MOTHER TONGUE INFLUENCE ON THE CHOICE OF LANGUAGE LEARNING STRATEGIES BY THE PAKISTAN ARMY OFFICERS

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Abstract
The investigation is designed to explore overall language learning strategies used by Pakistan Army Officers and to examine the relationships as well as patterns of variations in frequency of Officers reported language learning strategy use with reference to their self rated proficiency levels (high, moderate, and low) and influence of mother tongue (Urdu, Punjabi, Pushto, Saraiki and others) on the choice of language learning strategies by them. The participants of the study were 162 Pakistan Army Officers of different mother tongues, as mentioned above, performing their duties in Bahawalpur cantonment. A SILL (strategy inventory for language learning, Oxford, 1996) questionnaire was used as the main instrument for the data collection. The Alpha Coefficient (α) or Cronbach Alpha was employed to check the intended consistency of the strategy questionnaire. The reliability estimated based on 162 Pakistan Army Officers’ sample is 0.82 which is high when compared with the acceptable reliable coefficient of .70. The simple descriptive statistics were used to describe level of frequency use, while an Analysis of variation (ANOVA) and the Chi-square tests were used as the main statistical methods in data analysis to seek the relationship between the frequency of strategy use and the mother tongues difference. The finding shows that, on the whole these Pakistan Army Officers reported medium frequency of strategy use in the six main categories of language learning strategies, namely 1) ‘Memory strategies’; 2) ‘Cognitive strategy’; 3) ‘Compensation strategies’; 4) ‘Meta-cognitive strategies’; 5) ‘Affective strategies’; 6) ‘Social strategies’. The results of data analysis demonstrate that the frequency of Pakistan Army Officers’ overall reported use of strategies varied significantly in terms of mother tongue.