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## Identification of Speech Acts: A Linguistic Analysis of Advertisements in Pakistan

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### Abstract

*This study demonstrated the usage of speech acts in Pakistani advertisements employed to attract the addressees. Advertisements were used as a productive tool to entice the consumer to purchase the goods from the seller. The speech act theory by Searle (1969) provided a theoretical framework for the study of these advertisements. The data for this study were collected in the form of 30 written advertisements printed in newspapers and magazines and came from social media like Facebook were taken. A simple qualitative descriptive technique was used to analyze the data and to uncover the hidden directions and assertions used within the advertisements. The data were analyzed and classified according to speech act theory, and the frequency with which these speech acts had been used was noted, which provided the necessary evidence to support the idea that advertisers used speech acts usually to persuade the addressee, they provide them with information, arise their emotions and vows about the lucrative consequence of purchasing from them. The results of this study have shown that the most commonly used speech acts by advertisers are directives, commissive and assertive acts. These included the act of giving directions, orders, suggestions, and advice. They often used claim, assert, affirm, vow, and even promise the brand's reliability.*

**Key Words:** Advertisements, Brands in Pakistan, Linguistic features, Speech act theory

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### Introduction

Advertisement is a way of communication between the seller and the buyer. It is a tactic that is used to influence the buyer to attract him

to purchase the thing that is being advertised. Gillian Dyer (1982) defines advertising as a way of drawing the attention of somebody to something or informing somebody

about something. A number of tools and platforms are used to advertise an object like newspaper magazines, posters, billboards, and many electronic media platforms are extensively being used these days, like televisions and social media platforms like Facebook, YouTube, Instagram, websites, bloggers, and many others to convey the idea which compels the buyer to make a choice to purchase something from them. Dyer (1982) describes advertisements as “an attempt to manipulate people into buying a new way of life as well as things”.

Speech act theory was introduced by Austin in 1962. He defines speech acts as the expressions of psychological states (embarrassment, gratitude, regrets) used to convey a thought or idea which induces or elicit an action (e.g., ordering, warning, requesting) to maintain social interaction. He claimed that while uttering a sentence, we undergo three types of acts. One is locutionary (the act of saying something), the other is illocutionary act (the intention behind saying something) and the third one is perlocutionary (the effect created by an utterance).

Searle (1994) worked more extensively on speech act theory by stating, “speaking a language is performing speech acts”. Searle describes speaking a language as an

act of playing a game because he considers that both these actions are actually governed by some specified rules. He further argued that to master a language we need to master these rules. Searle gave the idea of illocutionary force indicating devices (IFID). He claimed that some linguistic devices are used to bring out the illocutionary force of an utterance. These linguistic devices are intonation, contour, punctuation, word order, stress, adverbs etc. He proposed if any utterance gives a clear idea of the intention of what the speaker wants to convey, then it is not important to show an illocutionary act in the utterance.

For decades different brands are not only concerned primarily with promotions of their goods and services but are also concerned with the manipulation of their social values and ideologies to hypnotize their buyers. Advertisement can be used to educate people and make them aware of their social and personal functions in an appropriate way. Many techniques are employed that use the content that has a direct association with their social values, religious values, and ethics, which leaves a huge impact on the psychological aspect of their brain. There are a lot of persuasive strategies which are used by advertisers to make the consumers to catch the attention of their product. These appeals could be



emotional, rational, humorous, adventurous, or romantic appeal. They may offer problem solving solutions to social or routine life issues.

In Pakistan, advertising agencies use enormous appeals and make exquisite use of language to attract the audience, implicitly applying a number of speech acts to make the consumers purchase their product. This paper analyzes the different kinds of speech acts used in Pakistani advertisements. The language used by Pakistani media in advertisements is generally precise, concise, and easily comprehensible enabling even the layman to understand with no difficulty because, a big fragment of the Pakistani population is unprivileged which are to be addressed at equal level. The slogans of these brands are generally in the English language from the very beginning but the full advertisement is generally addressed in the national language. However, a number of brands are now making extensive use of English to broadcast their ads in the English language.

Words are played with, to manipulate the reader. Sometimes words used are distorted to make an attractive statement like, “goooooo nite”. Bovee and Arens (1992) in *contemporary advertising* claimed “words do sell”, thus the advertisers

use unusual, stylish, and crispy language to seek the attention of readers or viewers. Sometimes imperative sentences are used like, “Feel good, Look good” by Lipton tea. Words communicate feelings; thus, words should be used with the deliberate choice to impact the viewers or reader’s psychology. Brand names of the objects are often associated with the concept that they want to convey regarding the object like “sweet sixteen” creates an image of beauty, “lifebuoy” evokes an image of health, “Sunsilk” kindles a silky-smooth image. Metaphors, symbolic language, alliteration, and rhymes are also used in advertisements.

### **Purpose**

The purpose of this study is to analyze and focus on the linguistic aspect of written advertisements. This paper attempts to focus on the linguistic features of adverts, using speech act theory to describe how language delivers the hidden intentions of the advertisers, beyond the syntactic level. This study leads to extensive use of pragmatics in order to study meaning beyond the surface use of language. This paper argues that in analyzing the linguistic feature of an utterance or a written language it is very important to look at the context in which it is used by the user and the situation under which it has

been used by user. The language by the advertisers is generally witty, concise and picturesque to win the interest of audience. To uncover the illocution behind the language that is used in advertisements of Pakistan, is the main focus of this study.

### **Research Objectives**

The main objectives of this study are;

1. To analyze and classify different speech acts used in written advertisements of different Pakistani brands?
2. To figure out the frequency with which the speech acts have been used in each advertisement under study?

### **Research Questions**

1. What kind of speech acts are used in some written advertisement of Pakistan?
2. What is the frequency with which these speech acts have been used in the given advertisements?

### **Significance of Study**

This study brings forth the use of speech acts by advertising agencies in Pakistan. It focuses on the linguistic features and the way they have been used to uncover the implicit and explicit use of speech

acts. It tends to highlight the hidden meaning of text used in advertisements and slogans of brands, which is more related to the contextual aspect of text.

This study may give a lucrative insight into the language usage and its comparative variables bring forth by different brands, which consequently, can give benefit to the advertising agencies, to have an outlook of what has already been expressed and displayed in the market. It may give them idea about how words can be used in a better way to win the audience.

### **Delimitations**

This study solely focuses on the identification and classification of speech acts employed by advertisers to manipulate or tempt the consumers and viewers. Advertisements which have been published in print media like, newspapers, magazines and on social media like Facebook by different national and international brands in Pakistan, in the past few decades, will be taken into consideration.

This research was qualitative descriptive study in nature. Theory of speech act was employed to classify the data based on observations and interpretations.

## Literature Review

This study is about the language used in written advertisements in the form of speech acts to provoke the readers or addressee. Advertisers use language as a tool to entice the customers and compel them to purchase the product. Kotler (1996), stated that the basic purpose of advertisement is the conveyance of the underlying message important to be delivered, which is generally conveyed through the images and the written forms. It is important for message in adverts to be transported well in an efficient manner, otherwise, the purpose of communication will be lost and the process will be disturbed. Suyanto (2007) claims that in advertisements, exquisite language is used for the purpose of enticing the readers to get positive responses from them. If the intention of the advertiser is not fully understood by the customers, the essence of the advertisement gets failed.

Austin proposed the idea of speech acts in his book *"How To Do Things With Words"*. He pointed out that "the total speech act in the total speech situation is the only actual phenomenon which, in the last resort, we are engaged in the elucidating" (Austin 1962). He states that speech act are the expression of psychological emotional or social

interaction which involves regrets thanks giving requesting warning etc. He classified the sentences into three acts; a locutionary act, which is the utterance of the sentence, an illocutionary act, which is the intention behind the utterance, a perlocutionary act, which define the effects of the utterance on the listener. It means the ultimate consciousness arise by the locutionary force of a sentence. Searle 1994 further extended the study of speech acts and define them as the "basic and minimal units of linguistic communication". He classifies the speech act as directives, assertive, declarative, commissive. Van Dijk (1992) differentiates speech act as micro speech act and macro speech act. Macro speech acts are the individual speech acts and macro speech acts or global speech acts are the utterances of the whole discourse. Dijk believes that advertisements and narratives discourse is generally associated with global speech acts. (Van Dijk, 1992). Taking into account the pragmatic function of discourse and interpersonal relations, Brinker classified speech acts into five textual categories i.e., information, obligation, appeal, declaration, and contact function.

An ample amount of research work has been done pertaining to the speech act analysis of advertisements. Simon (2008) at Politechnica

University of Timisoara performed a study to programmatically analyze and classify the speech acts found in written advertisements found in newspapers and magazines. These advertisements were 31 in number.

Dr. Chilwa (2007) performed research on “A speech act analysis of written adverts of soft drinks in Nigeria.” This research attempted to present and classify 20 Advertisements of soft drinks taken from print media during the period of 2000-2006 in Nigeria

The research was conducted by Novianti and Maliyani (2018) in Indonesia about the analysis of speech acts used in the advertisements regarding children milk on electronic media. The study concluded that most commonly used speech acts were representative and commissive.

A study performed by Simon and Dejica-Cartis (2014) in Politechnica University of Timisoara on the identification and classification of speech acts found in written advertisement classified the adverts on the basis of micro-speech acts and macro-speech acts. They concluded that the fundamental function of these advertisements was of persuasion and providence of information to the addressee.

Bayat (2013) conducted a study in which he studied 150

participants who were continuing their education program. The researcher researched upon the strategies with which they carry out the functions or acts of complaining, thanking apologizing and refusing. He found that the participants underwent acts of apologizing, thanking and refusing explicitly and usually they performed the complaining acts implicitly.

Al Eryani (2007) conducted a study on Yemeni learners of the English language in which he discussed speech acts with a focus on three strategies in the study. These are “excuse”, “expression of regret” and “offer of an alternative” strategies. In his study “giving a reason”, “excuses” “offering another option” or “giving an alternative” have almost the same function each other. In the same way Guo (2012) focused on similar strategies like direct, reason avoidance, criticism, and alternative. He also found that reason direct and alternative function the same way.

A study was conducted by Putri et al (2020) where the researchers discussed the illocutionary acts of judges and their comments on America’s next top model and Asia’s next top model. The framework of the study was Searle (1979) illocutionary acts and the study concluded that most used speech acts in America’s next Top

next model were assertive and declaratives accounted for 33.33%. In Asian Next top models declarative function was not found. The study also concluded that Asian's are more expressive than Americans and Americans are more formal and to the point.

Della and Sembiring (2018) performed a study for elucidating different directive speech acts used in the script of movie "the sleeping beauty". The study found that the types of speech acts used were command, request, permission, prohibition and question, among them most commonly used were of command type.

## **Methodology**

### **Theoretical Framework**

Speech act theory was first introduced by Austin who divided it into three acts; locutionary, perlocutionary and illocutionary. Searle (1979) further worked to categorize these acts. According to Searle speech acts are "utterances that have performative function in language and communication".

Searle classified the illocutionary acts as assertive, directives, commissives, expressives, declaratives. Assertives are those speech acts in which the speaker is committed to be true. Assertives may

be true or false these include suggestions, stating, replying, concluding, predicting, disagreeing etc. Directives are those speech acts in which the speaker attempts to get the hearer do something. Directives may be obeyed or disobeyed and include orders, commands, pleading, insisting etc. Commissives tells about the speaker's voluntary action in future. These include vows, promises, guarantees, oaths etc. Expressive acts are those in which speaker's emotions and the feeling towards something is revealed. These include thanking, apologizing, welcoming, congratulating etc. Declaratives are those speech acts which when uttered cause a change in external situation or state of an object or event. These are kind of declarations which alter external states like, firing, denouncing, pronouncing, declaring, announcing and appointing etc.

### **Data Collection**

Data was collected in the form of morphological or syntactic features, gathered from the written advertisements printed in newspapers and magazines or the advertisements that were posted on social media like Facebook, in the past few years. Data was also collected from the language used in slogans raised by many brands in Pakistan. The brands taken under consideration are generally top brands of Pakistan selling goods that

belongs to household items or items of cleanliness, personal hygiene, electronics, fashion, beauty, textile, mobile networks and eatables of different kinds.

### **Sampling**

A number of 30 advertisements different brands were selected for the study of linguistic features of the written advertisements in the newspapers, magazines and facebook. The criterion for the selection of these brands was, that it should either be a national brand of Pakistan or an international brand used in Pakistan.

### **Data Analysis Tools**

Data was collected from the advertisements of Pakistani brands published in print media and social media and was analyzed using qualitative descriptive method. The simple technique of context analysis was applied and the gathered data was classified in the form of table, by employing speech act theory of linguists mentioned in this paper, to uncover the implicit or explicit intention depicted in advertisements. Their frequencies were also calculated to bring out their extent of usage.

## **Results and Discussions**

### **The Data**

KFC – Its finger licking good  
Coca Cola – Open happiness  
Macdonalds – I am lovin it  
Apple – Think different  
Loreal – Because you are worth it.  
Mitsubishi Electric – Changes for the better.  
PEL – Change your life.  
Orient – Live in innovation.  
Haier – Inspired living.  
TUC – Invest in some real taste estate.  
Hardees – Eat like you mean it.  
Stylo – Run Confidently.  
Sunsilk – its your time to shine.  
Sunsilk – Give your hair the perfect care they deserve.  
Pentene – The best solution for all hair fall problems.  
Nestle Milk Pack – Eat healthy and drink healthy.  
Fanta – Share the fun.  
Pepsi – Dare for more  
Dew – The success is beyond the fear.  
Nescafe – Bring out the best in you.  
Dawlance – Dawlance is reliable.  
Cross stitch – Its all about wow factor.  
Eden Robe – Time to splurge on the best of women ‘s wear.  
Bonanza – Embrace the gardener of brilliant designs in marvelous hues, with Bonanza Satrangi.

Ego – Shopping is never a bad idea.  
 Gul Ahmed Ideas – New things are good things.  
 Khaadi – Unlock a fresh and vibrant look every day.

So-Kamal –Align your wardrobe with latest trends.  
 Care – Care for confidence.  
 Vestire Collection – Explore yourself by stepping up an

**Table 4.1**

*Classification of Advertisements According to Respective Speech Acts*

<b>Assertive (10)</b>	<b>Directives (18)</b>	<b>Declaratives (2)</b>	<b>Commisives (11)</b>	<b>Expressive (2)</b>
KFC	Coca Cola	Ego	Care	L'Oreal
Gul Ahmed	Bonanza	Gul Ahmed	Khaadi	MacDonald's
MacDonald's	Apple		Eden Robe	
Dew	Khaddi		Dawlance	
L'Oreal	PEL		Dew	
PEL	SO-Kamal		Pepsi	
Haier	Orient		Panteen	
Dawlance	Tuc		SunSilk	
Crosstich	Care		Haire	
Ego	Hardees		Orient	
	Vestire		Mitsubishi	
	Sunsilk			
	Nestle, Fanta and Pepsi			
	Nescafe and Eden Robe			

**Table 4.1** shows the classification of adverts according to the speech acts used within them and the apparent and concealed intention

of the advertiser to influence the addressee. The results have shown that directives have been used more extensively by the advertisers which urge the addressee to take an action

and eventually cause the purchasing of goods from the sellers. These have been employed by big brand names like apple, Pel, Khaadi, Coca-Cola etc.

As in Nescafe add they direct us “to bring out the best within you”. Actually, they urge us to bring out our best version out of ourselves by taking Nescafe coffee and staying active. Assertive have also been used too much within these adds, which generally asserts, claims and states about the reliability or authenticity of the brand. Assertives are most commonly used within the ads of

brands which include electronics like Haier, Dawlance etc. and brands of foods like KFC and Dew etc.

Commissives have been employed to commit, promise, offer or assure about the lucrative act of purchasing the goods as in ads like edenrobe, Khaadi, Pantene etc. Expressive acts and declaratives have been used less often by the brands. The former incites the emotions and feelings of addressee and the later declares or pronounces about the rapport of brand or an idea raised by the brand.

**Table 4.2**

*Frequency of usage of speech acts*

Types of Speech Acts (Searle)	The frequency with which this speech acts have been used in given ads	Total number of adds
Assertives	10	
Commissives	11	
Directives	18	30
Expressives	2	
Declaratives	2	

**Table 4.2** demonstrates the frequency with which these speech acts have been used in the

advertisements under study. Total number of advertisements taken understudy is 30. Directives have been used with the greater frequency,



these have been used 18 times in adverts with the percentage of 66%. Assertives have been used 10 times, with a percentage value of 33% within these ads. Frequency of commissives been used is 11 with a percentile of 36%. Whereas expressives and declaratives haven been used with equal frequencies. They have occurred two times each and have a percentage of 6.6%.

## **Discussion**

Language is not merely used to transmit the messages but it is also used to perform an action and cause an action to occur. J.R Searle extended the theory of speech acts actually presented by J.L Austin. Searle, classified the speech acts into five major categories depending upon the function they perform. This study intends to identify, analyze and categorize the advertisements of different brands of Pakistan according to the usage of speech acts. Thirty advertisements from different sources like newspapers, magazines and Facebook, were collected. The results conclude that the most frequently used speech act within these advertisements was the directive act. Directives are the speech acts used for the purpose of giving advice, orders, suggestions, recommendations etc. It contains suggestions like “think different” as in Apple advertisement, which urges the addressee to purchase

their products and provokes an idea in you that if your purchase their product you have the ability to think from a different perspective or think at a greater level. Stylo-a famous local shoe brand in Pakistan offers girls to “run confidently”. Indirectly they suggest girls to feel confident while wearing their shoes as they are comfortable and fashionista at the same time thus enhancing their confidence levels. TUC biscuit give directions to the addressee to purchase their product and “invest in some real taste estate”, which will not be a wastage of money for them. Sunsilk-a hair care brand in Pakistan advices the girls to “give your hair the perfect care they deserve”, thus at the same time claiming the audience that their brand is a best choice for them. Directive acts are employed by a number of other brands like Nescafe, Edenrobe, Hardees et cetra mentioned in the above table.

The second most frequently used speech act in these advertisements is commissive act which generally involves commitments, promising, betting, challenges etc. A big number of advertisers use this act. Khaadi-a renowned clothing brand in Pakistan promises the women that Khaadi “unlock a fresh and vibrant look every day “in women. It also urges women to purchase from them to look vibrant and classy. Orient is a

reputable electronic brand of Pakistan and it bets that by using their products customers will” live in innovation”, implicitly it persuades the addressee to make the right choice and transform their lives into an innovative one.

The third most frequently used speech act is assertive or representative act. Assertives are generally used for the act of claiming, affirming, stating, reporting and informing, etc. These are more frequently used in the adverts of brands of electronic devices like Haier -inspired living, is an affirmation by the brand owners that Haier inspired a lot of people’s lifestyles by introducing their devices. Dawlance is a Pakistani electronic brand which asserts and confirms the addressee about its reliability as “Dawlance is reliable”. Ego a leading women clothing brand in Pakistan asserts the notion that “shopping is never a bad idea” and makes the women confess about being shopaholic, thus imparting in them, the sense of splurging over expensive outfits.

Declaratives have been used in a less frequent number by brands. These have been used to give declarations and confirmations about an idea that matches with the purpose of advertisement of a particular brand. Gul Ahmed ideas is a famous textile

brand of Pakistan and it declares that new things are the good things, thus making the addressee to think about doing some shopping to replace the old items.

Expressive acts are used to praise, greet, congratulate and welcome the addressee to make a purchase from them. The lorea’l-an international cosmetic brand used widely in Pakistan allures the women by praising them saying “because you are worth it”. By uttering this they make the women feel more expensive and worthy, to make them ready to splurge over the costly cosmetic products.

There are many instances, whereby a single advertisement has used many speech acts at the same time, giving them directions and praising or promising them at the very instant, thus performing an overall act of persuading or convincing the consumer which according to Cook (1996) is the essence of any advertisement.

Advertisements, as a whole thus, prove to have an influential impact on the huge population, which is to be addressed in no time.

### **Conclusions**

This study has been performed to demonstrate the effective usage of speech acts in Pakistani advertisements which

influence the addressee and urge them to make a purchase. Thirty advertisements from print media and social media like Facebook were taken under study and were analyzed and classified according to the speech acts used within them as per Searle's (1976) categorization of speech acts. The results thus prove that the fundamental objective of the advertisements is to persuade the consumer to buy goods from the seller. This purpose is accomplished by making use of certain types of speech acts. The results of this study conclude that directive acts and commissive acts have been more frequently used by advertisers to attract their addressee. Assertives have also been employed to give direct statements, assertions, and information regarding the reliability and efficacy of goods and services offered by the brands. The findings support the idea that Cook (1996) claimed that the basic function of advertisements is to persuade the addressee and to give them information about the things being sold. Most often this kind of persuasion is done by giving directions and through-provoking the consumers, by building positive attitudes in them towards the products being sold using certain assertive acts.

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## **Commodification and Objectification of Women in Shahid Nadeem's Plays *Kala Meda Bhes (Black is My Robe)* and *Dukhini (Woman of Sorrow)***

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### **Abstract**

*The study explored and discussed the commodification and objectification of women in Shahid Nadeem's plays Kala Meda Bhes (Black is My Robe) and Dukhini (Woman of Sorrow). Both the plays presented the accurate picture of deep-seated discriminatory sociocultural and patriarchal traditions where men have the position of authority and esteem whereas women are considered subordinates, submissive and weak. In his plays, Shahid Nadeem introduced a vast range of female characters in challenging circumstances where women act as puppets and men act as their masters. Men and women, are assigned different gender roles in Pakistan due to biological essentialism and social constructionism and the clash between the two, was the primary cause of women's sufferings in a male dominated society. Women are chattels who are attained in the name of marriage to serve men throughout their lives. The male dominated social system is built upon traditional hierarchies where men have put themselves on top and women are given the lower position. The present study discussed that women are objects for exchange with a trade value and are not treated as respectable human beings. They are subjects to physical, mental, emotional and psychological violence.*

**Key Words:** Commodification, Objectification, Social Constructionism, Traditional Hierarchies, Violence

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### Introduction

An unfair society constantly nurtures some significant inequities through its unfair systems. In particular, remote regions of Pakistan are raised on patriarchal constructions where male members are decision makers and considered ultimate authority. In a patriarchal society, the role of men and women is clearly defined where men exude dominance and superiority over female members on the basis of race and sex. *Kala Meda Bhes (Black is my Robe)* and *Dukhini (Woman of Sorrow)*, both present some main social issues related to the status and trafficking of women, social setups and false religious beliefs.

*Kala Meda Bhais (Black is my Robe)* is set in the remote and deserted area of Pakistan named the Cholistan, where on the one hand, resources are limited to that much extent that people scarcely maintain morality and are manipulated by the fake *pir* of the village who is a deciding force of the lives of the people in the name of religion and on the other side of the string, a woman's worth is equal to a productive animal. Similarly, the other play *Dukhini (Woman of Sorrow)* highlights the plight of women at its worst. Bangladeshi

women are trafficked to Pakistan, where they are used as sex workers and maids experiencing abusive language, physical, mental and sexual abuse, and forced prostitution.

### Literature Review

According to Fernando, "A commodity is a basic good used in commerce that is interchangeable with other goods of the same type" (*Investopedia*). This definition refers to the valuable and useful articles that can be sold, purchased and exchanged. The post-modern literature deals with the idea of commodification and objectification of females in third world countries.

Rowbotham writes about the mythical constructions that have made women objects and source of reproduction. These constructions pass through generations and support the patriarchy with the idea of male domination and women as exchange commodities (Rowbotham, 1983; Vasquez et al., 2017).

Moreover, Bushra Wajahat writes in her article "Theme of Destitute in Shahid Nadeem's Plays: *Kala Meda Bhais (Black is My Robe)* and *Dukhini (Woman of Sorrow)*" (2019) that the value of a woman is judged through her being fecund. If she is barren, she is of no worth in

front of the eyes of her husband and society and replaced by another woman or sometimes kept as a maid or an extra piece for the purpose of exploitation. Sundri in *Black is My Robe* is exploited on the same pattern.

The social constructions of patriarchy are also based on this notion that women are inferior biologically, so they are reduced to the roles of sexuality and reproduction. They are shown at the mercy of their husbands economically and rationally. They are portrayed as indecisive, emotional, and impetuous, while men are signified as rational and prudent. (Carlen & Worrall, *Women's Justice? Gender, Crime and Justice*, 1987)

Ambesange Praveen V., in her article "Postcolonialism: Edward Said and Gayatri Spivak," shortly discusses the sufferings of "Subalterns" by naming them as "Third-world Woman" where the question arises "Can the Subaltern Speak?" (Praveen V. 1). According to Spivak, women are doubly marginalized, first, by the men of their household, and secondly, by colonizers in Third-world countries. "Subaltern" is a term that means "of lower rank". Spivak, in her essay, "Can the Subaltern Speak?" evidently highlights the issues of subalterns in the history and shifting of their voice. In the light of Spivak's concept, it still can be seen in many regions of

Pakistan as well as India; women are treated merely as objects and voiceless entities. The custom of "Satti" and "Kari" is still prevailing unquestioned in most of the regions. In India, women are burnt with their dead husbands in some regions, if they are not burnt they live in "*Vidhwa Aashram*" and are not accepted by the society. They are deprived of every right that a normal human being should possess.

Nadeem's plays present different female characters taken from Pakistani society. These characters demonstrate the social norms, patriarchal traditions, and stereotypes prevailing in the society as women face more significant challenges in their day to day lives. In one of his plays, "*The Acquittal*", Jamila is forcefully married to an old man a few years younger than her own father while she is not even fourteen. She is aggressive and speaks out against this cruel social order. Women, before marriage and even after marriage, have no authority and freedom. In scene 8, Jamila says very angrily:

No man can understand what we women have to suffer, what we have to take from men from the time we are born to the time we die. (Angrily) If I had an axe, I would slaughter them one by one. (Her actions indicate murderous intent) I would first strike at the father who

never thought I was as good as his sons and forced me to marry the old man; then I'd strike at my brother who cared only for his honour and never for my happiness. (p 74)

### **Theoretical Framework**

This study analyzes the plays *Kala Meda Bhes (Black is my Robe)* and *Dukhini (Woman of Sorrow)* by applying the feminist perspective of commodification and sexual objectification, given by Lucy Irigaray in her book *This Sex Which Is Not One* (1985). Irigaray starts the article "Women in Market with the statement, "The society we know, our own culture, is based upon the exchange of women" (170). This gives the idea that women are commodities and keep an exchanged value. "Why exchange women? Because they are "scarce [commodities] . . . essential to the life of the group" (170). She further adds, "Are men all equally desirable? Do women have no tendency toward polygamy? The good anthropologist does not raise such questions. A fortiori: why are men not objects of exchange among women? It is because women's bodies, through their use, consumption, and circulation, provide for making social life and culture possible, although they remain an unknown "infrastructure" of the elaboration of that social life and culture". Irigaray

explains the idea of commodification that all the "production work that are recognized, valued, and rewarded in these societies are a man's business." (171). By selling, purchasing, and exchanging women among themselves, from one group of men to the other, they strengthen one another and keep the workforce within themselves. Our society runs on the wishes, needs and desires of women, "in which man begets man as his own likeness, wives, daughters, and sisters have to value only in that they serve as the possibility of, and potential benefit in, relations among men (171-172). Irigaray analyses women's status through Marxism that men exploit women to keep their monopoly over them and society. They are "producer-subjects" who control the value and worth of women and exchange them; thus, women are "commodity-objects" lowered to an inactive role in the exchange process (175).

"As commodities, women are thus two things at once: utilitarian objects and bearers of value. They manifest themselves therefore as commodities or have the form of commodities, only in so far as they have two forms, a physical or natural form, and a value form" (175). Women as commodities differ from one another in value just like different objects differ in their value and usefulness, for example, women as



mothers do not have any exchange value, “mothers, reproductive instruments marked with the name of the father and enclosed in his house, must be private property, excluded from exchange” (185). Their circulation would destroy the social order while, a “virginal woman, on the other hand, is pure exchange value” (186), because “she does not exist: she is a simple envelope” is an “envelope”, once used by men would enter into a natural order. A prostitute’s body has the use and value, “Prostitution amounts to usage that is exchanged. Usage that is not merely potential: it has already been realized. The body of the prostitute is valuable because it has already been used. The more it has served, the more it is of worth”. The nature of the female body has been “used up”, and she is no more than an object for men” (186).

## Results and Discussions

### Textual Analysis

The play *Kala Meda Bhes* (*Black is My Robe*) depicts the story of a small village known as the Cholistan. Sundri is the protagonist and most important character of the play, which is degraded from her status as a woman in the true sense of the word. She lives with her husband named Wasaya, who desires to have a child. Unable to give birth to a child, she has to bear the burden of her

husband’s second marriage and suffer at the hands of the second wife.

The death of Wasaya’s ox proves bitter and miserable for the family because it leaves them on the verge of hunger. On the day, Wasaya’s ox dies, another villager named Ditta mourns over the death of his wife, leaving behind four children motherless and helpless. One household is without ox, the other is without a wife and mother for the children. Now that Ditta has two oxen but no wife, and Wasaya has two wives but no ox, Wasaya exchanges his ‘spare’ wife Sundri with an ox of Ditta.

MAASI: Look. Ditta needs a woman badly and you need an ox equally bad. If you let go off one wife and give her to Ditta, he will be too happy to exchange her with his ox.

SOHNI: How dare you Maasi?

MAASI: Keep quiet. I am not talking about you. Look, Wasaya. You will get an ox to carry water and do other chores, and Ditta will get a wife to look after his house. Do you understand now?

SOHNI: What a nice idea! We will get an ox and poor Ditta will get a wife.

WASAYA: What are you saying, Maasi? How can this happen?

MAASI: Why not? This is how things are done. You get what you need and exchange it what the other party needs. Sundri is the price for the ox. You don't need Sundri and Ditta doesn't the ox. It is as simple as that. (Nadeem 168)

This is the peak of the most mortifying and humiliating type of barter system. Sundri is infertile and such a woman is considered to be dysfunctional, fruitless and is a reduced form of a female.

In those developing societies, which are rigidly sex stratified and patriarchal and patrilineal, a secure basis for women's power is derived from their ability to have children, especially sons. In fact, reproduction is the only power bases that women in all social classes and marital relationships can more or less control. Hence, they have no motivation to limit the number of children they bear until they have at least two or three sons to consolidate their position in the household (Caldwell, 1976; Okonjo, 119-120).

Productivity is a fundamental, vital act and capability on a woman's part. There are certain factors that affect women's status in the family and society and put them in the position of authority, such as age, bringing large dowry, and giving birth to a male child. Unfortunately, Sundri does not possess any of these.

Sundri is as important as an ox for carrying water to meet Wasaya's both ends. "But the death of an ox is as tragic as that of a wife" (Nadeem 161). Ox is productive as it helps Wasaya do his business but Sundri is not fecund. She is unable to give birth to Wasaya's son.

"WASAYA: But let me talk to Sundri first.

MAASI: Why, who ever asks a woman's consent?" (Nadeem 169).

No one asks for a woman's consent and she is bound to do whatever she is asked to do. No one asks for her opinion. The word "ever" shows that it is a tradition and a historical phenomenon as at another point, she complains to be treated as worthless:

"WASAYA: "Sundri, it is very bad. Don't break her heart" (Nadeem 164).

SUNDRI: "And what about my heart? Haven't you broken it into pieces? You are disgusting. Even poor Ditta is better than you. Look how he is mourning his dead wife. But you are trying to kill your living wife". (Nadeem 164)

This is an apt example of the commodification of women. They are left with no choice other than to lament. Wasaya always supports his second wife, Sohni, because she has brought an ox and a lot of other

things in her dowry. On a materialistic basis, she is falling on the scale devised by her husband to measure the quality and attributes of a woman. Sohni is treated like a queen by her husband and she is the real woman that Wasaya wanted, but there are always two sides to a picture. Wasaya loves and cares for her because she is the one who would be bringing prosperity, health, wealth and most importantly, a son who would make a lineage and share his burden. It is evident that when Sohni dishes out the food for her husband, he starts shouting. He calls that food “rotten food” and wails over his fate (Nadeem 167). When he complains about his collapsing business, Sohni says that it is all because of Sundri, but instead of taking the side of Sohni, he admonishes her for not giving him a child (Nadeem 167). Sohni is not loved; Wasaya pretends to love and respect her because he has something to obtain from her. It is a matter of personal interests.

Essentialists propose that everything has specific properties, the properties that are essential for things to become what they should be. In the context of Feminism, essentialists say that there are specific properties that a woman should have for becoming a woman in a true sense. Essentialism closely relates to “Universalism” that if there are some properties essential for women, then each woman shares common properties to become a

woman (Stone 5). These properties could be biologically and socially constructed. This notion leads to biological essentialism because the properties every woman has in common are biological: a womb, breasts, and child-bearing capacity. This thing further defines women’s confinement into four walls and the domestic sphere. In *Kala Meda Bhes* (*Black is My Robe*) females are confronted with both biological essentialism and Social-constructivism as Sohni never blames her husband for not having a child. However, she goes with him to the shrine of *pir* to have his blessings so that she could give birth to a child. Sohni always blames Sundri for the death of the ox and being responsible for the declining business of Wasaya because she is the devil in the eyes of Sohni (Nadeem 167). On the other hand, Sundri always says that it is her fate. She suffers because it is written in her fate, not because of the patriarchal society (Nadeem 158).

If *Kala Meda Bhais* (*Black is My Robe*) depicts the situation of females living in their own country, among their own people, in their own region, then *Dukhini* (*Woman of Sorrow*) represents the situation and circumstances of women who are trafficked from their origin, their homeland; Bangladesh to Pakistan. They are subalterns worthy of all types of ill-treatment. As Sundri is commodified while living in the four

walls with her husband, similarly, women in *Dukhini (Woman of Sorrow)* are objectified by the pimps and agents seeking money. They are beaten up, dehumanized and degraded to make them realize that they are of no value.

*Dukhini (Woman of sorrow)* is based on the injustice and atrocities at the time of partition of Bangladesh in 1971. Trafficking of women is at the heart of this play. The central figure in the play is Dukhini, who is trafficked in Pakistan after the separation of Bangladesh in 1971. She sets herself on fire and dies. She prefers death over dishonour. After her death, she is buried in Pakistan as “amanat” (Nadeem 196). She is neither accepted by Pakistani officials nor by Bangladeshi officials. Moreover, she is unnamed. No one knows her name. No one even attends her funeral prayer. She lacks identity. She has no individuality, no position, and status. She is only described in terms of her relations to the men in her life. Before marriage, her father’s name was her identity and after marriage, she is known by her husband’s name. She is also a daughter, a wife, sister, and daughter-in-law, yet she has no identity (Nadeem 196). Ambiya, Moeena and Fatima are all victimized. They come to the grave of Dukhini and share their stories.

AMBIYA: My name is Ambiya. I was brought from Bangladesh to Lahore four years ago. I have suffered a lot. The man I was married to already had a wife and a child. He is ill. I gave him sleeping pills before coming here.

MOEENA: I am Moeena. The elder master and his sons are out. I have come without permission.

FATIMA: I am Fatima. That bastard Bachoo, the pimp, locked me in and has gone looking for customers. I have come by jumping the wall. (Nadeem 197)

These women share similar situations. They are not allowed to leave home. Ambiya is the youngest among her siblings. Sick of poverty and the burden of marriages of her elder sisters, her father sells her to a foreign man by receiving a handsome amount of money. She is married to a man who is already married and strict enough that she cannot even breathe in his presence. Fatima is stalled with other girls as different objects and commodities are displayed in front of the buyers.

FATIMA: Bangalipara! That Butcher House, that Auction Market! That is where they took me too, to be sold to the highest bidder.

AMBIYA AND MOEENA: You were also sold at the Bangalipara?

FATIMA: Yes. I was sold like a slave, like an animal. We were fifteen girls in one room and they were parading us in front of the buyers. (Nadeem 200)

All these girls are auctioned at the auction market, where they are made to sit in a line and the customers examine them like an item or animal.

AGENT 1: The girls are all healthy, with strong limbs, have no illness. Almost all are virgins. I have taken great care to protect their virginity.

CUSTOMER 1: But how can you guarantee that? There is usually breakage in such a long journey.

AGENT 1: If there are damaged goods, I declare that. You can trust me. There is a concession for damaged goods. If you want second hand stuff, come to the other room.

AGENT 1: The goods are brand new. What kind of goods are you looking for, sir?

CUSTOMER 2: I need a maidservant. She should be able to cook and take care of the children. But it will be good if she is pretty as well. You understand?

AGENT 2: Yes, I do, sir. The beauty of Bengal is famous all over the world. I will show you a piece, which will be beautiful and servile.

She will cook good food, sing beautiful songs. It will be wife and singing girl combined, two in one.

CUSTOMER 2: What I need is an obedient servant.

AGENT 2: They all are obedient and servile, sir. We will give you a piece you will love. Have a look. (Nadeem 200)

The opening pages of the story describe that Bangladeshi women are trafficked in Pakistan and they are sold like animals and objects. “Damaged goods”, “brand new goods”, “second-hand stuff” are the words used for women at the border for the purpose of selling them. Same as rotten fruits and second-hand brands are sold at a lower rate; women who are married or have lost their virginity due to some maltreatment are sold at a lower rate. Every Bangladeshi woman in Pakistan is treated as an object and commodity. They are merely showpieces and sex objects for men to quench their thirst through their bodies along with the benefits they get from them by keeping them as domestic servants.

Fatima is dehumanized, humiliated and subjugated by her agent, who keeps reminding her that her only job is to serve men for gaining money in return (Nadeem 202). Furthermore, she is degraded by the pimp in every possible way. He

abuses her and her family by calling them shameless because they have sold her for a few pennies. The pimp keeps all the money she earns and even then accuses her of stealing his money just to give her pain and make her buried under the burden of debt so that he could use her more for his own benefit. She is a living dead now without emotions, desires, feelings, and dreams.

Mai is another significant female character in the play *Dukhini (Woman of Sorrow)*. She also is a victim of this unjust society. Her humiliation, subjugation, and objectification are the aftermath of the partition of the sub-continent. Her daughter sacrifices her life due to the violence-mongers. She could not do anything to save her because her cries could have been a great danger for others (Nadeem 207). At the time of partition of the sub-continent, when all the men of Mai's group die in a quarrel, most of the women, for saving their honour, move towards the well, but unfortunately, Mai could not reach the well and is caught by the enemies. They rape her and use her heartlessly. She becomes a toy for everyone to play with, and after the great struggle, she successfully crosses the border and comes to Pakistan. In Pakistan, she reaches her husband, but he refuses to accept her. "I learnt that my husband had also managed to reach Pakistan. I went to

him but he refused to take me back. He said I had become impure and could not stay in a respectable family" (209). She becomes exhausted, suffocated, disappointed and desperate to such an extent that she starts disliking the living souls and becomes the friend of the dead ones (Nadeem 209). She shares the grief of dead ones and living dead. She is called the "protector of the dead". She always takes care of the graves because she has tested the love and care of the living ones.

### Conclusions

The study concludes that women are entities for exchange with a trade value in both the plays under analysis. The circumstances due to which women are experiencing ill-treatment from men are poverty, poor governance, societal norms, traditions, and historical events. Sundri in *Kala Meda Bhes (Black is My Robe)* has been commodified by her husband as she is his possession, just as it happens in a master-slave relationship. A woman's worth is recognized only if she is fecund in patriarchy. For Wasaya, Sundri is useless. He trades her for a better option, an ox. He treats her as an object without considering her feelings and emotions. In the play, *Dukhini (Woman of Sorrow)*, Dukhini, Fatima, Ambiya, Moeena and Mai are sexually objectified.

They are trafficked and traded either in the name of marriage or for economic prosperity. They are commodified by their fathers, husbands and agents who sell them and use them as a body. None of the female characters in both the plays are allowed to think and complain against all the injustices done to them, "they function as components of private property, or as commodities" (Irigaray191).

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*COMMODIFICATION AND OBJECTIFICATION OF WOMEN IN SHAHID NADEEM'S PLAYS  
KALA MEDA BHES (BLACK IS MY ROBE) AND DUKHINI (WOMAN OF SORROW)*



## **Role of Netflix in Highlighting the Consequences of Bullying Among Teenagers: A Case Study of 13 Reasons Why**

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### **Abstract**

*This research study entitled Role of Netflix in Highlighting the Consequences of Bullying among Teenagers: A Case Study of 13 Reasons Why aims to investigate the role of media purposely Netflix in highlighting the consequences of bullying among teenagers. The qualitative study has been conducted by the researcher using an analytical methodology. As a theoretical framework, the researcher has considered Marshal McLuhan's theory "Medium is the Message." For exploring the impacts of bullying, 13 Reasons Why (Netflix season) has been taken as a case study as this season emphasizes highlighting the strong impacts of bullying on protagonist Hannah Baker. Findings suggested that Netflix via 13 Reasons Why plays a role of critical impact in creating apprehension regarding the impacts of bullying among teenagers. It features various sorts and hurtful outcomes of bullying. It additionally brought into the spotlight the reasons for turning into a bully. Lastly, it suggested strategies against this social evil among teenagers. Recommendations of the study is centered on the need to examine the developing culture of bullying among teenagers (college and university students) and to hold sessions for the awareness about bullying to prevent the youth from the dangerous impacts of it.*

**Key Words:** *Bullying, Consequences, Netflix, Social Evil, Teenagers*

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## Introduction

The influence of different social media platforms is observed widely among citizens across many social evils including child's negative attitudes (media development investment fund, n.d.). Netflix is the video streaming platform. It has provided a platform to highlight many issues regarding teenagers which people usually do not discuss openly and one of them is bullying as Smith, (2018) in his commentary over "Types of bullying and Types of intervention" says that a few years back it was common to respond towards bullying that it was a natural part of growing up and children must learn to deal with it but now this thinking towards thinking has been changed. Frequent forceful conduct, in which an individual in a place of authority consciously hovers, manipulates the other fellow emotionally or physically is known as bulling. It occurs in all societies for long time. Children start to shape a primary perception of maltreatment. Later on, it starts continues and increases till it extends its ultimate which is to harm others (Dickerson, 2005). Bullying is taken as a familiar practice of ferocity in every age but *13 Reasons Why* focused on teenage. Shahria et al. (2015) testified that bullying has damaging impressions on academic performance. It contains an intricate issue in teenagers' lives. This

destructive issue disturbs all students, either victims or bullies. There lies a difference between aggression, teasing, and bullying. Forceful conduct or aggression is strife that might be purposeful or inadvertent. This may occur indirect or in indirect forms. It can take numerous structures, including verbal, physical, and social. In aggression, the victim is usually one's own self. There exist two types of teasing one is constructive and the other is destructive. Constructive teasing strengthens the closeness, fondness, and friendship with someone and gives more solid grounds whereas destructive or negative teasing estranges, scrutinizes, and humiliates the other individual. The other fellow who is being poked becomes upset and it brings negative impacts on friendships with other fellow mates. The worst form of teasing eventually results in bullying. Broad research has been conducted in order to highlight this developing culture of bullying, especially among teenagers specifically in New Zealand, Australia, and the United States. Results of the research work highlight the havoc consequences of bullying. Many of the research studies about the concept of bullying bring into the limelight not only the impacts of bullying but also the causes of it and solutions for rooting out this social evil which has become a new trend among teenagers. Causes like poor educational

development and its fulfilment may bring out introverted conduct, truancy, low confidence, disturbed mindset, sadness, and suicide. Despite the perceived antagonistic impacts of such conduct, a great part of the ongoing exploration proposes that discipline committees at colleges and universities failed to accomplish their planned results. As a result of this failure, this is leading towards the event that is the emergence and expanding new types of bullying. This incorporates "digital bullying" where mental harassing dangers are intervened ways off by means of electronic specialized apparatuses instead of up close and personal contact.

The researcher of the present study focuses on this widely renowned problem among teenagers that is bullying and still, it remains a neglected problem. Research studies on this particular issue highlight both long and short-term destructive outcomes. Bullying has the link to rage, hostility, fierceness, and uttering problems. Later problems include law-breaking and corruption. In order to avoid these glitches, it is significant to derive an effective awareness plan.

This study aims at dealing with the following research questions:

1. What distinct role has Netflix played for the awareness of

teenagers' bullying through its season, *13 Reasons Why*.

2. Why do people bully in the light of "*13 Reasons why*"?
3. How has Netflix contributed to devising strategies against this social evil of bullying?

### **Objectives of the Study**

1. To describe the Netflix presentation of the phenomenon of teenagers' bullying?
2. To explain the psychology of becoming a bully?
3. To point out the role of media (Netflix) in devising strategies against social evils like bullying?

### **Methodology**

The present researcher investigates a season *13 Reasons Why* developed for *Netflix* by *Brian Yorkey*. The methodology in this study is adapted by considering the selected topic. The present researcher explores and explains the phenomenon of negative consequences of bullying using Marshall McLuhan's theory "Medium is the Message." Methodology in this study is based upon qualitative inquiry because the goal of this research is the exploration of the consequences of bullying in the light of *13 Reasons Why*. This particular *Netflix* interprets the outlook, conduct, and choices of the bullies

and victims of bullying majorly *Hannah Baker* who commits suicide as a result of experiencing excessive various kinds of bullying. The analytical approach will be employed for script analysis of the season. The primary source employed in this research is the reading of the novel and then watching the season on *Netflix* by the researcher because it has the potential to be interpreted and integrated with the consequences of bullying. The secondary sources include the printed and online critical articles and websites providing information regarding the role of social media platforms, bullying, and season *13 Reasons Why*. The research tool is a content majorly dialogues and plot analysis that will help to interpret the season. The data of this research is collected by reading novels, watching seasons, and different research articles available online related to bullying.

### **Theoretical Framework**

The theoretical framework used for this research is Marshall McLuhan's theory "Medium is the Message." "Many things were revealed about education and media during last four years while making the observation, McLuhan (1967), commented on what he has said or written earlier. He clearly associated media with the environment commenting that as the environment

has all the biological and geographical impact, similarly, media is impacted by all these factors and it shapes the medium. A researcher criticized my observation "the medium is the message," simply by saying: "McLuhan means that the medium has no content." This criticism brought a useful and obvious revelation reinforcing my idea that the content of any medium is its user. It is evident that the user or content of any medium is completely conformed to the character of a man-made environment. His entire sensory life arranges its hierarchies and dominance in accordance with the environment in which he operates.

### **The Medium is the Message**

McLuhanism, one of the most well-known and commonly misjudged, however, stays as evident today as it was in the time of TV. McLuhan's theory depicts the perspective that the impact of the medium itself is more significant than the substance it conveys; that each medium, from lights to PCs, passes on a message to its clients.

The new Electronic Interdependence Recreates the World in the Image of a Global Village.

The manner in which the internet has compressed a tremendous world, considering the prompt transmission of data from one side of

the globe to the next, keeping individuals associated regardless of topographical separation resulted in introducing the concept of "Global Village". McLuhan was explicitly indicating to electronic media molding aggregate, "tribe"- based temperaments.

Tools Shape us as we Shape Them.

Facebook is invented by Mark Zuckerberg. Any individual who became an adult or was brought into the world after his innovation will be somehow or another "made" by it. An extensive range of informal communication stages succeeds it. Presently, we have significant associations with individuals and brands online just as "authenticity." Coming generations won't recognize the two.

The Phase of Automation is Going to be the Phase of 'do it Yourself.

The reality of this expectation has been particularly badly designed for the holders of conventional media, for example, magazines and newspapers, just as advertisers who've needed to alter from regular "push"- style communication. Everybody has become a reporter because of blogging. Any individual can deliver a proficient quality of film or music by using computer programs like ProTools. Customers, like social

media and message boards, do not submissively acknowledge promotions by advertisements that have been mentioned to them what they need.

## **Results and Discussions**

Teenagers' utilization of the net and access to media has changed significantly over the previous decade with the improvement of portable advances, for example, cell phones and tablet PCs, and the expansion in gushing media content, such as Netflix. These progressions have empowered exceptionally individualized surveys of focused substance at home, in school, and with companions. While all people are affected by these new improvements, there has been a lot of talk and worry about the effect of media on teenagers explicitly, because of their one-of-a-kind formative stage.

In recent years, there has been an acknowledgment that three measurements can impact how media influences youth: the individual purchaser, the substance devoured, and the setting of the media utilization. On account of the individual, formative contrasts can impact how the substance influences the watcher. For instance, more youthful watchers are less prepared subjectively to process a portion of the intricate messages and visual

altering in media, and may not see a portion of the social settings portrayed in media content. Teenagers, while more intellectually progressed than little youngsters, are in an extraordinary formative stage because of their elevated egocentrism and expanded inclination to take part in hazardous practices. In this way or the other teenagers are affected by the seasons they watch on Netflix. Other research recommends that the impacts of these shows are affected by parents' correspondence at home. Inside and out, these discoveries underscore the significance of understanding young people's impression of character likeness and reliability, considering guardian youngster associations, and the person's home condition.

An article published by The Education Hub prepared by Cara Swit, a senior lecturer at the University of Canterbury who currently teaches in early intervention, child and family psychology, and positive behavior provides the reader with four essential characteristics of bullying under the article names as "What is Bullying" to differentiate it from the normal aggressive attitude of a child and those four characteristics are:

Bullying is always mean, judgmental and harmful.

Bullying is ongoing and is always on daily basis.

Bullying is carried out on function with the objective to cause harm, fear, or distress to another person.

There is a perceived or real power imbalance between the perpetrator and victim.

Olweus's (1978) study was activated by the suicides of a few youthful casualties as a result of bullying. Olweus tried to bring into consideration one of the basic cause of bullying is the difference of authority between bully and victim. This power difference plays a tremendous role to encourage the bully to find more victims.

Parker and Asher (1987) highlighted the damaging concerns of being bullied in early school education including adjustments or complications at the middle level. This also adds to the greater chances for a child to quit school out of fear of being bullied badly by seniors. Lawrence and Adams (2006) proposed that bigger action has been taken against this developing culture of bullying which is present between the elementary and the high school years. They suggested that bullying experienced during the early years of education and the middle school grades continues into college.

Espelage and Swearer (2003) Adams et al (2008) recommended that the impacts of bullying on exploited people were enduring; the present examination researched whether casualties of bullying at the school level have chronicles of being bullied all through the school years. The way of bullying is intricate, including numerous components. There is no single causal factor for a domineering bully to choose one or numerous unfortunate victims, yet the people who are already battling socially to "fit in" and who seem unbalanced in different social settings are significantly more helpless against bullying. There is likewise no single factor for a person to turn into an unfortunate casualty.

Ihsanullah, (2019) cites Afroz and Shafqat (2015) research that concludes that bullying habitually occurs in our day-to-day routine, for example, in school, college, or university. A ceaseless issue influences students in negative ways as a whole, particularly the casualty who turned into a subject of bullying, the individual who bully, and the individual who becomes the victim of it. Bullying has different forms in which it occurs including verbal, jokes, dangers, deriding, scrutinizing, annoying, actual assaults, and looks. Bullying has numerous sorts, from actual assault; verbal abuses, and scares (verbal bullying); taking out, insulting, and negative image

spreading regarding any individual (social bullying); electronic incitement utilizing texts, messages, or web media (digital bullying). Physical and digital bullying is regularly a major pressing issue, verbal and social bullying are more experienced by the students.

According to The Annual Bullying Survey (2017) carried out in the United kingdom 42% reported being cyberbullied on Instagram, while 37% in Facebook, 31% in Snapchat, 12% in WhatsApp, 10% in Youtube, 9% in Twitter, and 3% in Tumblr.

Sirly, & Novitasari, (2017) state that bullying is a particularly key issue in our schools and society since it impacts an enormous number of students of all races irrespective of genders and it has negative impacts on their socioeconomic statuses. The negative effects of bullyings to the characters who get tormented, research results found low mental prosperity, unfortunate social change, and no reaction to the bullying.

At last, the review setting is likewise significant and customarily understudied with young watchers. We know from reports that guardians keep an eye on co-see media less with their more established youngsters than more youthful kids, which means teenagers are bound to watch media content alone or with peers, in contrast with more youthful kids.

With the expansion in increasingly individualized innovation (e.g., tablets) and spilling on-request content, the review setting in which youth watch shows has changed significantly from only a couple of decades prior when projects were looked as a family on the lounge TV on the night the program circulated. Today, youth and grown-ups can choose substance and watch the same number of scenes in a single sitting as they possess energy for conduct that has been named glut survey, and which is frequently connected with Netflix programs. As of late created diversion media from different makers focused on deciphering, responding, and reacting to media messages can contrast in contrast with more youthful youngsters and grown-ups. Past age, singular contrasts among young people can impact how the watcher deciphers the message of any media introduction just as how they draw in with media. Note that this specific age of youths additionally is adapting to elevated levels of pressure, gloom, and uneasiness which may impact the effect of media messages.

Along these lines, to analyze how the individual, the substance, and the setting of review identify with these various results, this examination inspected how teenagers and their folks, just as youthful grown-ups, responded to extreme theme

amusement media that spotlights on wretchedness, tormenting, suicide, and bullying. In particular, this examination inspected how teenagers and youthful grown-ups are affected by bullying, identified with, and were allegedly impacted by the famous Netflix arrangement *13 Reasons Why*, a show that highlights intense points in its story.

In the 21st century Netflix's season *13 Reasons Why* has opened the entryway for social media and families to talk about teenagers' life and issues related to this particular phase of life. In particular, the sorts of social bulks that happen for youngsters. The hatred among teenagers is found in lobbies, school transports, playgrounds, on the web, and something else, just as bullying is one of the most upsetting issues for teenagers. Research Northwestern University (March 2018) proposes that season, *13 Reasons Why*, brings about many operative effects on young people. The research was authorized by Netflix, for the most part since they needed to follow up on a portion of the outcomes.

71% of adolescents and youthful grown-ups found the season relatable, and about seventy-five percent of the teenage audience said that the season made them discuss their issues frankly with parents and teachers. *13 reasons why* made them



feel progressively great to stand against bullying using constructive ways. Over half contacted somebody to apologize for how they had treated them. 75% of adolescents said that become conscious about how they treat other fellows and improved their behavior not only within the premises of the college but outside the institution. This season reduces the communication gap between children and parents. 66% of guardians requested to have discussions with all characters to talk about how to get deal with this social evil and Netflix has arranged talk shows for its viewers.

*13 Reasons Why* is a story of a teenager *Hannah Baker* who becomes the victim of different kinds of bullying by her classmates as a result of excessive bullying she killed herself but before she died, she recorded 13 tapes explaining the 13 reasons for her committing suicide.

Different forms of bullying have been highlighted in this particular season. Hitting, bumping, pushing, spitting, whipping up, stealing, or causing damage to someone's property falls under the heading of physical bullying. Attitudes that come under verbal bullying are calling with unpleasant names, sarcastic remarks, mocking to hurt someone, frightening or humiliating someone, racist or sexist comments, and harassment for

example *Alex* writes *Worst Ass* for *Jassica* and the *Best Ass* for *Hannah*. *Hannah* faces sexual bullying from *Bryce* which she recorded as "*My ass was smacking with a cupped hand. Then, Bryce said "Best Ass in the Freshman Class, Wally. Standing right here in your store!"*" (tape 2, side A). *Hannah* basically recorded 13 tapes just before committing suicide as in those particular tape recordings, she explains 13 Reasons behind her suicide and all those connected to bullying. Social bullying others at social level appears in different forms for example barring others from the gathering, sneaking or spreading bits of gossip, setting others up to look absurd, and harming fellowships; treating individuals seriously in view of their personality, such bullying *Hannah* faces from *Justin Foley* which she considers her first true boyfriend, she records it as "*I am sorry. That was not fair. Ready, Mr. Foley? When you reach the end of this tapes, Justin, I hope you will understand your role now. Because it seems like a small role now, but it is a problem. In the end, everything matters. You had no idea what you were doing – what you were truly doing*"(tape 1,side A) . Passing or spreading bad jokes about religion or conviction is to make someone feel bad about how they communicate in classrooms etc. Treating others gravely on the grounds of their gender is making somebody feel awkward in

light of their sexual direction. Treating somebody severely as a result of his/her appearance (for example weight-based prodding) or social class (e.g., not having name-brand garments or assets). Electronic correspondence lets youth interface with one another in a wide range of ways. Hacking someone's account or sending requests from fake accounts just to tease someone psychologically is a dangerous form of electronic bullying.

### **Impact of Bullying**

Those who suffer from this social evil called bullying by and large experience a wide scope of post-awful indications, for example, youngsters turn out to be less capable or distorted to relate emphatically to the school and to different fellow mates. This is the result of psychological or physical exploitation by friends; for instance, it is asserted that in many cases teenagers do not want to attend high school or college due to the dread of being tormented. It might influence the concentration perimeter of certain teenagers at high school and obtain effective information and aptitudes being granted at high schools or colleges.

It might influence the both physical and emotional conditions of certain youngsters, leaving destructive marks on the present and future of the victimized students. It

may possibly cause serious hurt in terms of trusting other fellows for friendship. It has been affirmed that short- and long-term mental damage can come about because of tormenting even leading to suicide as Hannah records in tape 4, side A *"The kind of lonely I'm talking about is when you feel you've got nothing left. Nothing and no one. Like you're drowning and no one will throw you a line."* in worst cases of being bullied. This incorporates the damage to an individual's socialization or diminishes an individual's readiness to get comfortable with other fellows. The impacts of bullying, especially on the psychological health and prosperity of those involved, including spectators, can proceed much after the circumstance is settled.

### **Negative Impact of Bullying on Student's Educational Accomplishment**

Al-Raqquad, H. K et al (2017) conducted research about the impacts of bullying on students' academics with respect to teachers' points of view. They selected 200 teachers from Amman West Area in Jordan. A self-administrated questionnaire was distributed and then collected as sample subjects. Results of this research clearly indicate that bullying exists in every school either governmental or private and it affects the victims who suffer from this but

at the same time bullies are affected too.

Bullying has a major influence on the academic results of teenagers. There is a considerable relationship between the victim of bullying and his/her academic performance. This is directly linked with the level of bullying. Merciless bullying may result in failures in academics, not only poor results. Bullying also results in developing a dreadful fear among teenagers. They feel unsafe at college and stop attending the classes on regular basis or coming to specific subject classes since they feel that they are perilous; in this manner, they can't focus which draws away their attention from their scholarly achievement. Bullying breaks down the connection between students' hard work and their will to get better in academics. Different research studies have concluded that bullied or victims of bully have lower scholarly accomplishment in ninth grade and bullying impacts are bigger in all the upcoming events of victims and those impacts are progressively extreme. Bullying that is physical was seen as a predominant harassing component.

Teenage boys want to be bullied more than females as they want to feel more powerful than any other around them. Results of several pieces of research represented that guys were increasingly associated

with bullying, in contrast with their female fellows. The male bullies were from rustic schools and families with low salaries. The present examination subsequently uncovered that the financial foundation of a young person may contribute massively to transforming a teenager into a bully. There exists a strong link between depression and bullying. Research studies over this issue of bullying exposed a noteworthy and affirmative association between depression and bullying. This Greater level of depression has a higher level of bullying among teenagers.

### **Why do People Bully?**

Liu and Graves (2011) proposed in their research that the issue of bullying is an intricate issue since it includes three components: (1) bully aims to cause hurt either emotional or physical to satisfy his/her ego, (2) variances of the intensity of power between the bully and target also become one of the major cause of bullying because bully considers this his/her attribute, (3) reiteration of the bullying (conduct) after some time is analyzed as previous impacts and natural variables related with menace conduct. Different studies related to bullying found that early conduct in youngsters is probably going to proceed all through development and improvement, recommending that early pre-bullying conduct could be

valuable in distinguishing future domineering oppressors.

Juvonene et al (2003) presumed factors like sexual orientation and race both assumed a huge job in bullying. Furthermore, they found that area of the event is likewise something that should be considered while constructing compelling rules and regulations for rooting out this social evil among teenagers. The examination shows that male teenagers were twice as liable to fall into bullying as compared to female teenagers. Female teenagers have delegated ruffian targets 3% of the time, whereas male teenagers were graded as bully-exploited people 10% of the time.

As a whole bullies carry a superior civic class among their fellows. The firm approaches to set up by colleges against this tormenting issue and its various types (verbally abusing, prodding, and so on.) are probably having less of these issues. By and large, there is no solid explanation that why one particular teenager bullies the other classmates, however, one of the potential causes out of many reasons can be a disappointment, the teenager must be facing the same issue bullied at home. They must not have any good character to follow as an example of good conduct with other beings.

Maltreatment at home, disregard at home, undue impact (terrible gathering of companions), or the youngster has a lead issue. At times guardians have had terrible encounters with schools when they were in their teenage, or have never taken in the right conduct when they were growing up. Misuse and disregard can be a hazardous circumstance for schools to be associated with however ignorant childhood in terms of developing nice and humble conduct with others can become a major cause of that why someone adopts such a bullying attitude.

### **Netflix's Contribution**

Netflix, with the help of the series *13 Reasons Why* questions Anti-Bullying Laws among teenagers at the college level. It gives a detailed inspection of bullying. The audience concludes that the series is all, substance abuse, sexual assault, suicide, bullying. But there is also a hidden aspect of this season and that is a failure of anti-bullying laws. Failure of these laws deepens the bullying problem.

So, this season must be appreciated for best approach for reducing bullying is to teach teenagers how to deal with it on their own, and only to actively help those who are truly incapable of

learning to help themselves. This season also gives a silent message to college discipline management that they must keep their eyes open round the clock to prevent failures of their set rules and regulations.

It gives a clear message to adults they must listen to the problems of teenagers without prejudice because as with age adults pretend as they were too wise while they were once teenagers. This is also one of the root causes of bullying that parents or teachers listen to judge their children and students. It is clear the Netflix drama has strongly influenced adults to start listening without judging. As one of the characters said that when one indicates about it and shares the issue of being bullied, it becomes easier to solve the problem. Teenagers must know, that it is OK not to be OK.

Lauricella, A. R. et al (2018) research concluded that such tough topic programming can be of help to teens in America and young adults as they deal with the depressive issues occurring in their lives. Additionally, these results emphasize the impending magnitude of media exposure and adolescent-life portrayals in the lives of young people. It also illustrates how rough topic media can influence conversations, information seeking, and attitudes among adolescents and young adult viewers.

On March 22, 2018, a morning show *The Rahny Taylor Morning* show indicates the positive impact of *Netflix Season 13 Reasons Why*, among guardians who watched the show and examined it with their kids, 56% revealed that the show made it simpler for them to have discussions about intense points with their youngsters and that it provoked them to discuss subjects like gloom, suicide, tormenting, and rape with their kid. Teenagers detailed discussing a scope of significant subjects in the wake of watching the show, including steps you can take on the off chance that you are being tormented (54%), or feeling discouraged (42%), how to recognize the indications of psychological wellness (41%), and how to know whether somebody is experiencing gloom (47%). Teenagers revealed that the show helped them feel progressively great discussing these troublesome points with companions, guardians, guides, and instructors. This season *13 reasons why* that has streamed on Netflix shows different individual features of the viewer's influence and their reactions to the show. Among different conclusive aspects, it has been found that differences in the teenagers who have been facing communal nervousness were tended to like the season more than the viewers who are facing lower tension with respect to social anxiety. Teenagers with social tension in their

minds report searching out data about intense themes and feeling increasingly great discussing extreme subjects specifically in the wake of watching *13 Reasons Why*. Thinking about these distinctions, it is essential to consider this one-of-a-kind attributes when contemplating how introduction to the show identifies with watcher results.

### Conclusions

The study concludes to highlight the role of media with respect to bullying among teenagers. Netflix has attempted an excellent effort for rooting out this social evil through its season *13 Reasons Why*. The researcher concludes that various intensities of bullying exist between teenagers either in colleges or universities. Another finding by researchers is that bad academic results of the victims with intense emotional and mental illness are caused by adolescent maltreatment. This torching behavior of bullying affects not just the victims of bullying incidents, but also the bullies themselves. It has been found that bullying leads to the prediction of depression even among bullies. The act equally leads to anti psychosocial behavior such as smoking, drinking and involvement in violent behavior in later life. Available data indicates that the concept of bullying is on the rise among teenagers. However,

despite the alarming increase of bullying incidents in most countries, strategic policies have yet been implemented by countries in combating the menace. Bullies were thought to be immune to depression, however recently emerging studies suggest otherwise concluding that bullies are equally affected by this social evil. The pathetic situation bullies find themselves in stems from the fact that symptoms of depression for them remain latent and as such may be very difficult to diagnose. The implication of being unable to diagnose depression among bullies early may be disastrous and, in some situations, may lead to suicide by the bully. Therefore, emotional support and care should be extended. This research suggests that teachers and the college/university management in Pakistani social set up have to take strong and different measures with the target of eliminating the adverse effects of this social evil. Educators who are associated with handling discipline issues among students should coordinate with the students, who become the victims of bullying consciously or unconsciously. Discipline managers or committees need to establish plans/sessions to give awareness and concealing to the students both victims and bullies.

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*ROLE OF NETFLIX IN HIGHLIGHTING THE CONSEQUENCES OF BULLYING AMONG  
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## **The Confluence of Mystic and Animalistic Constituents Problematizes Human Consciousness: A Study of Ted Hughes's Selected Poems**

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### **Abstract**

*The study expounded upon “The Confluence of Mystic and Animalistic Constituents Problematizes Human Consciousness: A Study of Ted Hughes’s Selected Poems”. The impacts of the chaotic forces of the universe, lack of equilibrium between man’s material and mystic self, post-traumatic stress of World war I & II, dispersion of emotions, the dilemma of fear, doubt and uncertainty on the construct of individual’s socio psychic existence are the pivotal focus of this research. It explored those hurdles that obstacle the elevation of man’s actual self regardless of his multiple performative identities. This paper probed into the perpetuity of the contention between positive and negative energies of the World, necessary for the pacification of the wild instinctive self of man, and the quest for a singular identity were the core features that fabricate human consciousness. It was qualitative research undertaking psychoanalytical reading of Hughes’s poetry. Freudian theory of psychoanalysis, Jungian theory of individuation, Lacan’s concept of Lack, Gaze, Desire, and Mirror stage were the key concepts to explore the modern man’s socio psychic maladaptive attitude. The study may have further implications on the researchers studying advanced psychological and sociological theories related to the ruptured consciousness of the human mind in this dynamic World.*

**Key Words:** *Consciousness, Human Existence, Maladaptive Attitude, Quest for Identity, Socio-Psychic-Self*

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### **Introduction**

Modern poetry targets the critical issue of human existence in the post-war era of socio-psychic

hazards. Many poets initiated to externalize the anarchy of that age according to their own perspectives. Some aimed at focusing the portrayal

of the chaos and the other had taken the modern man as the sheer victim of anarchy. But above all, Ted Hughes had tried to target modern man as a blank slate who was only in need of a mechanical therapeutic cure for his socio psychic maladies through delight, instruction, and elevation of soul. This research signifies the need for psychic unification without dividing humankind into the hard and fast categories of aestheticism, didacticism, and ultimately shamanism.

### **Significance of the Study**

Ted Hughes's poetry has earned a well-celebrated notion that it delights, instructs, and elevates the readers (Gifford 1981). Though, the delight factor in Ted Hughes's poetry conjures the vivid images, sensuous figurative language, and occult symbolism which offers postmodern man the very aesthetic pleasure necessary to lighten his Post Traumatic Stress Disorders (Bisson 2007) amidst the chaotic annihilation of the age yet the mere manifestation of aestheticism is insufficient to cure the psychic ruptures of the collective unconscious (Jung 1916) of the post-war mob. Likewise, the assumption about Hughes's poetry for composing the instructional poetry is erroneous because Hughes poeticizes the theory of the survival of the fittest originated by Darwin and rephrased by Herbert

Spencer. Whatever Ted Hughes targets to instruct is the utilization of instinctive powers to combat the rival forces of the universe.

### **Objectives**

1. To explore the contradictory images in Ted Hughes's poetry.
2. To analyze the effects of a few contrasting components of Hughes's poetry into the mind of modern readers.
3. To emphasize the need for socio psychic integration of man in the post-war era.
4. To focus on the unification of instinctive and spiritual sides of humankind.
5. To clarify the complications aroused by the amalgam of animalistic and mystic extremes in post-war man.

### **Research Questions**

1. How do the contradictory images in Ted Hughes's poems problematize the human consciousness?
2. What are the effects of the derogatory ideas on the mind of post-war readers?
3. Why is the socio psychic integration of the human mind essential to cope with the

modern dilemmas to live a better  
liable life?

4. How to harmonize the poles  
apart man's attitudes related to  
his instinctive and mystic  
behavior?

### **Delimitation**

The poetic work of Hughes is largely interpreted as a work of violence. He is considered by the critics as a poet of war and animals. This research attempts to explore the significant relationship between Hughes's perception of man's positive mystic and negative instinctive self with the help of his few selected poems

### **Literature Review**

Ted Hughes jeopardizes the human consciousness by separating the two interconnected entities of human instincts and spirit. The psychic unification can be sought by the harmonious assertion of these two contradictory forces. Man can neither adopt the law of the jungle to live his whole life nor can behave like a demigod throughout his life. As Terry Gifford and Neil Roberts (2006) have observed, "The subterranean world that Hughes's poems explore can never be completely projected into language, nor can anyone permanently live in it".

Keith Sagar(1980) in *Hughes and His Landscape* states:

"In a radio interview in 1961(Hughes talked) that the move to Mexborough when he was eight 'really sealed off my first seven years so that now my first seven years seems almost half my life. The geography of his childhood world became his map of heaven and hell; the distinctive interplay of the elements in that place gave him his sense of the creating and destroying powers, the landscape was imprinted on his soul"(Sagar).

Jongwhee, in his research *Distribution of Environmental Awareness Applying an Ecological Theory of Ted Hughes*, denotes that Hughes's poetry inspires so many young people to have a positive energy impact on the environment. Hughes's poetry and his cultural way of living have brought positive responses to the environment. His poems deal with the innovation of environmental problems and policies... (Jongwhee 2021).

Mathewman (2018), in his article *But what about the fish? Teaching Ted Hughes' Pike* denotes the potential of a creative connection between *ecocriticism* and nature poetry by Hughes. The depiction of violence, the fierce destructive nature of Pike and its grotesque motherhood enlarges these little fish larger than life. The environmental ferocity is

portrayed for the comprehension of this beautiful short poem.

*Nature, environment, and poetry: ecocriticism and the poetics of Seamus Heaney and Ted Hughes*, by Susanna Lidstrom (2015) projects the poems by Hughes as “a well-trod ground for ecocritics”. Lidstrom argues that the artistic exploration of the link between religion and exploitative environmental attitudes is the prime focus of Hughes's collection. Though he does not bring into account the religious parameters to gauge the energies of nature yet develops a strong relationship between external forces of the universe and the transcendental elements of the world.

Terry Gifford (2009) has provided richness, complexity, and new contexts to his interpretations of Hughes's writing. Gifford is also one of the few critics to offer a provocative yet reasonable assessment of Hughes's controversial reputation in the United States resulting from the suicide of his first wife, the poet Sylvia Plath, and his subsequent editing of her writing. He personalizes the poetry of Hughes to comment upon his personal life as well.

## Methodology

### Research Paradigm

This research is qualitative in nature. The methodical approach employed for the research would be “Content analysis”.

### Sample

The selected poems by Ted Hughes have been taken as content samples for this research.

### Theoretical Framework

The psychoanalytical theory of Freud, Jung, and Lacan would serve as a tool to carry out this research.

### Content Analysis

Modern poetry philosophizes human existence. Modern man confronts multiple socio-political, geo religious, and psycho moral dilemmas. The schisms in his psychic construct disintegrate the overall strata of his harmonious existence in this universe. He, on the one hand, is victimized by the uncontrollable forces of the universe like doubt, fear, and uncertainty, while on the other hand exhibits his fugitive capacities to ameliorate his fragmented psyche. These diverse reactions have not only been projected by the early sufferers of World War II. Rather the later generation of the late 20<sup>th</sup> century has

also gone through this predicament with the same intensity. The human struggle to fight back against the aforementioned universal forces is considered a shadow of his instinctive animalistic behavior (Jung1912). At the same time, the escape from the quandaries of life expels man from the humane level and may transform him into a spiritual shamanistic mystic. These two extreme tendencies are the hallmark of the post-war population and likewise have been explicitly depicted in the poetry of Ted Hughes, who is singular for the amalgam of positive (mystic) and negative (animalistic) energies responsible for planting the inner conflict in modern man.

He asserts in an interview with Drue Heinz as follows:

“Any form of violence—any form of vehement activity—invokes the bigger energy. To accept the energy, and find method of turning it to good, the old method is the only one. My poems are not about violence but vitality. Animals are not violent; they are so much more completely controlled than me.”

As Sigmund Freud regards the first five years of a child’s life as vital for the building up of his overall personality so the acquaintance to the nude natural World never harnessed by any law, in its most raw form was the source of Ted Hughes’s keen fascination for the wild and the

wilderness. He had taken the violence in animals as a manifestation of negative energy always at war with the mystic energy referred to in his later shamanistic poems, which really adds to complicate the human perception of himself and that of his universe

Here Ted Hughes projects violence as a vehicle to transform the meek peevish side of human personality into a ferocious animal whose “...manners are tearing off heads” (Hawk Roosting 1960). But contrary to that, the horror-struck post-war humankind cannot afford this transformation after witnessing the macabre massacre and genocide. The conformist attitude of the readers towards this stance of his poetry may lead them to abandon their humane level and to embrace the primitive Stone Age behavior to be governed by the hegemonic rule of “might is right” without any regard for socio-moral correlation among themselves but overall the holocaust which victimized them in such a great capacity that they may not sustain an equilibrium between their shredded self and a call from the past primitive practices after reading his poetic instructions.

The third level, in which Ted Hughes’s poetry is embarked, is called elevating poetry. Ted Hughes was maltreated by (or he might have maltreated) his familial relations, who

left him alone at the peak of his professional fame by attempting suicide. Hughes's guilty conscience for letting his two wives and two kids to commit suicide cast nihilism in his life, which resulted in his poetic transformation from being a poet of nature, of animals, of violence, and of war into the poet of Shamanism. Ted Hughes, who was initially commemorated as "an eco-poet" by H. Malik in his article *Ted Hughes Poetry: A Celebration of Negative Aspect of Nature*, had later been addressed as a shamanistic poet and a mystic saint towards the declining years of his life. The exposure of these two diversified poetic pictures complicates the consciousness of modern man that whether he should take refuge in the lap of savage nature or to soar high to achieve spiritual elevation.

"Jaguar", "Crow" and "Hawk Roosting" are the best poems to reveal Ted Hughes's fondness for the World of violence. His animalistic violence compliments the instinctive behavior of man. The poem "Wodwo" denotes the identity crisis of the modern man who is thwarted between his reason and instinct. Ted Hughes (1967), in *Poetry in the Making* states, "It has a whole string of thoughts, but at the center of them... is this creature and its bewilderment... a Wodwo is a sort of half man half animal spirit of the

forest"(Faber,1962, P62). These lines seem to propagate that in the modern age it is impossible to live a life of a human being. Modern man is compelled to disguise himself either as a beast or an instinct-oriented entity to enjoy the real meaning of survival.

Ted Hughes mirrors the leashed power of the zoo animals that seem to compromise their state of slavery in contrast to the Jaguar in the poem entitled as "Jaguar" (1954). "His stride is the wilderness of freedom" (Hughes) depicts the rebellious attitude of the jaguar as "The world rolls under the long thrust of his heel" (Hughes 1957). Jacques Lacan (1964) theorizes the concept of gaze that how the sense of mastery by seeing oneself as an ideal ego marks one's perception towards self-recognition and societal comprehension. In "Jaguar", the gaze of the visitors to look at the lethargic animals reflects their own passivity and their discovery of the Jaguar "Through prison darkness after the drills of his eyes/On a short fierce fuse." suggests the Lacanian intertwined concepts of Lack and desire that whatsoever spark of life is absent from their lives (Lack) they are yearning for it to be possessed by others through their uncanny looks (Desire &Gaze). The unmitigated force of one caged creature has been juxtaposed to the fatigued expression



of the apes, parrots, and snakes to reveal the absence of any healthy activity from the life of the poet before indulging in any conjugal relation. It might be the poetic power of the poet Laureate who thought of his works enthralling in comparison with his other literary fellows. The multiple layers of meanings beneath the surface expression suggest that “Jaguar” as an allegory of human existence does not offer an ultimate solution to live a standard life. “Over the cage floor, the horizons come” signifies the plurality of the unapproached distant heights humankind aspires while living life as an eternal captive of sound and fury (Shakespeare).

“Hawk Roosting” (1960) begins with the omnipotent “I” pronoun, which seems symbolic on many grounds. The employment of imagism suggests the upper hand of the authority with all the archetypal strains necessary for the dictatorial expression of power (Jung 1947). M.G. Ramanan (2020) has expressed the view that violent imagery in this poem is Hughes’ imperialistic sense of power and authoritarian politics. Hughes himself denies such accusations of fascism, dictatorial and the bloodthirstiness which prevails in nature. At times, Hughes appears to promote the essential role of violence for the cause of survival but at the same time disowns his humane prospects when he refuses to be

associated with the gruesome malpractices of the Nazis. Such contradictions confuse the readers for what they are instructed to own from his poetry and what only to read for the sake of aesthetic pleasure.

The supreme arrogance of the Hawk for “It took the whole of creation/ To produce my foot, my every feather/ Now I hold creation in my foot” fascinates the human beings to behave likewise because man is the crown of the whole creation and has been allegorically named as Hawk. But “The allotment of death” is never an appreciable idea for the post-war people who developed nausea for the slightest exposure to blood or physical mutilation. Hughes attempts to desensitize the readers when he claims, “My eye has permitted no change/I am going to keep things like this”. It depicts the close world view where no dynamic action is allowed to be performed to herald the better future of mankind. The poem hinders the human endeavors for prosperity and concludes on the stationary existence of man amid the chaotic universal forces. It adds nothing for the instruction or elevation of human beings rather than reveals Hughes's passionate attachment with the violent World of monstrous animals.

The poem “Crow”(1970) documents the clash between divinity and humanity. The crow appears larger than life when it offers the

remedial ideas to reconcile these two poles apart. Crow's efforts to "nail[ed] them together/nailing heaven and earth together" prove futile because the poet progresses that the attempt to unify the vaults of earth and heaven "became gangrenous and stank/A horror beyond redemption. In his article "Hughes and Shamanism", Michael Sweeting writes that instead of leading to integration, the ordeal (in *Crow*) speaks only of dislocation. In the closing line of "Crow", Hughes exemplifies this statement true "Man could not be man nor God". The sheer pessimism Hughes has extended in these lines confounds the human consciousness by thwarting the generations-old identities of the birds, men and God. Michael Sweeting continues that collection of crow poems unmasks the metamorphic role of the Crow. He expresses that "Suddenly the crow's sufferings explicitly transform him, tear him to bits, put him together again and produce him a little bit changed. This should bring about crow's initiation into humanity, but it is not the fourth coming of Hughes as Shamanism. The suffering can neither elevate man nor manipulate instincts guarantee the safe survival in this "world of fret and fever".

Ted Hughes's poetry embodies the "Psychophysical process of imaginative projection (Ekbert Faas, P60). The poem "Her

Husband" is rich with the domestic violence forcing the husband to behave like an animal while treating his wife. Ted Hughes states that the husband desires to "let her/Learn with scrubbing brush and scrubbing board/The stubborn character of money". His tyrant attitude is further revealed through this remark that "And let her learn through what kind of dust /He has earned his thirst and the right to quench it". Lacan when conceptualizes his Mirror Stage of human development discusses that man externalizes whatever he behaves. Ted Hughes himself had ruined the lives of the women whom he met in his life. "In reality, he was a selfish and ruthless man who was a savage lover and a domestic tyrant. The poem further adds that "he'll humble her/ With new light on her obligations...Her back has bunched into a hump as an insult". The poet employs the notion of the "law of the jungle where the subjugated creatures are at the mercy of the hegemonic entity. The oppressed wife plays the role of a shaman when her "brief/Goes straight up to heaven, and nothing more is heard of it". She is shown as a superhuman or an incarnation of mysticism when she does not respond against the husband's maltreatment. At the same time, the husband appears as a faithful picture of a murderous animal red in tooth and claw for killing not

physically but psychologically and ethically.

Ted Hughes, the mystic quester, also propagates himself as a modest human being aspiring for his soul to be elevated for the companionship with the positive forces of the World like intuition and shamanism. After getting married to Carol Orchard in 1970, he met with the long-lost peace of heart and soul. He contemplated his role in undertaking the suicide attempts by Sylvia Plath, his first wife, and Assia Wevil, his mistress. Such meditative expressions are tagged as his shamanistic poems. The poem "That Morning" (1983) paints his solace that "Solemn to stand there in the pollen light/Waist-deep in wild salmon swaying massed/As from the hand of God". He develops the commune to God through the tiny salmons. He portrays the soul's ecstasy when describing that the salmons are responsible for taking Ted Hughes from the perishable World of matter into another domain where, "There the body/Separated, golden and imperishable". The physical elevation into the metaphysical by purging impurities like gold makes man immortalized. Such philosophical assertion can be discernable only by those above the level of a human being just like his animism, which targets adapting instinctive behavior to live a life. He does not suggest the moderate way to

walk on but rather bewilders man by putting two extremes.

The Post War British Poet Laureate is victimized by his doubts and fears. He refers to the divine persecution of the Highest Order of the World, which suffered Adam to fall from immortality to mortal life. He narrates that "we flew slowly, their (salmons) formations/ Lifting us toward some dazzle of blessing/One wrong thought might darken. As if the fallen/World and salmon were over". Hughes himself fails to keep irresolute faith in God and betrays his readers too to adapt the path of ultimate glory of the soul by the projection of his incomplete spiritual knowledge. Even in his most mystic poems, Ted Hughes's urge to depict violence seeks its way. As here in this poem, the mystic World was sabotaged by the inevitable arrival of the violent animals; the two gold bears. He verifies that "Then for a sign that we were where we were/ Two gold bears came down and swam like men". The instinctive behavior of man is manifested by the killing instinct of the bears. The poet and his son Nicholas experience that the bears stood in deep water as on a throne/Eating pierced salmon off their talons. The insatiable hunger of human beings has been pointed out by the devouring attitude of the bears. Gold symbolizes the spark, the light, and knowledge. This symbol is associated with bears to denote that

the beast has spiritual connotations or the mystic has instinctive behavior. Such contradictions are all-pervasive in the poetry of Ted Hughes, who ends the poem with the verse "Among the creatures of light, creatures of light". He equated the human beings, animals and the mystic quester to further confuse his reader by initiating the idea of hybrid identity.

Therefore, the poetry of Ted Hughes amalgamates animism and mysticism to unearth his own childhood experiences, excavate his distorted familial relations, and pave the way for spiritual elevation for the solace of his soul equal to an escape to conceal the gap between his performative personality and the actual self. His poetry has a deep aesthetic appeal, but it does not come up to the mark of modern man's requirements to let him sustain and progress in post-war times. It neither polishes the socio-ethical concerns of human beings nor undertakes the philosophical queries about human existence, man's relation to the universe and to God. His poetry is better categorized as the intense expressions of a bereft man at the hands of land, nature, relations, and a short-timed ailment. His animal symbols and images are rich in variety but point only to reveal the magnitude of the World of forest in specific and of nature in general.

Other than this, he displays his fervor to try his pen on the supernatural and the metaphysical where again mingle the violence with the sublime and muddles the readers for what they ought to take up and what ought to avoid to avert the post-war ruptures threatening the day to day life of every human being.

### **Conclusions**

This study finds Ted Hughes as a poet of mystic and animalistic inclinations in the majority of his poems. This confluence of both positive and negative utterances somehow creates confusion in the minds of readers to comprehend his poetic work with contradictory images. The post-war era essentially demands the socio psychic integration of modern man. To attain this unification of the intuitive and spiritual sides of mankind, the amalgamation of Hughes's diverse images is significant. The two extremes of mystic and animalist constituents have been exhibited for the modern man to observe a modest and balanced approach to living life as a liable citizen in this chaotic war era.

### **Recommendations**

Hughes's poetry should be studied as a healing force for modern man's post-war ruptured psyche.

His poetry should be studied to create an equilibrium between Man's performative and actual self

The contrasting images in his poetry should be taken to bring pacification between man's wild, instinctive side and the mystic spiritual side.

### Concluding Remarks

Ted Hughes is a modern poet of violence, war, and Shamanism. His poems are primarily a confluence of mystic and animalistic constituents. This amalgamation sometimes conjures confusion that leads to psychic fragmentation but actually, it is an exhibition of two extremes of human existence. The contradictory images of the mystic and animalistic domain positively contribute to the construction of the human mind. His poems help to harmonize the poles apart attitudes of man related to his instinctive and mystic behavior.

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THE CONFLUENCE OF MYSTIC AND ANIMALISTIC CONSTITUENTS PROBLEMATIZES  
HUMAN CONSCIOUSNESS: A STUDY OF TED HUGHES'S SELECTED POEMS

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## Quality and Auditing in TESOL: A Comparative Case Study

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### Abstract

*The researcher was influenced by best English language teaching standards in England to find TESOL best practices. The study was carried out in three reputable elementary schools where English as a second language was taught. The research was conducted at three prominent primary schools in Birmingham, England, where the majority of the kids were from ethnic minorities. The fieldwork resulted in the refining and validation of an audit that was initially based on literature. Following that, fieldwork was conducted in a developing nation using the same methodology as in the United Kingdom. This step entails conducting a TESOL audit in order to determine the strengths and limitations of TESOL services in Malaysian and international TESOL institutions. This article describes the technique and methods used to build and validate the audit tool, which is particularly useful for codifying and identifying TESOL best practices. The method begins with a brief description of quality and the two types of quality measurements that are employed, benchmarking and auditing. The grounded, iterative approach to the creation and implementation of research instruments was then discussed.*

**Keywords:** TESOL, Quality and Auditing, Quality Characteristics, TESOL Good Practices.

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### Introduction

This study began with the researcher's belief that the TESOL offering in Malaysia was inadequate, and that the learning environment for TESOL students was typically inadequate. This viewpoint is shared

by many scholars, who are concerned about the lack of focus on creative solutions. As a result, the research purpose was changed to developing a TESOL curriculum model for primary school pupils in Birmingham, England, based on a literature analysis

and comparative case studies in Malaysia. The goal of the study was to create an instrument that codified and conceptualised TESOL "best practices" in Birmingham primary level schools and then to use that instrument (now known as the TESOL Quality Audit) to:

1. study the real condition in Malaysia and England.
2. research the differences in practice, highlighting possible gaps (now called 'quality deficiencies') in Malaysia and, as a result, to develop
3. formulate an action plan and suggestions for the development of TESOL.

### **About the Study**

The study was conducted at three English primary schools where English as a second language was taught. The fieldwork lasted ten months, and it resulted in the refinement and validation of an audit based on the literature. Following that, fieldwork was conducted at three English-medium elementary schools in Malaysia. The audit was not developed primarily via the use of literature or fieldwork. Rather, the approach was iterative inherently. Quality characteristics and standards were identified by close interaction of literature review and intensive fieldwork. This interactive process helped in collecting maximum TESOL

good practices in the form of quality characteristics and standards.

Observations were described thickly as suggested by Geertz (1973, p.5-6). Data were also collected to validate the good practices. The researcher also studied e.g., home-school liaison policy, language policy, development plans, assessment schemes, schemes of work, and many related documents. The process of triangulation-cross-checking and confirming other data was aided by this content analysis. As a result, the TESOL Quality Audit was developed, which may be utilized as an analytical framework, as well as for management, monitoring, and assessment of TESOL.

### **Aspects of Quality in the Research**

#### **The Quality**

The concept of quality was derived from the defence, commercial, and industrial sectors (Parsons, 1994, p.1). During the 1990s, quality had an impact on HEIs. Finally, it made its way down to school levels, where it became a significant contextual and operational component (Pascal and Bertram, 1995) and OFSTED (The Education Inspection Agency).

Quality can be defined in a variety of ways (e. g. Crosby, 1984, p.60; Juran, 1988, p.11; Harvey et al., 1993, p.9-25; Korath, 1993, p.4; Pike and Barnes, 1994, p.34; Dhalgaard et al., 1994, p.4). Juran's (1988) basic definition of 'fitness for purpose'



(p.11) was used in this analysis. As a result, it is referred to as 'best practice'.

In non-educational organisations, evidence of quality management and its influence is considerable and good, but just a few occurrences in educational contexts have been clearly recorded. It is high time for the educational sector to adopt quality management practices from the commercial world... (Watson, Modgil, and Modgil, 1997, p.18).

Quality is the main consideration in schools (Rose et al., 1994), with several clearly different focuses, which include assessment (Parsons, 1994); the learning classroom approach (Ribbins and Burrige, 1994); school and classroom efficiency (Hopkins et al., 1994); and the whole school approach (Ribbins and Burrige, 1994), (Hopkins et al., 1994). and (Aspin et al., 1994). Quality has been approached in the United Kingdom through a number of ways, including the ISO 9000 quality design and assurance standards (formerly known as BS 5750). The assessment and assurance for TESOL was based on ISO 9000, which is merely one of the major global quality system standards accessible. It was picked because of its focus on audits and process and standard compliance (systematic ways of working).

## **Benchmarking and Improvement Process**

The benchmarking approach provided specific standards for TESOL in this study. Many authors e.g., Bendell, Boulter, and Kelly (1993), Codling (1994), Sallis (1996) and Watson, Modgil and Modgil (1997) have defined benchmarking. In this study benchmarking is defined as:

“A process of comparing TESOL performance of good TESOL practices derived from literature and research codified in quality characteristics and quality standards”.

The steps adopted in this research were as follows:

- a. Initial interaction of literature, observations, interviews, and content analysis helped in codification.
- b. Formulation of an initial TESOL framework.
- c. The data collection method can be described as a "thick description" (Geertz, 1973) method. Birmingham's three "good" schools were chosen by the Local Education Authority.
- d. Further confirmation of the framework utilized the data from interviews and documents.

## **The Quality Characteristics**

According to Jawaaid, A (1998) Quality Characteristic is a component, section or aspect of provision

necessary for the achievement of overall quality acceptable to the stakeholders.

Quality Characteristic contains many aspects as mentioned above.

To develop initial TESOL framework help from Meighan (1986) was taken.

For example, in the explanation and throughout the study, Meighan's categories 'A Theory of Teaching and the Teacher's Role' and 'A Theory of Learning and the Learner's Role' were indistinguishable, therefore a combined category, 'Managing Teaching and Learning,' was employed. Within these quality

criteria, the first definition of quality standards took place. In the end, the original eight quality parameters were decreased to six.

The Quality Characteristics finally used in the research followed Jawaid (1998) as follows:

- a. Planning of TESOL provision.
- b. Managing Teaching and Learning.
- c. Use of learner-centered approaches.
- d. Utilization of diverse resources.
- e. Assessment of learning.
- f. Monitoring and evaluation.

These Quality Characteristics (QCs) are provided in Figure 1.

#### TESOL Quality Framework.

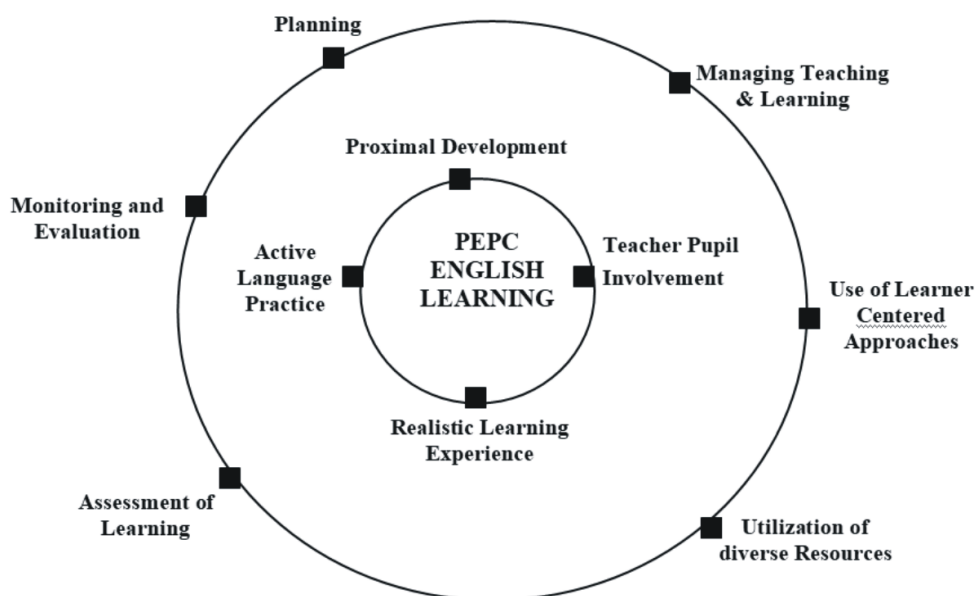


Figure-1 Source: Jawaid, A (1998)

## **The Quality Standard**

Many researchers i.e. Dale and Cooper (1992, p.193); Moreland and Horsburgh (1992, p.38); Korath (1993, p.15) and Grainger (1994, p.4) suggest that a Quality Standard is: 'Level or extent of provision that can be achieved in any Quality Characteristic'.

Thus, in this study, each of the six quality characteristics (e.g., planning of TESOL) has many standards that show the extent in planning i.e. a daily plan to a strategic plan.

## **Auditing**

It was believed that learning and teaching techniques carried out by schools designated as "excellent TESOL schools" by LEA inspectors would give examples of "best practice." A TESOL 'good practice' activity is one that is worthy of being used by others. Such a strategy is inextricably linked to the principles of educational effectiveness and improvement (Reynolds and Cuttance, 1992). Good TESOL practice is defined as those practices that are both prevalent and frequent in all the schools. This was especially true when the activities aligned with or mirrored principles of excellent practice found in the literature. Before going into detail about the development of the TESOL Quality Audit, which was

based on a grounded methodology (Glaser and Strauss, 1967) that linked observation with literature (see below), it is necessary to offer a basic overview of the notion of the audit.

## **The Audit**

Many authors have referred: Pratt (1983, p.6-8); Turley and Cooper (1991, p.14); Moreland and Horsburgh (1992, p.33); Rose et al. (1994, p.39-47) and British Standards Institute (BSI 4778). The BSI 4778 defines an audit as follows: 'An audit is the outcome of a systematic and impartial assessment that assesses if quality activities and associated results are in accordance with the intended activities.'

This implies the development of an instrument or document that comprehensively codifies standards of planning, implementation, and performance of a product or service (e.g. the provision of TESOL in primary schools) that subsequently can be used to systematically and thoroughly review existing provisions to check the suitability and completeness of provision to see if it is sufficient to achieve the intended outcomes and expected levels of customer satisfaction.

The TESOL Quality Audit research predominantly followed the audit approach adopted by Jawaid (1998). It is an educational audit, a

tool for improvement that is defined as follows:

‘An audit is a tool for enhancement of TESOL provision through identification and codification of, “TESOL good practice” designed to meet the needs of TESOL stakeholders’.

### **The Auditing**

Because auditing entails the acquisition and examination of data and evidence, it is a research process (Korath, 1993). In order to determine if the item or service under investigation complies (or does not) with pre-determined quality criteria, the phrase 'assertions' in the preceding definition has been considered to represent specified TESOL good practice for the sake of this study, while 'economic action and events' refers to the real standards of a certain school's TESOL operations.

For the purpose of this research auditing is defined as follows: “Auditing is a process of applying an audit instrument (TESOL good practice criteria) either partially or wholly to a TESOL situation to identify strengths and weaknesses (conformances and non-conformances) in order to inform the stakeholders and possible improvement strategies”.

### **The Comparative Case Studies in Malaysia**

The study's second part examined TESOL best practices in Birmingham and Malaysia, as documented by a TESOL audit tool. This worldwide comparison was conducted in order to assess the present state of TESOL in Malaysia and give recommendations for its development. As a result, it was intended that this study will enlighten stakeholders (not just in Malaysia, but also in England and other countries) on what constitutes effective TESOL practice and how it may be adapted/adopted in underserved settings like those seen in under developed countries.

### **Comparative Methods and Issues**

Concerns and challenges of cross-national (Raivola, 1985; Oyen, 1990; and Ganderton, (1997) were addressed in this study. "One of the issues in comparative education is the lack of shared theoretical frameworks," Ganderton, (1997). (p.254). While this issue should not be overlooked, comparative research technique should not be differentiated from other research procedures. The act of comparing is a common and universal occurrence. This is stated more forcefully by Hantrais and Mangen (1996).

## **Comparative Study**

The goal of this study was to find examples of exemplary TESOL practice wherever they may be found. To achieve this goal, the researcher chose England for the initial investigation since it is a well-known centre for TESOL best practices (Philips, 1992, p.201).

As a result, the periphery (Malaysia) seeks expert advice from the centre (England). This shows that the formation of English variations can aid in the reduction of linguistic and cultural issues in cross-cultural settings (Raivola, 1985 and Oyen, 1990). As a result, linguistic equivalence allows for comparisons to be made, at least to some extent (Raivola, 1985, p.366).

Correspondence also highlights globalisation trends (Ganderton, 1997, p.246), in which one nation adopts the educational paradigm of another. Raivola (1985) coined the phrase "functional equivalence" to describe the educational counterpart of colonialism (p.367). One of the most essential strategies to decrease variability when comparing nations is to use equivalence (Oyen, 1990, p.53).

## **The Availability of, and Access to, Data for Comparison**

Differences in the amount of information and details were minimised by using the same study tools for data collecting at both sites.

This factor contributes to the concept of 'correlative equivalency' (Raivola, 1985, p.368).

## **Conceptual Links, Research Parameters, and Typologies**

A common structure of formal education formed the most crucial conceptual relationship between the two countries. Furthermore, since the age range of the students being researched, as well as the mother tongues and cultures, there was a significant conceptual relationship between the students at the two sites. Malaysian schools use English as a language of instruction. As a result, multilingualism was required of the students. The previous description established conceptual linkages between the institutions and students of the two sites.

Because of the worldwide significance of English and the globalisation process, the socio-economic disparity in MEPC has been minimised by selecting premier schools in Malaysia. In general, the teachers in both Birmingham and Malaysia were unable to show exact generic equivalence (Raivola, 1985, p.368). The teachers in the study were monolingual in the United Kingdom and bilingual in Malaysia.

### **Data Collection and Analysis in Malaysia**

In Malaysia, three schools were chosen once more for study. All of the schools were English-medium elementary schools with students starting at the age of five. The Preparatory, Class I, and Class II classes were watched and examined in this way. With the exception of open coding, the identical data gathering and analysis techniques as those utilised in Birmingham were applied in Malaysia. The idea was to utilise the TESOL Quality Audit to analyse and identify each stage against a readily available quality standard once the extensive explanations had been transcribed. It was regarded as a fault if no quality standard could be found.

### **Application of the TESOL Audit and Findings**

The audit was applied to find out the real TESOL situation in both the countries that is England and Malaysia and to research the differences in practice. The findings based upon the administration of TESOL audit (Managing Teaching and Learning: QC2) in English Language Schools in Malaysia (ELSM) and Birmingham Base TESOL Schools (BBTS) are presented below.

The Managing Teaching and Learning good practices in BBTS was carried out through number of

teaching and learning strategies in a supportive, safe, secure, and process oriented environment. Great commitment to the learners through many tasks and activities was demonstrated in all the sessions observed. The Managing Teaching and Learning, however, in ELSM was carried out using a limited variety of learning strategies. The environment generally was supportive, safe, secure due to the use of overt coercion and formal polite language as well as judgemental language.

The classroom at BBTS was spacious and inviting, while the kids at ELSM were dissatisfied since they had to sit in cramped sitting chairs for the whole school day. The pupils spent the most of their time doing reading and writing assignments. The kids' desire to leave school as soon as possible was a result of these monotonous activities, which made the learning environment boring and tiresome.

The teachers, however, showed great commitment to the classwork and homework which gave rise to a typical product oriented learning management. Clearly, the management of the ELSM learning environment lacked experiential learning opportunities and active language practice.

The facts plainly show that ELSM was lagging behind in almost every category. The key distinctions are in how little teachers altered their

positions, coordinated and offered a process-oriented, safe and secure learning environment, employed a range of tasks and activities, questions, polite language, real-life functions, feedback, and a diversity of learning methodologies for PEPCs (Potential English Proficient Children). The instructors' efforts to widen the kids' comprehension varied greatly.

Differentiation in Malaysian schools was notably lacking, as seen by the large disparity in the use of different groups, adult assistance, and different learning places and resources. In terms of personalised instructions and assessment, however, ELSM looked to be ahead of BBTS. The reason for this was that following formal instructions, the teachers spent a significant amount of time marking. Teachers in ELSM used a different TESOL philosophy, which resulted in a lower level of Qs. In these institutions, the primary focus of instruction was on knowledge transmission rather than differentiation and active learning.

To summarise, in BBTS a whole and holistic approach to curriculum planning and management were in place. This promoted active, contextualised, and experiential learning. On the other hand, ELSM followed an isolated, autonomous, decontextualised, passive, and rote learning approach. Active language

practice was facilitated through a variety of resources including textbooks that were interactive, creative and multicultural. In BBTS assessment of learning was integral part of learning whereas in ELSM assessment was primarily summative.

BBTS had provision for continuous improvement of TESOL through comprehensive monitoring and evaluation of teachers' work but ELSM education system facilitated a framework for prescribed syllabus classroom teaching, led by authoritarian and autocratic leaderships (headships). To summarise these outcomes, the BBTS and ELSM were examples of progressive and traditional teaching styles (Bennett, 1976), respectively.

### **Conclusions**

The results of the audit of Birmingham and Malaysian schools suggest that the audit approach is very useful to carry out the comparative study due to the following reasons:

- a. The study helped to formulate a comprehensive framework of TESOL good practices.
- b. The interaction of TESOL literature with field notes, observations content analysis, and interviews with teachers and head teachers made the data reliable and standardised.

- c. The TESOL audit framework provides a plathora of good practices.
- d. A TESOL situation can be monitored by the application of the audit. Thick Description methodologies can be used in other educational researches. Educationalists, linguists, teachers, and many related stakeholders may utilize it.
- e. The systematic approach provides a realistic way to investigate an actual state of affairs.

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