures.

iii. The Learner Level

This level is about the learners' confidence and need of achievement. It should contribute in building the students' self-confidence. This level also motivates students that mistakes are gateway to successful learning. This level preaches to reduce students' anxiety level in class room.

iii. The Learning Situation Level

This level has three components, i.e., Course-specific Motivation, Teacher-specific Motivation and Group-specific Motivation.

a. Course-specific Motivation

This component refers to the stuff which is taught in the second language class, i.e., syllabus, worksheets and learning tasks. Dornyei (1994) focuses on the strategies to create motivation for the learners of second language. According to him the course of the second language should be realistic, updated and helpful to develop and sustain the students' motivation. In order to make the learning worthwhile in the class a variety of teaching aids and techniques should be used by the teachers.

b. Teacher-specific Motivation

This component refers to teacher's behavior, attitude and teaching style contributing in creating motivation in the students to learn second language. Dornyei believes that a teacher's three main features contribute in students' motivation. These three features are "empathy", "congruence" and "acceptance". "Empathy" is all about being sensitive to learners' needs, feelings and perspective. "Congruence" is concerned with a teachers' attitude which really makes a big difference in students' motivation. A teacher keeps changing his/her role from a facilitator to a parent to let the students know that they can do it. However, "acceptance" refers to letting students know that they are human and have both vice and virtues.

c. Group-specific Motivation

This component is termed group dynamics of the learner group (Dornyei,2001a).These are based on goal orientedness, norm and reward system, group cohesion and class room structure (Dornyei,1994).

Dornyei, 1994 frames six teaching strategies for this component. These are:

Goal-oriented group formation

Setting class room norms

Reminder class room norms

Private evaluation of students' progress

Friendly class room environment

Co-operative learning techniques

Research in L2Motivation in Pakistan

In Pakistan, efforts have been made to investigate the role of motivation in teaching and learning English as a 2nd language. In 2012 Pathan had his research at MUET Jamshoro to investigate the components of integrative, instrumental motivations and parental encouragement and the difference in motivational level from first year to final year students. In 2014, Manzoor, F., Ahmed, M., & Gill, B. R had the research on the rural areas of Pakistan to investigate the students' motivation level of primary students by following Skinner's model of reinforcement. In 2016, Shah, S. H. R., Memon, S., & Shah, W. A. had their study on motivational teaching strategies being adopted at MUET Jamshoro. As role of motivation has become integral for effective teaching and learning 2nd language so research is always on in Pakistan to investigate the right issues and implement the right solution. Our study is different from the rest of the studies carried on motivation because it went beyond the orthodox investigation i.e. instrumental and integrative motivations. It not only reaches the role of a teacher in inciting motivation but the importance of the syllabus in increasing or decreasing the motivational level of the students.

Methodology

Language in Indiawww.languageinindia.comISSN 1930-294017:8 August 2017

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This research study followed mixed method approach in collecting and processing data. Dornyei (1994) states that in the mixed method research, there is amalgamation of both qualitative and quantitative research either during collection of data or analysis. According to Reams and Twale (2008:133) mixed method design is essential to get information and aspects of the corroboration of the data and have fair and factual results. This paper used questionnaire for collecting data from students and interviews were conducted to collect data from English teachers.

Data Collection

The study is carried out at Cadet College Petaro district Jamshoro Sindh. The population of this study is 100 students, i.e., 50 first year class students and 50 2nd year class students. The participants were first year and 2nd year students because both classes are following Sindh Text Book Board syllabus. Five teachers' interviews were also conducted to know their feedback regarding the syllabus, their teaching styles and students' motivation level for learning English as a second language. The students were handed over a questionnaire containing 25 items to respond. The items covered integrative and instrumental motivations, teachers' specific motivation and course specific motivation. Most of the items were adopted from Gardner's AMTB.

Research Instruments

Questionnaires are most valid instrument in L2 motivation so Brown (2007) calls questionnaires as written instruments that have a certain number questions or statements to which respondents have to show their reaction either in written content or choosing from the from given options. I opted for sort of a self-administrated questionnaire for my study as it is the most practiced method in second language motivation. Questionnaires cover so many aspects of the study and are capable of gathering huge quantity of information quickly in a form that is process able (Dornyei, 2010; Dornyei 2003a; Rasinger,2008).

Reliability Statistics

Cornbach's Alpha	Cornbach's Alpha Based on Standardized Items	N of Items
.813	.838	25

$\alpha = .813$

It is reliable because its $\geq .7$

We went for closed-ended questionnaire items which are mostly used in quantitative studies. I offered participants with ready-made response options to choose from strongly disagree to strongly agree and gave an appropriate grade from 1 to 6. The main benefit of closed questions is that their coding and tabulation is straightforward (ibid, 2003).

The questionnaire asked 25 closed questions from the participants. The variables in the questionnaire are integrative motivation, instrumental motivation, course specific motivation and teacher specific motivation. The variables of integrative motivation has two items and instrumental motivation has four items each while teacher specific motivation has six items and course specific motivation has three items. This study selects features from all three major developments of L2 motivation research i.e. socio-psychological, cognitive situated and new dimension periods. It investigates the classical distinction of Gardner between instrumental and integrative motivation with the help of AMTB. As AMTB does not cover in detail the English course and teacher related motivational components, this study takes elements from the Cognitive Situated Period. This study picks elements from the Cognitive Situated Period where Dörnyei's three stage model is a notable development. This study focuses on instrumental motivation, integrative motivation, course specific motivational component and teacher specific motivational component.

Language in India www.languageinindia.com ISSN 1930-2940 17:8 August 2017

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Interviews

Firstly, I devised the question paper keeping in view my research questions. I just read out questions from my question paper and recorded the interviews. I conducted the interviews of 5 teachers of English subject. All of them are teaching English in intermediate classes.

Data Analysis

The collected data from the students were put into the software SPSS version 20, a statistical package for social science. I had the results in means and frequencies. However, the teachers' interviews were recorded and transcribed for reaching the accurate findings. The teachers were assigned with codes like T1,T2,T3,T4 and T5.

Summary of the Findings

The findings of the study are dependent on the results of the questionnaire filled in by the students of intermediate classes and the teachers' reflections in their interviews.

Findings are given below:

a. Course-specific Motivation

1. The course of English of intermediate classes is boring.

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	22	22.0	22.0	22.0
moderately agree	29	29.0	29.0	51.0
slightly agree	14	14.0	14.0	65.0
slightly disagree	10	10.0	10.0	75.0
Valid moderately disagree	12	12.0	12.0	87.0
strongly disagree	13	13.0	13.0	100.0
Total	100	100.0	100.0	

From the Table1, it emerges that the students at intermediate level are unhappy with syllabus of intermediate English. More than 60 percent find that the course of English of intermediate classes is boring.

T4: As far as syllabus is concerned, I think this is not updated but this is boring and outdated.

Brophey (1998) believes that curriculum is crafted on the social norms of the society which is not the right approach. The students’ needs and choice of learning should be considered while drafting the curriculum of a school.

2.My course is not helping me to improve my language skills.

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	23	23.0	23.0	23.0
moderately agree	20	20.0	20.0	43.0
slightly agree	18	18.0	18.0	61.0
Valid slightly disagree	13	13.0	13.0	74.0
moderately disagree	10	10.0	10.0	84.0
strongly disagree	16	16.0	16.0	100.0
Total	100	100.0	100.0	

From the Table 2, it emerges that almost 65 percent participants responded that their current course has no any role in improving their language skills.

T1: It is outdated syllabus; it is not much supportive of English language skills which could help boys to nourish English language skills which are basic requirements of present era.

16.I believe that my English syllabus is obsolete.

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	37	37.0	37.0	37.0
moderately agree	14	14.0	14.0	51.0
slightly agree	25	25.0	25.0	76.0
Valid slightly disagree	9	9.0	9.0	85.0
moderately disagree	4	4.0	4.0	89.0
strongly disagree	11	11.0	11.0	100.0
Total	100	100.0	100.0	

Dornyei (2001) believes that students will not be motivated to learn unless they regard their material worth learning.

b. Instrumental Motivation

5. Studying English is important because I will need it for my bright career.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree disagree	1	1.0	1.0	1.0
slightly agree	2	2.0	2.0	3.0
Valid moderately agree	5	5.0	5.0	8.0
strongly agree	92	92.0	92.0	100.0
Total	100	100.0	100.0	

From the above data which is almost 100 percent, the participants have strong instrumental motivation.

T3: They do have this sort of perception that once they will be very good at English language that ensures them bright future.

13. Studying English is important because it will make me more educated.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	1	1.0	1.0	1.0
moderately disagree	1	1.0	1.0	2.0
slightly disagree	2	2.0	2.0	4.0
slightly agree	10	10.0	10.0	14.0
moderately agree	22	22.0	22.0	36.0
strongly agree	64	64.0	64.0	100.0
Total	100	100.0	100.0	

From the above data it comes out that almost 100 percent participants believe that their competence of speaking and writing will reflect to people that they are educated.

T-5. Most of the students try to learn English only to pass the examination and only to have their better career.

c. Integrative Motivation

6. I would like to speak native English.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	3	3.0	3.0	3.0

moderately disagree	3	3.0	3.0	6.0
slightly disagree	4	4.0	4.0	10.0
slightly agree	15	15.0	15.0	25.0
moderately agree	24	24.0	24.0	49.0
strongly agree	51	51.0	51.0	100.0
Total	100	100.0	100.0	

Above data shows that 90 percent participants have strong desire to speak in the style of native English. This shows an element of integrative motivation in the students of intermediate students.

T-2.They try to speak like English speakers, they talk in the style of English actors, and certain heroes so they follow but not as a trend or fashion.

24.I believe reading English novels help me to improve my English language.

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	5	5.0	5.0	5.0
moderately disagree	1	1.0	1.0	6.0
slightly disagree	2	2.0	2.0	8.0
Valid slightly agree	5	5.0	5.0	13.0
moderately agree	16	16.0	16.0	29.0
strongly agree	70	70.0	70.0	99.0
8	1	1.0	1.0	100.0
Total	100	100.0	100.0	

Above table discloses that 91 percent participants believe that reading English novels really help them to improve their English language. This is the clear sign of their integrative motivation.

d. Teacher-specific Motivation

8. I would rather spend more time in my English class and less in other classes.

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	18	18.0	18.0	18.0
moderately disagree	10	10.0	10.0	28.0
slightly disagree	20	20.0	20.0	48.0
Valid slightly agree	16	16.0	16.0	64.0
moderately agree	14	14.0	14.0	78.0
strongly agree	22	22.0	22.0	100.0
Total	100	100.0	100.0	

There were 52 percent participants who love to spend more time in English subject classes.

Afroza (2014) observes in South Asian context that English subject taught in most language classrooms does not arouse students' motivation because it has nothing to do with language skills but display their motivation to learn English in their language classes.

10. My English teacher is better than my other teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	6	6.0	6.0	6.0
moderately disagree	7	7.0	7.0	13.0
slightly disagree	8	8.0	8.0	21.0
Valid slightly agree	17	17.0	17.0	38.0
moderately agree	24	24.0	24.0	62.0
strongly agree	38	38.0	38.0	100.0
Total	100	100.0	100.0	

80 percent participants believe that their English teachers are exceptional.

T2: we love to entertain the students with certain activities in the class to make the course interesting.

11. I really enjoy learning English.

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	4	4.0	4.0	4.0
moderately disagree	1	1.0	1.0	5.0
slightly disagree	2	2.0	2.0	7.0
Valid slightly agree	12	12.0	12.0	19.0
moderately agree	25	25.0	25.0	44.0
strongly agree	56	56.0	56.0	100.0
Total	100	100.0	100.0	

Above table suggests that 95 percent participants enjoy sitting and learning in English subject classes.

17. I enjoy the activities of our English class much more than those of my other classes.

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	8	8.0	8.0	8.0
moderately disagree	5	5.0	5.0	13.0
slightly disagree	6	6.0	6.0	19.0
Valid slightly agree	17	17.0	17.0	36.0
moderately agree	26	26.0	26.0	62.0
strongly agree	38	38.0	38.0	100.0
Total	100.0			100.0

Teachers' behaviour and attitude matter in making the class task interesting and make students motivated to learn whatever is taught in the class. Dornyei and Csizer (1998) while having their study on Hungarian teachers.

18. My English teacher has dynamic and interesting teaching style.

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	4	4.0	4.0	4.0
moderately disagree	6	6.0	6.0	10.0
slightly disagree	4	4.0	4.0	14.0
Valid slightly agree	11	11.0	11.0	25.0
moderately agree	23	23.0	23.0	48.0
strongly agree	52	52.0	52.0	100.0

Total	100	100.0	100.0
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86 percent participants appreciate the teaching styles of English teachers.

19. When I have a problem in understanding something in my English class,I always ask my teacher for help.

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	40	40.0	40.0	40.0
moderately agree	21	21.0	21.0	61.0
slightly agree	14	14.0	14.0	75.0
Valid slightly disagree	3	3.0	3.0	78.0
moderately disagree	11	11.0	11.0	89.0
strongly disagree	11	11.0	11.0	100.0
Total	100	100.0	100.0	

The above table manifests that English teachers have been very positive in their attitude with the students. It seems that they have developed parental relationship which is providing ample opportunities to the students to get their concepts cleared while visiting their teachers frequently.

Most of L2 motivation researchers (Dornyei, Oxford, Otto, Csizer and Clement) preach that teachers in L2 classes play the role of mentor, facilitator, motivator, consultant and mental supporter.

The above data show the attitude of English teachers in helping students to learn English which is very encouraging.

Dornyei and Csizer (1998) found in their researches through their study of 200 hundred teachers that teachers' behavior matters the most in motivating the students to learning.

20. My English teacher is a great source of inspiration to me.

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	5	5.0	5.0	5.0
moderately disagree	2	2.0	2.0	7.0
slightly disagree	7	7.0	7.0	14.0
Valid slightly agree	16	16.0	16.0	30.0
moderately agree	23	23.0	23.0	53.0
strongly agree	47	47.0	47.0	100.0
Total	100	100.0	100.0	

Almost 90 percent students agree that their English teachers are source of inspiration to them.

Dornyei (2001) claims that teachers can help students to enhance their self-efficacy by creating supportive and acceptable learning environment in order to reduce students' anxiety in SL class room.

The studies taken out to check the students' motivation, from (Dornyei, 1998, 2001, 2005 to Otto,1998 and Oxford & Shearin,1994), develop consensus that a teacher is the driving force creating motivation in students to learn second language.

Discussion

The study aimed at investigating the types of motivation being developed by the students; the issues with the prevailing English syllabus and the efforts being made by the teachers to maintain the students' motivation to SL acquisition. The findings of the students' and teachers' remarks bring out very interesting picture. Both the students and English teachers have strong reservations regarding the validity of the prevailing English syllabus at intermediate level from Sindh Text Book Board. However, the teachers seem to be successful in maintaining the students' motivation to SL acquisition while applying their productive teaching methods. This proves the point that a teacher can motivate the students to SL acquisition despite the "obsolete" course.

According to Williams and Burden (1999) appreciation, feedback, learning experience reward, these factors matter in students 'motivation towards second language acquisition.

Implications

The findings of this study will help the English teachers to combat the old and outdated syllabus .They will plan better and come prepared with more effective teaching techniques. This finding will also send a powerful signal to the concerned authorities of setting and implementing curriculum of higher secondary level education in Sindh.

Conclusion

Motivation, according to Dornyei (1998, p.117), provides primary impetus to initiate learning the second language and later the driving force to sustain the long and the tedious process. In Pakistani context the students have extrinsic motivation. Despite the issue of outdated syllabus, the teachers have been making their best efforts in creating motivational environment in the classes. We believe that if efforts are made to focus on Course-specific motivation, the gauge of motivation can be moved to the possible highest level. This can only be done with stake holders, Bureau of Curriculum department at Jamshoro and English teachers of Sindh are on the same page regarding the need of the students and essence of language skills.

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