



## A Comparative Study of Usage of EFL Motivational Strategies

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**ABSTRACT:** *This research aims to know the perception of English language learners about the usage of English language learning motivational strategies. The study site of this descriptive and quantitative study is South Punjab Pakistan. Saraiki, Punjabi and Urdu speakers were the participants. Two thousand and eighty-nine participants took part in this research. After a pilot testing, the questionnaire of Cheng and Dornyei (2007), with certain modifications, was employed to collect data. Twelve (12) macro strategies having fifty-three micro strategies in them were part of this motivational strategy. The quantitative data, collected through the questionnaire, were analysed using standardized  $z$  score. Statistical measures, mean and standardized  $z$  score, were used for analysis. The results show variations in the perception regarding the usage of EFL motivational strategies among the speakers of Punjabi, Saraiki and Urdu in South Punjab. Diversified choices of the EFL motivational strategies were revealed among the speakers of these languages. On macro strategy level, Urdu speakers' perspective is more similar to international research than that of the Saraiki and Punjabi perspectives. The research concludes that language context plays an important role in the choices of EFL motivational strategies.*

**Keywords:** Foreign Language Motivational Strategies, EFL motivation, Second Language Learning, Urdu, Punjabi, Saraiki.

### Introduction

Motivation is a term from the discipline of psychology. Maslow (1970) discusses motivation as a behavior to fulfil needs, which are in a hierarchy: biological needs, shelter, love, respect, self-actualization, knowledge, and aesthetics. Higher level needs take place after the satisfaction of the lower level needs. Rivers (1983) holds the view that the 'reason may be traceable to unsatisfied lower levels of Maslow's hierarchy of needs' where a learner is unsuccessful for language learning. But Maslow's hierarchy of needs may vary in different contexts with different individuals and in diverse circumstances. Some Individuals develop a behavior for higher needs without fulfilling the lower needs. Like all other needs of human life, motivation has been described as an important key factor that predicts successful

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attainment of second language and determines the intensity of attachment with goal of second language learning (Oxford & Shearin, 1994). In language learning, the researchers describe diverse types of motivation. In integrative motivation, learners like to learn the target language keeping in mind the language and society associated with that language while in instrumental motivation learners learn language to fulfill some need (Gardner & Lambert, 1972). Integrative motivation is also known as self-motivation which has internal or intrinsic desire of learner to learn the language. Intrinsic motivation is concerned with personal associations and independence for learners' own sake (Deci & Ryan, 1985). Extrinsic motivation deals with the external factors like learners' learning of target language for migration, business, studies etc. These diversified notions need to be incorporated in a unified and monolithic construct.

Dörnyei (2001b) accepts motivation as an abstract term which has many elements in it. Hunt (1971) also discusses that motivation has many variables in it to develop it as a behavior. In a research study, instrumental and integrative motivation were introduced for need and identity in a model by Gardener and Lambert (1972). For instrumental motivation, therefore, culture should be included in syllabus of English language teaching (Gardner, 1979). Later, Kruidenier and Clement (1986) identified orientation of travel, prestige knowledge and friendship. But Crook and Schmidt (1991) raised questions regarding the relationship of these orientations and motivational types with pedagogy and classroom.

Noels, Pelletier and Clement (1999) not only identified intrinsic and extrinsic motivation but they also provided evidence that self-determination (a part of intrinsic motivation) influences L2 learning and proficiency. Dörnyei (1994) also worked on a three-level motivational construct of language learning. Multifaceted factors were identified in this construct which play their role in ever changing combination for creating and maintaining language motivation among learners.

Spolsky (2000) considers motivation as a behavior in which a learner is agreed to spend some time to learn some tasks related to language learning. Ellis (1985), also, admits that there is no final definition of motivation encapsulating multiple concepts in it. However, Dörnyei (2001a) has a view that motivation deals with direction and magnitude of behavior that is;

The choice of a particular action

The persistence with it

The effort expended on it (p.08).

Here, three phases of behavior can be identified: first, the learner decides to involve in some task; second, s/he sustains the activity for a particular time and third, s/he makes efforts to pursue the set goals. According to Dörnyei and Otto (1998), motivation is dynamic according to which motivation changes the behavior of a person which is described as follows:

Motivation can be defined as the dynamically changing cumulative aroused in a person that initiates, directs, coordinates, amplifies, terminates and evaluates the cognitive and motor process, whereby, initial wishes and desires are selected, prioritized, operationalized and acted out. (p. 65)

The multifaceted operation of motivation demands to investigate it through a process where the combination of approaches may be used to identify the complex and dynamic components of motivation for their utility in appropriate contexts of learning a language.

## **Literature Review**

Attitude plays an important role for development of a behavior which further acts as a belief of a person. Schmid and Bot (2004) have the same argument that 'the individual's motivation is determined by her attitude toward the language communities and her orientation'. A person's motivation has to comply with those subjective norms on which the person's beliefs are based and s/he has to meet other's expectations on these norms (Giles & Billings, 2004, p. 201). Behavior, if it is developed, needs a force to maintain it. This force may be energized from different sources of social and psychological elements. Dörnyei (2001) introduced three stage motivational process model, while previously in 1994, he has claimed in a Hungarian context research that learners have instrumental and integrative motivational reasons to learn a language. Other than integrative and instrumental reasons, the learning of English language has 'incentive values' which are complex and diversified (Dörnyei & Kormos, 2000; Dörnyei, 2001b).

Early works of Lambert and Gardener postulate that integrative motivation is in relation with second language achievement. Research studies from different

teaching contexts (e.g. India or Philippines) suggested that the instrumental motivation was more important for learning a language. Later, Gardner admits that both, integrative and instrumental motivations, can be found among the learners of a second or foreign language. In a language classroom, teacher has the most important role for creating, maintaining and boosting motivation among learners (Chambers, 2001). Researchers find motivation a complex variable in language learning as there are many factors which may contribute to motivation for language learning. Therefore, different researchers investigated it in different studies at different geographical sites. In Hungary, Dörnyei and Csizer (1998) investigated teachers' practices about the motivational strategies in the classroom. In Taiwan, Cheng and Dörnyei (2007) investigated perspective of teachers and students regarding EFL motivational strategies both at macro and micro level. Therefore, there is always a need to test and validate the EFL motivational strategies, their usage and the perception of teachers and students in different lingual and cultural contexts. Pakistan has diversified culture, history and speakers of language. The diversified context may demand diversified language learning motivational strategies.

### ***Linguistic Situation in Pakistan and its Relation to Language Learning Motivation***

All around the globe, countries are diversified in their culture, religion and language. Historically, Pakistan was a colony of the British Empire, therefore, sentiments for masters and rulers were negative. To get freedom from the rulers, it was necessary to resist them. Naturally, the resistance was started from the culture and religion. This resistance was a motivational factor for political causes, but the same resistance was a de-motivational source for usage and learning of English language. The hostility for English language and culture was a natural outcome of a political cause, but contrary to this situation, English was the only language as a key to success, prosperity, knowledge, education and influential jobs. In past, Persian being the language of the rulers had enjoyed the same status but Persian had not to face any disgust with reference to religion and culture. Religiously, Persian was the language of Muslims, and masses at large feel no otherness regarding it. Unlike Persian, English language was the language of non-Muslims and the culture of the English people was also distinctively against the social norms of indigenous culture of the Indo Pak subcontinent. As a result, there was a complicated state of sentiments of the people of Pakistan for learning English language.

In Pakistan, both Urdu and English enjoy the status of official languages. According to Rahman (2002) six major and fifty-nine minor languages are spoken in Pakistan. Coleman (2010) reported that Punjabi (60.6 million), Sindhi (18.5 million), Saraiki (18.5 million) Urdu (10.7 million) and Pashto northern (9.6 million), and Pashto central (7.9 million) are the major languages of Pakistan. Despite of having diversified geography and languages, the people of Pakistan had a negative attitude towards English language (Rahman, 2005). At the time of independence official language of Indo-Pak subcontinent was English. After independence, English remained official language of Pakistan. In 1948, it was declared that Urdu would be the only national language of Pakistan in next ten years. However, Urdu language was not in capacity to run the official business and documentation, therefore, the declaration was not implemented (Mahboob, 2002).

Motivation for English language learning in Pakistani context was a complicated matter. Culturally, historically, and socially English language was to be aborted but instrumentally it was the need of the people of Pakistan. Previously, before emergence of Pakistan, the same plea was vowed by Sir Syed Ahmed Khan at Ali Garh for the learning of English language. To describe this emotive psychometric property about learning of English language, it was needful to know the perception of the speakers of the three major languages of Pakistan about the utilization and importance of EFL motivational strategies.

### ***Research Problem and Research Questions***

Along with Urdu, Pakistan also adopted English as its official language. But learning English as a foreign language has two negative aspects. These negative aspects are; first what sentiments a learner has for the target language, and second, to which language he already belongs or speaks? Combining these two aspects would determine which EFL motivational strategies would be appropriate for the EFL learners of the different language speakers: Punjabi, Saraiki and Urdu. The choices and utilization of EFL motivational strategies may be diversified or uniform at national and international level. The following questions were set to investigate the research problem:

1. What different EFL motivational strategies do speakers of Urdu, Punjabi and Saraiki choose to practice in the South Punjab Pakistan?

2. What is the difference of utilization in EFL motivational strategies among the speakers of Urdu, Punjabi and Saraiki?

### ***Empirical Studies on EFL Motivational Strategies***

Researchers investigated the creation, maintenance and retaining of motivation among learners in and outside the classroom. Keller (1987) stated two main requirements for the improvisation of motivation for language learning: first, elements of motivation and, second strategies and their types with frequency. For both factors, human personality is the key to all the configuration of motivational state. This configuration is dependent on complex personal individual differences (ID's) of the learners of a language. The ID's are complex to investigate and manipulate. Researchers studied these ID's and the complex nature of the construct of motivation. Dornyei (2001) presented thirty-five major categories on motivational strategies for learning a language. These categories were further merged in a large scale of four motivational macro strategies. Dev (1997) postulated that inside classroom a teacher should use strategies to avoid learners' emotive state. Dornyei and Csizer (1998) used a set of EFL motivational strategies in Hungarian context. In another study, Cheng and Dornyei (2007) investigated EFL motivational strategies for their practice and importance among Taiwanese English teachers. He Ya. Nan. (2009) expanded the research by using the same survey with both teachers and students in the United Kingdom.

According to Li and Qian (2018) motivation for learning a language has its sources in the textbooks, examinations, teachers, peers, future career and students' interest in the language. The same was confirmed by Ali and Pathan (2017) in their research in Pakistan that course content and teaching material are the major resources of emotiveness for language learning. All the extrinsic and intrinsic motivational factors are in a diverse configuration for EFL motivation (Lashari, Mashori, Abbasi, & Talpur, 2018).

In Pakistan, language teaching context is complex as discussed earlier in this paper. Moreover, contact with native speaker is not available in Pakistan. Learners have a mother tongue which is oriental; and regional languages of Pakistan do not provide natural support to learn English as a second language. There were found many disharmonies of religion, culture, history and social norms between the learners' regional language(s) and the target language i.e. English. Therefore, it is important to know which EFL motivational strategies are important and how they

are utilized in Pakistani context with a comparison of diversified mother tongue: Saraiki, Punjabi and Urdu. Previously, the research studies had a context of those countries where English learning was quite different from lingual, historical and cultural point of views. The current study would make an addition, with its new contextual diversity, to the previous studies.

## **Research Methodology**

This study focuses to know the perception of the speakers of Punjabi, Saraiki and Urdu. Dornyei and Cheng (2007) structured a questionnaire which had ten macro strategies for EFL motivation. This questionnaire was developed to collect the data quantitatively to describe the perception of the participants. This descriptive and quantitative study was conducted by adopting the same construct of EFL motivational strategy. However, it was modified to collect the data. Previously, there were ten macro strategies which were increased to twelve in the current study in accordance to Pakistani context. The items were also increased up-to fifty-three. The twelve macro strategies are titled below:

- i: 'Set a personal example with your own behavior'
- ii: 'Recognise students' effort and celebrate any success'
- iii: 'Promote learners' self-confidence'
- iv: 'Create a pleasant and relaxed atmosphere in the classroom'
- v: 'Present tasks properly'
- vi: 'Increase the learners' goal-orientedness'
- vii: 'Make the learning tasks stimulating'
- viii: 'Familiarise learners with L2 culture and L2-related values'
- ix: 'Promote group cohesiveness and set group norms'
- x: 'Promote learner autonomy'
- xi: 'Resolving disharmony between languages'
- xii: 'Resolving cultural and historical disagreement'

This EFL motivational strategy survey questionnaire, having a Likert scale of five, was pilot tested and, after necessary considerations, administered to the participants of the research. The participants of the research belonged to the three

major Pakistani languages: Punjabi, Saraiki and Urdu. The items of the questionnaire were analysed quantitatively. The perception of the speakers of Punjabi, Saraiki and Urdu for twelve macro strategies of EFL motivation was calculated through SPSS. The questionnaire was administered both in English and Urdu which is a language of the region of research site. Respondents were two thousand and eighty-nine in number who belonged to different educational institutes. Two statistical measures: mean and z score were adopted for analysis. The difference of both the mean and z score reveals usage and perception regarding micro and macro EFL motivation strategies. A negative difference score indicates that the macro or micro motivational strategy is underutilized. Further, ranking order indicates the most important macro strategies. These ranks of strategies were further compared within and with the languages; Punjabi, Saraiki and Urdu. Such a comparison reveals both most and least utilized macro and micro strategies with the diversity of the lingual context. The ranking reveals the importance and preference of a motivational strategy and their difference between speakers possessing diverse mother tongues. The participants, who were from diversified context, took part in survey with their willingness. This diversified participation provides an unbiased response about the construct of EFL motivational strategies. These participants were from different educational levels i.e. from tertiary education to higher education. The total number of participants and their context are presented below:

**Table 1***Participant's and their Context*

<b>Level of Institute</b>	<b>Participants</b>	<b>Urdu Speakers</b>	<b>Punjabi Speakers</b>	<b>Saraiki Speakers</b>
<b>University</b>	563	229	208	126
<b>College</b>	568	174	230	164
<b>Vocational College</b>	22	9	4	9
<b>Primary School</b>	112	32	30	50
<b>Middle School</b>	181	47	63	71
<b>High School</b>	583	169	216	198
<b>Play School</b>	6	3	1	2
<b>Private Lessons</b>	41	14	19	8
<b>Any Other</b>	13	4	2	7
<b>Total Sum</b>	<b>2089</b>	<b>681</b>	<b>773</b>	<b>635</b>



Table1 provides the context of the participants of this research. There were two thousand and eighty-nine (2,089) respondents of EFL Motivational Strategy Survey, of which six hundred and eighty-one (681) were Urdu Speakers, seven hundred and seventy-three (773) were Punjabi speakers and six hundred and thirty-five (635) were Saraiki speakers. The participants were from diversified educational institutes and level.

## Data Analysis

The data were collected through data collection tool i.e. EFL motivational strategy survey questionnaire, and it was tabulated for analysis on SPSS 21. The comparison based on speaker's perception was calculated about motivational strategies and it is attached in appendix A which provides detail of both macro- and micro-strategies. In Table 2 the detail of macro-strategies (Mac) is summarized.

**Table 2**

*Comparison of EFL macro-strategies among Speakers of Different Languages*

EFL macro-strategies	Mean			Mean Difference			z Score Difference		
	Urdu speaker	Punjabi speaker	Saraiki speaker	Urdu speaker	Punjabi speaker	Saraiki speaker	Urdu speaker	Punjabi speaker	Saraiki speaker
Mac S 1= "Proper Teacher Behaviour"	3.56	3.65	3.64	-0.01	0.07	0.06	1.14 (1)	-0.84 (9)	-1.1 (12)
Mac S 2= "Recognize students' effort"	3.42	3.49	3.58	-0.15	-0.08	0.00	0.5 (5)	0.78 (2)	0.88 (1)
Mac S 3= "Promote Learners Self Confidence"	3.43	3.43	3.49	-0.14	-0.14	-0.08	0.62 (4)	0.56 (3)	0.6 (3)
Mac S 4= "Create a Pleasant Classroom"	3.21	3.22	3.22	-0.36	-0.35	-0.35	-0.62 (9)	-0.76 (8)	-0.69 (8)
Mac S 5= "Present Task Properly"	3.53	3.54	3.44	-0.04	-0.03	-0.13	0.81 (2)	0.78 (2)	0.36 (4)
Mac S 6= "Increase Learners' Goal-Orientedness"	3.10	3.15	3.11	-0.47	-0.42	-0.46	-0.71 (10)	-0.73 (7)	-0.75 (9)

EFL macro-strategies	Mean			Mean Difference			z Score Difference		
	Urdu speaker	Punjabi speaker	Saraiki speaker	Urdu speaker	Punjabi speaker	Saraiki speaker	Urdu speaker	Punjabi speaker	Saraiki speaker
Mac S 7= “Make the Learning Task Stimulating”	3.11	3.13	3.09	-0.46	-0.44	-0.48	-0.8 (11)	-0.86 (10)	-0.92 (10)
Mac S 8= “Familiarize Learners with L2 related values”	3.09	3.14	3.06	-0.48	-0.43	-0.51	-0.83 (12)	-0.86 (10)	-0.98 (11)
Mac S 9= “Promote Group Cohesiveness and Group Norms”	3.34	3.36	3.40	-0.23	-0.21	-0.17	0.05 (7)	-0.02 (4)	0.2 (6)
Mac S 10= “Promote Learner Autonomy”	3.32	3.30	3.38	-0.25	-0.27	-0.19	0.11 (6)	-0.12 (5)	0.21 (5)
Mac S 11= “Resolving Disharmony between Language”	3.47	3.47	3.49	-0.10	-0.10	-0.08	0.81 (3)	0.9 (1)	0.84 (2)
Mac S 12= “Resolving Cultural and Historical Disagreement”	3.22	3.28	3.21	-0.35	-0.29	-0.36	-0.23 (8)	-0.13 (6)	-0.37 (7)

In Table 2, the three measures are shown against all macro strategies. These measures are mean score, mean difference and z score difference. Based on their respective z score difference, Mac S 11 “Resolving Disharmony between Language” is the highest in Punjabi speakers; Mac S 1 “Proper Teacher Behaviour” is the highest in Urdu speakers and Mac S 2 “Recognize Students’ Effort” is the highest in

Saraiki speakers. Comparatively we find a difference of perception among the speakers of all the three languages for their highest macro strategy.

Mac S 8 “Familiarise learners with L2 related values” is the lowest in Urdu speaker. In Punjabi speaker there are two macro strategies as the lowest: Mac S 8 “Familiarise learners with L2 related values” and Mac S 7 “Make the learning task stimulating”. In Saraiki speakers Mac S 1 “Proper teacher behaviour” is the lowest. Five macro-strategies in Urdu speakers and eight macro-strategies in Punjabi speakers and six macro-strategies in Saraiki speakers are underutilised out of twelve.

According to z score difference, following macro-strategies are underutilised:

Mac S 1= “Proper teacher’s behaviour” (in Punjabi speakers and Saraiki speakers only)

Mac S 4= “Create a Pleasant Classroom”

Mac S 6= “Increase Learners’ Goal-Orientedness”

Mac S 7= “Make the Learning Task Stimulating”

Mac S 8= “Familiarize Learners with L2 related values”

Mac S 9= “Promote Group Cohesiveness and Group Norms” (in Punjabi speakers only)

Mac S 10= “Promote Learner Autonomy” (in Punjabi speakers only)

Mac S 12= “Resolving Cultural and Historical Disagreement”

These EFL Motivational macro-strategies are in deficiency for their usage in Pakistani English classrooms.

## **Findings**

According to Table given in Appendix A, the speaker based EFL motivational strategies represent that Micro Strategy (Mic S) no. 23 “Establish a good relationship with students” has the highest while Mic S no. 19 “Invite some English-speaking foreigners” has the lowest mean score out of all fifty-three items.

On the other measure, based on their respective z score difference, Mic S no. 34 “Notice students’ progress and give positive feedback” has the highest z score difference in Urdu speakers and Mic S no. 51 “Encourage students to consider English as global language” has the highest z score difference in both Punjabi

speakers and Saraiki speakers while Mic S no. 19 “Invite some English speaking foreigners” has the lowest z score difference out of all fifty-three items. Here high z score difference represents the high importance and low z score represents low importance of a micro or macro strategy. Further, the importance of these strategies is different among different speakers of languages. The difference for the micro strategies is certainly dependent on the context of the mother tongue. Urdu speakers value ‘feedback’ and its positive approach as valuable but both Punjabi and Saraiki speakers find ‘encouragement’ as an important strategy. The reason is quite clear that both the Punjabi and Saraiki speakers are usually discouraged to use their mother tongue and second language in their conversation.

Based on their respective mean difference, in Urdu speakers’ perception, forty-four items, in Punjabi speakers’ perception forty items and in Saraiki speakers’ perception thirty-eight items of micro-strategies are underutilised out of all fifty-three items. However, if we analyse the same result on Z score difference, we realize that in the perception of Urdu speakers thirty-nine items whereas in Punjabi and Saraiki speakers’ perception forty-one items are underutilised out of all fifty-three items. These results may be analysed from another angle. For example, if analysed on the basis of mean score differences of the macro-strategies only, these results indicate twelve strategies in the perception of Urdu speakers, eleven in Punjabi speakers’ and ten macro-strategies in Saraiki speakers’ perception are underutilised out of all twelve macrostrategies.

Here, it is interesting that though the three language speakers have diversified option for the EFL motivational strategies, but the underutilisation of these micro strategies is almost the same. The reason is that in the classrooms most of these set and well-known English language strategies are not used in Pakistani classrooms nor among the speakers of different mother tongues. The underutilization of EFL motivational strategies is a common practice without any difference; it reveals that all educational institutes have the same practice.

**Table 3***Ranking of Motivational Macro Strategies and their Comparison*

<b>Motivational Macro Strategy</b>	<b>Urdu speaker</b>	<b>Punjabi speaker</b>	<b>Saraiki speaker</b>	<b>Taiwanese</b>	<b>Hungarian</b>
1. Set a personal example with your own behaviour.	1	9	12	1	1,4
2. Recognise students' effort and celebrate their success.	5	2	1	2	2
3. Promote learners' self-confidence.	4	3	3	3	5
4. Create a pleasant and relaxed atmosphere in the classroom.	9	8	8	4	2
5. Present tasks properly.	2	2	4	5	3
6. Increase the learners' goal-orientedness.	10	7	9	6	9
7. Make the learning tasks stimulating.	11	10	10	7	6
8. Familiarise learners with L2-related values.	12	10	11	8	10
9. Promote group cohesiveness and set group norms.	7	4	6	9	-
10 "Promote Learner Autonomy."	6	5	5	10	7
11. Resolving Disharmony between Language	3	1	2	-	-
12. Resolving Historical Disharmony	8	6	7	-	-

Table 3 presents the rank order of EFL motivational strategies based on different Pakistani perspectives i.e. Urdu speakers, Punjabi speakers and Saraiki speakers and a comparison is also provided with international research at Taiwan and Hungary.

In Table 3, the first macro-strategy “Set a personal example with your own behavior” is on the twelfth rank for Saraiki speakers, while it is on the ninth rank for Punjabi speakers and it is on the first rank for Urdu speakers. Urdu speakers’ ranking is on the first rank while rest of the perspectives fluctuate between the ninth to the twelfth rank, this disparity is noticeable which is between Urdu speakers and other speakers’ perspectives in this macro-strategy. Comparatively, Taiwan and Hungary also have ranked it as a first among all other Macro strategies, which is similar to Urdu speakers’ perception but different from Saraiki and Punjabi speakers.

The second macro-strategy “Recognize students’ effort and celebrate their success”, is on the first rank for Saraiki speakers; but, on the second rank for Punjabi speakers and on the fifth rank for Urdu speakers. Urdu speakers take it on the fifth rank while rest of the speakers fluctuate between the first to third rank, this disparity is again noticeable which is between Urdu speakers and other speakers of Punjabi and Saraiki perspectives in this macro-strategy. In comparison to the international research this macro strategy is on the second rank which is quite different from Urdu speakers, but in harmony with Saraiki and Punjabi speakers.

Third macro-strategy “Promote learner’s self confidence” is on the third rank for Punjabi and Saraiki speakers; and, it is on the fourth rank for Urdu speakers. International research also has shown it on the third and fifth rank.

The fourth macro-strategy of EFL Motivation ‘Create a pleasant and relaxed atmosphere in classroom’ is on the eighth rank for Punjabi and Saraiki speakers; and it is on the ninth rank for Urdu speakers but quite different ranks of four and second is given in international research. Comparatively, it is a diversity in local and international research.

The fifth macro-strategy “Present tasks properly” is on second rank for Urdu and Punjabi speakers; it is on the fourth rank for Saraiki speakers. In international research it is on the third and fifth rank which is a dissimilarity.

The sixth macro-strategy “Increase the learners’ goal orientedness” is on the seventh, ninth and tenth rank for Punjabi Saraiki and Urdu speakers respectively. The macro-strategy fluctuates between the seventh to tenth rank and may be considered as a disparity for Urdu speakers. Further, international research also has a diversity from sixth and ninth rank for this strategy.

The seventh macro-strategy “Make the learning tasks stimulating” is on the tenth rank for Punjabi, Saraiki speakers; while, it is on the eleventh rank for Urdu speakers. International research indicates the seventh and sixth ranks which is a dissimilarity between the local and international perception.

The eighth macro-strategy “Familiarize learners with L2-related values” is on the tenth rank for Punjabi speakers; and, on the eleventh rank for Saraiki speakers; and, on the twelfth rank for Urdu speakers. International research has given this strategy the eighth and tenth rank. It is not as much dissimilar as much we find in other macro strategies.

The ninth macro-strategy “Promote group cohesiveness and set group norms” is on the fourth rank for Punjabi speakers; on the sixth rank for Saraiki speakers; and on the seventh rank for Urdu speakers. The macro-strategy fluctuates between the fourth to seventh rank. International research has given it the ninth rank in Taiwan, and in Hungary, this strategy got no rank. Here we find dissimilarity in both local and international perception regarding the ranking of these strategies.

The tenth macro-strategy “Promote learners’ autonomy” is on the fifth rank for Punjabi, Saraiki speakers; and, on the sixth rank for Urdu speakers. While international research has the tenth and seventh rank which is once again different from local ranking for this macro strategy.

The eleventh macro-strategy “Resolving disharmony between language”, which is newly developed in Pakistani context, is on the first rank for Punjabi speakers; and, it is on the second rank for Saraiki speakers; and on the third rank for Urdu speakers. The macro-strategy fluctuates between the first to third rank which is significant. It was not in international research as it was developed in local context and interestingly it has a good rank among the other macro strategies as compared to international research.

The twelfth macro-strategy “Resolving historical disharmony” which is also a newly developed strategy in Pakistani context, is on the sixth rank for Punjabi speakers; and, it is on the seventh rank for Saraiki speakers; and, on the eighth rank for Urdu speakers. The macro-strategy fluctuates between the sixth to eighth rank which is normal and insignificant. This strategy was not available in international research as it was developed in accordance to local context.

The above comparison and discussion have revealed that the ranks are diversified not only in local languages but also with international research. Interestingly, there were also some similarities in international research with local research. When this similarity and dissimilarity is probed, further, it is revealed that sometimes a strategy is dissimilar within the comparison of local languages but the same strategy is also similar to the international research perspective. Sometimes this similarity of macrostrategies of international perspective is with Urdu speakers' perception, but in other macro strategies it is similar to either Saraiki or Punjabi speakers' perception. Further, the newly developed strategy also has a good rank in the local ranking which is an important and worth noting factor. All these important indications are dependent on the context and background of the diverse languages. The local languages have a quite different context from the research context of international languages.

In Table 4, a quantified representation of underutilization of twelve EFL Motivational macro-strategies is provided.

**Table 4**

*Utilization of EFL Motivational macro-strategies in Accordance to Speakers' Perspectives*

<b>Speakers' Perspective</b>	<b>Under Utilization of Total Macro Strategies</b>	
	on mean score difference	on z score difference
<b>Urdu speaker</b>	12	7
<b>Punjabi speaker</b>	11	8
<b>Saraiki speaker</b>	10	6

Table 4 represents the practice of EFL Motivational macro-strategies in Pakistani context. Based on their mean score difference, there is a range of ten (10) to twelve (12) underutilized macro-strategies out of twelve macro-strategies. In contrast, based on their z score difference, we find that there is a range of six (6) to eight (8) underutilized macro-strategies out of twelve macro-strategies. It reveals that more than half EFL motivational macro-strategies are poorly practiced in Pakistani English classrooms according to the speakers of Urdu, Punjabi and Saraiki.



**Table 5***Highest and Lowest Macro-strategies in Accordance with Speakers' Perspectives*

<b>Speakers' Perspective</b>	<b>High and Low ranked Macro strategy on Z Score Difference</b>	
	<b>Highest</b>	<b>Lowest</b>
<b>Urdu speaker</b>	Mac S 1= "Proper Teacher Behaviour"	Mac S 8= "Familiarize Learners with L2 related values"
<b>Punjabi speaker</b>	Mac S 11= "Resolving Disharmony between Languages"	Mac S 7= "Make the Learning Task Stimulating" & Mac S 8= "Familiarize Learners with L2 related values"
<b>Saraiki speaker</b>	Mac S 2= "Recognize students' effort"	Mac S 1= "Proper Teacher Behaviour"

In Table 5, the highest macro-strategy in Punjabi speakers is Mac S No. 11 "Resolving disharmony between languages" while in Saraiki speakers' perception, it is Mac S No. 2 "Recognise students' effort and celebrate their success" and in Urdu speakers it is Mac S No. 1 "Set a personal example with your own behaviour". This is a contrast that there is a complete diversity in three mother tongues that preferred different macro-strategies as the highest in accordance to their context and ethnolinguistic features.

We find the same contrast, in the lowest macro-strategy in accordance to different perspectives. The lowest macro-strategy for Saraiki speakers is Mac S No. 1 "Set a personal example with your own behaviour," and for Punjabi speakers it is Mac S No. 7 "Make the learning tasks stimulating," and Mac S No. 8 "Familiarise learners with L2-related values". It reveals that there is a difference of perception regarding the most underutilized macro-strategy between diversified mother tongues i.e. Urdu speakers and Punjabi speakers are alike, but Saraiki speakers' perception is sharply different.

Here, it is important to note that Mac S No. 1 "Set a personal example with your own behaviour," is marked as the lowest by Saraiki speakers but the same macro-strategy is considered the highest by Urdu speakers. It is noticeable that Mac S No. 1 "Set a personal example with your own behaviour," is also the highest

ranked macro-strategy in Taiwanese and Hungarian context. This similarity may be explained that English is the second language for Urdu speakers while for Saraiki speakers and Punjabi speakers English is third or sometimes fourth language. Respondents with Punjabi speakers and Saraiki speakers learn their first language at home, and Urdu as their second language in society, English is their third language which they learn at schools. The diversity in choices of the highest and the lowest of macro-strategies is in sharp contrast among different perspectives of this research. We can further look at micro strategies to find some patterns in them in Pakistani English classroom context.

We find that certain micro strategies are also underutilized in Pakistani English language classrooms. This indicates that these micro strategies are poorly administered in the EFL classrooms. The following Table 5 summarizes this situation.

**Table 6**

*Underutilization of EFL Micro Motivational Strategies in Accordance to Speakers' Perspectives*

	<b>Total number of Underutilized Micro Motivational strategies</b>	
<b>Perspective</b>	<b>on mean score difference</b>	<b>on z score difference</b>
<b>Urdu speaker</b>	44	39
<b>Punjabi speaker</b>	40	41
<b>Saraiki speaker</b>	38	41

Table 6 represents that underutilized micro-strategies ranges from thirty-eight (38) to forty-four (44) based on mean score difference, but according to z score difference this range of underutilization of micro strategies is from thirty-nine (39) to forty-one (41). Out of total fifty-three micro strategies, the underutilized items are noticeably high. Both mean score difference and z score difference show almost same underutilization of micro motivational strategies.

**Table 7***Highest and Lowest EFL Micro Motivational Strategies in Accordance to Speakers' Perspectives*

Perspective	Highest Mic Strategies		Lowest Mic Strategies	
	on mean score	on z score difference	on mean score	on z score difference
<b>Urdu speaker</b>	Mic S no. 23. “Establish a good relationship with students”	Mic S no. 34. “Notice students’ progress and give positive feedback”	Mic S no. 19. “Invite some English-speaking foreigners”	Mic S no. 19. “Invite some English-speaking foreigners”
<b>Punjabi speaker</b>	Mic S no. 23. “Establish a good relationship with students”	Mic S no. 51. “Encourage students to consider English as global language”	Mic S no. 19. “Invite some English-speaking foreigners”	Mic S no. 19. “Invite some English-speaking foreigners”
<b>Saraiki speaker</b>	Mic S no. 23. “Establish a good relationship with students”	Mic S no. 51. “Encourage students to consider English as global language”	Mic S no. 19. “Invite some English-speaking foreigners”	Mic S no. 19. “Invite some English-speaking foreigners”

Table 7 represents that based on mean score difference the highest micro strategy in practice is micro strategy no. 23. “Establish a good relationship with students” in all speakers of the research participants. Based on z score difference perspectives for the highest micro strategy are different; for Urdu speakers it is Mic S no.34. “Notice students’ progress and give positive feedback”; for Punjabi and Saraiki speakers it is micro strategy no.51. “Encourage students to consider English as global language”. It is interesting that the lowest practiced micro strategy is identified unanimously, based on both mean score difference and z score difference, which is micro strategy no.19. “Invite some English-speaking foreigners”.

## Conclusion

Speakers based data show a disparity of results of Urdu speakers, Punjabi speakers and Saraiki speakers. Urdu speakers’ perspective has a lower number of

underutilized items than Punjabi speakers and Saraiki speakers. Punjabi speakers and Saraiki speakers, based on z score difference, have the same micro strategy as highest but Urdu speakers have a quite different Mic S as the highest. The lowest micro strategy, based on z score difference, is the same in perception of all the speakers. Regarding macro Strategy, Urdu speakers, Punjabi speakers and Saraiki speakers, all have ranked different macro strategies as highest, which shows dissimilarity. The lowest ranked macro strategy is similar in Urdu speakers' and Punjabi speakers' groups, but Saraiki speakers have a different lowest ranked macro strategy. Urdu speakers show harmony with international researched languages on EFL motivational strategies i.e. Hungarian and Taiwanese languages by sharing the same macro strategy as the highest while Saraiki speakers ranked the same as the lowest macro strategy. This tendency of ethnolinguistic reality is an important factor for the adoption of EFL motivational strategies. It has been already highlighted that learners of Urdu speakers learn English as their second language while Punjabi speakers and Saraiki speakers learn English as their third language.

Mother tongue has different propensities towards EFL motivational strategies. This research has shown differences and dissimilarities of the speakers of Urdu, Punjabi and Saraiki languages. The awareness, among English language teachers, must be raised for the importance of mother tongue of learners in EFL learning. Indigenous languages of Pakistan have different language systems from the systems of English language. Such differences of languages may be resolved through the appropriate explanations, comparisons, analogies and interlanguage researches. The mother tongue specific EFL motivational strategies must be incorporated in different teachers' training programmes so that they may use them to create a motivation for English language learning in classrooms.

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## Appendix: A

**Table:** Speakers based Macro and Micro EFL motivational strategies

EFL Motivational Strategies	Mean			Mean Difference			Z Score Difference (Rank Order)		
	Urdu speaker	Punjabi speaker	Saraiki speaker	Urdu speaker	Punjabi speaker	Saraiki speaker	Urdu speaker	Punjabi speaker	Saraiki speaker
<b>Mac S 1= “Proper Teacher Behaviour”</b>	<b>3.56</b>	<b>3.65</b>	<b>3.64</b>	<b>-0.01</b>	<b>0.07</b>	<b>0.06</b>	<b>1.14 (1)</b>	<b>-0.84 (9)</b>	<b>-1.1 (12)</b>
02. “Teacher respect and care student”	3.75	3.83	3.86	0.17	0.25	0.28	-0.92	-0.73	-0.94
17. “Show enthusiasm for teaching English”	3.66	3.64	3.65	0.08	0.06	0.07	-0.75	-0.55	-0.89
23. “Establish a good relationship with students”	3.89	3.98	3.92	0.31	0.4	0.34	-0.55	-0.58	-0.75
40. “Share with students that teachers’ learning of English has enriched his life”	3.29	3.38	3.37	-0.29	-0.2	-0.21	0.22	0.09	0.19
47. “Try to be genuine in front of students”	3.22	3.45	3.44	-0.36	-0.13	-0.14	-0.24	0.41	0.41
<b>Mac S 2= “Recognize students’ effort”</b>	<b>3.42</b>	<b>3.49</b>	<b>3.58</b>	<b>-0.15</b>	<b>-0.08</b>	<b>0.00</b>	<b>0.5 (5)</b>	<b>0.78 (2)</b>	<b>0.88 (1)</b>
08. “Monitor Students Accomplishment and celebrate”	3.05	3.2	3.19	-0.53	-0.38	-0.39	-1.05	-0.76	-0.77
15. “Make sure grades reflect both achievement and effort”	3.47	3.62	3.64	-0.11	0.04	0.06	0.74	-0.95	-1.13



EFL Motivational Strategies	Mean			Mean Difference			Z Score Difference (Rank Order)		
	Urdu speaker	Punjabi speaker	Saraiki speaker	Urdu speaker	Punjabi speaker	Saraiki speaker	Urdu speaker	Punjabi speaker	Saraiki speaker
42. "Encourage learners to see their failure as insufficient effort on their part"	3.55	3.55	3.8	-0.03	-0.03	0.22	1.09	1.01	-0.54
46. "Show students that their effort is recognized"	3.61	3.61	3.73	0.03	0.03	0.15	-0.93	-1.38	-0.96
<b>Mac S 3= "Promote Learners Self Confidence"</b>	<b>3.43</b>	<b>3.43</b>	<b>3.49</b>	<b>-0.14</b>	<b>-0.14</b>	<b>-0.08</b>	<b>0.62 (4)</b>	<b>0.56 (3)</b>	<b>0.6 (3)</b>
11. "Design tasks that are within learner's ability"	3.27	3.26	3.29	-0.31	-0.32	-0.29	-0.01	-0.34	-0.11
28. "Encourage learners through belief that they can do the task"	3.54	3.59	3.62	-0.04	0.01	0.04	0.94	-1.07	-1.13
33. "Make clear to students about effective and meaningful communication"	3.27	3.25	3.34	-0.31	-0.33	-0.24	-0.13	-0.34	-0.27
34. "Notice students' progress and give positive feedback"	3.55	3.58	3.65	-0.03	0	0.07	1.17	-1.32	-1.05
36. "Teach students learning techniques for effective and easy learning"	3.56	3.51	3.58	-0.02	-0.07	0	1.12	0.92	0.99
<b>Mac S 4= "Create a Pleasant Classroom"</b>	<b>3.21</b>	<b>3.22</b>	<b>3.22</b>	<b>-0.36</b>	<b>-0.35</b>	<b>-0.35</b>	<b>-0.62 (9)</b>	<b>-0.76 (8)</b>	<b>-0.69 (8)</b>

EFL Motivational Strategies	Mean			Mean Difference			Z Score Difference (Rank Order)		
	Urdu speaker	Punjabi speaker	Saraiki speaker	Urdu speaker	Punjabi speaker	Saraiki speaker	Urdu speaker	Punjabi speaker	Saraiki speaker
1. "Bring in and Encourage Humour"	3.22	3.19	3.17	-0.36	-0.39	-0.41	-0.6	-0.67	-0.97
21. "Use short and interesting opening activities"	3.09	3.12	3.17	-0.49	-0.46	-0.41	-0.56	-0.91	-0.64
30. "Create a supportive and pleasant classroom climate"	3.53	3.51	3.49	-0.05	-0.07	-0.09	0.97	0.83	0.67
41. "Avoid social comparisons among students"	3.04	3.08	3.06	-0.54	-0.5	-0.52	-1.45	-1.28	-1.31
<b>Mac S 5= "Present Task Properly"</b>	<b>3.53</b>	<b>3.54</b>	<b>3.44</b>	<b>-0.04</b>	<b>-0.03</b>	<b>-0.13</b>	<b>0.81 (2)</b>	<b>0.78 (2)</b>	<b>0.36 (4)</b>
06. "Give clear instruction to carry out a task"	3.52	3.59	3.46	-0.06	0.01	-0.12	0.82	-0.77	0.4
25. "Give good reasons in favour of activities"	3.54	3.5	3.43	-0.04	-0.08	-0.15	0.77	0.68	0.32
<b>Mac S 6= "Increase Learners' Goal-Orientedness"</b>	<b>3.10</b>	<b>3.15</b>	<b>3.11</b>	<b>-0.47</b>	<b>-0.42</b>	<b>-0.46</b>	<b>-0.71 (10)</b>	<b>-0.73 (7)</b>	<b>-0.75 (9)</b>
10. "Encourage students to set realistic short-term goals"	3.25	3.29	3.22	-0.33	-0.29	-0.36	-0.13	-0.21	-0.4
20. "Help students to develop realistic beliefs about learning"	3.13	3.12	3.07	-0.45	-0.46	-0.51	-0.79	-0.82	-1
26. "Try to find out students' need to build curriculum"	3.19	3.25	3.25	-0.39	-0.33	-0.33	-0.39	-0.21	-0.13

EFL Motivational Strategies	Mean			Mean Difference			Z Score Difference (Rank Order)		
	Urdu speaker	Punjabi speaker	Saraiki speaker	Urdu speaker	Punjabi speaker	Saraiki speaker	Urdu speaker	Punjabi speaker	Saraiki speaker
31. "Display the class goals on the wall regularly"	2.85	2.98	2.94	-0.73	-0.6	-0.64	-1.51	-1.61	-1.48
<b>Mac S 7= "Make the Learning Task Stimulating"</b>	<b>3.11</b>	<b>3.13</b>	<b>3.09</b>	<b>-0.46</b>	<b>-0.44</b>	<b>-0.48</b>	<b>-0.8 (11)</b>	<b>-0.86 (10)</b>	<b>-0.92 (10)</b>
12. "Introduce in lessons various interesting content and topics"	3.23	3.12	3.01	-0.35	-0.46	-0.57	-0.76	-1.12	-1.45
13. "Make tasks challenging and problem solving"	3.1	3.15	3.18	-0.48	-0.43	-0.4	-0.73	-0.67	-0.48
18. "Break the routine by varying presentation format"	3.25	3.32	3.3	-0.33	-0.26	-0.28	-0.28	-0.05	-0.19
27. "Allow students to produce things that can be displayed"	2.86	2.93	2.95	-0.72	-0.65	-0.63	-1.68	-1.8	-1.4
43. "Make tasks attractive and novel raise curiosity"	3.29	3.32	3.23	-0.29	-0.26	-0.35	-0.13	0.04	-0.48
45. "Enrich communication by presenting auditory and visual aids"	2.94	2.95	2.9	-0.64	-0.63	-0.68	-1.28	-1.55	-1.5
<b>Mac S 8= "Familiarize Learners with L2 related values"</b>	<b>3.09</b>	<b>3.14</b>	<b>3.06</b>	<b>-0.48</b>	<b>-0.43</b>	<b>-0.51</b>	<b>-0.83 (12)</b>	<b>-0.86 (10)</b>	<b>-0.98 (11)</b>
04. "Familiarize Cultural background"	3.27	3.32	3.11	-0.31	-0.26	-0.47	-0.07	-0.21	-1.02

EFL Motivational Strategies	Mean			Mean Difference			Z Score Difference (Rank Order)		
	Urdu speaker	Punjabi speaker	Saraiki speaker	Urdu speaker	Punjabi speaker	Saraiki speaker	Urdu speaker	Punjabi speaker	Saraiki speaker
07. "Invite senior student to talk with class"	2.89	2.99	2.93	-0.69	-0.59	-0.65	-1.81	-1.65	-1.5
09. "Regularly remind students of English and Success"	3.69	3.77	3.74	0.11	0.19	0.16	-0.8	-0.46	-0.78
19. "Invite some English-speaking foreigners"	2.1	2.12	2.06	-1.48	-1.46	-1.52	-3.87	-3.7	-3.9
32. "Bring various authentic cultural products as materials"	2.68	2.71	2.62	-0.9	-0.87	-0.96	-2.31	-2.33	-2.61
38. "Highlight the usefulness of English"	3.4	3.48	3.39	-0.18	-0.1	-0.19	0.6	0.83	0.38
39. "Motivate students by uses of English in class"	3.63	3.61	3.62	0.05	0.03	0.04	-0.98	-1.23	-1.1
<b>Mac S 9= "Promote Group Cohesiveness and Group Norms"</b>	<b>3.34</b>	<b>3.36</b>	<b>3.40</b>	<b>-0.23</b>	<b>-0.21</b>	<b>-0.17</b>	<b>0.05 (7)</b>	<b>-0.02 (4)</b>	<b>0.2 (6)</b>
03. "Create Opportunity to mix up"	3.44	3.43	3.51	-0.14	-0.15	-0.07	0.65	0.52	0.81
05. "Explain Class Rules"	3.75	3.68	3.73	0.17	0.1	0.15	-0.87	-0.82	-0.91
16. "Ask learners to recommend useful classroom rules"	3.14	3.28	3.31	-0.44	-0.3	-0.27	-1.04	-0.79	-0.51
35. "Include activities that require students' to work in groups"	2.92	3.08	3.06	-0.66	-0.5	-0.52	-1.37	-1.04	-1.12

EFL Motivational Strategies	Mean			Mean Difference			Z Score Difference (Rank Order)		
	Urdu speaker	Punjabi speaker	Saraiki speaker	Urdu speaker	Punjabi speaker	Saraiki speaker	Urdu speaker	Punjabi speaker	Saraiki speaker
44. "Encourage students to share personal experiences as a part of learning"	3.48	3.36	3.41	-0.1	-0.22	-0.17	0.48	-0.12	0.3
<b>Mac S 10= "Promote Learner Autonomy"</b>	<b>3.32</b>	<b>3.30</b>	<b>3.38</b>	<b>-0.25</b>	<b>-0.27</b>	<b>-0.19</b>	<b>0.11 (6)</b>	<b>-0.12 (5)</b>	<b>0.21 (5)</b>
14. "Teach students self-motivating strategies"	3.38	3.37	3.43	-0.2	-0.21	-0.15	0.39	0.31	0.67
22. "Involve students to design language course"	3.11	2.95	3.09	-0.47	-0.63	-0.49	-0.73	-1.64	-0.88
24. "Encourage students' active participation in activities"	3.59	3.64	3.71	0.01	0.06	0.13	-1.09	-0.94	-1
29. "Give students choice for their assessment"	3.18	3.18	3.29	-0.4	-0.4	-0.29	-0.56	-1.04	-0.41
37. "Adopt the role of a facilitator and not of encyclopaedia"	3.39	3.43	3.48	-0.19	-0.15	-0.1	0.51	0.61	0.51
48. "Give students opportunities to assess themselves"	3.28	3.25	3.31	-0.3	-0.33	-0.27	-0.19	-0.34	-0.16
<b>Mac S 11= "Resolving Disharmony between Language"</b>	<b>3.47</b>	<b>3.47</b>	<b>3.49</b>	<b>-0.10</b>	<b>-0.10</b>	<b>-0.08</b>	<b>0.81 (3)</b>	<b>0.9 (1)</b>	<b>0.84 (2)</b>

EFL Motivational Strategies	Mean			Mean Difference			Z Score Difference (Rank Order)		
	Urdu speaker	Punjabi speaker	Saraiki speaker	Urdu speaker	Punjabi speaker	Saraiki speaker	Urdu speaker	Punjabi speaker	Saraiki speaker
49. "Encourage students to resolve differences between English and mother tongue"	3.25	3.2	3.15	-0.33	-0.38	-0.43	-0.28	-0.39	-0.61
51. "Encourage students to consider English as global language"	3.57	3.55	3.6	-0.01	-0.03	0.02	-1.21	1.04	1.21
53. "Give students understanding that there is no clash with religion if they use English"	3.6	3.67	3.74	0.02	0.09	0.16	-1.27	-1.43	-1.32
<b>Mac S 12= "Resolving Cultural and Historical Disagreement"</b>	<b>3.22</b>	<b>3.28</b>	<b>3.21</b>	<b>-0.35</b>	<b>-0.29</b>	<b>-0.36</b>	<b>-0.23 (8)</b>	<b>-0.13 (6)</b>	<b>-0.37 (7)</b>
50. "Eliminate disrespect and hate for English language"	3.27	3.3	3.2	-0.31	-0.28	-0.38	-0.04	-0.05	-0.51
52. "Discuss and settle disagreement of cultures of English and Muslims of Pakistan"	3.17	3.28	3.24	-0.41	-0.3	-0.34	-0.45	-0.17	-0.21