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Implementation of Task-Based Language Teaching Approach in Pakistani University Classrooms

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Abstract

This research involved the impact of the implementation of task-based language teaching (TBLT) in Pakistani university classrooms. The study analyzed the effects of TBLT on learning four basic English language skills: listening speaking, reading, and writing. A case study was designed to evaluate the effects of TBLT on learning language skills at the university level. Pre-test and post-test were conducted to analyze the differences between experimental and controlled groups of students. T-test and ANOVA were applied by using Statistical Package of Social Sciences (SPSS) 2.0. to analyze the quantitative data. Integration of four language skills while conducting the tasks, excited the student interest, and resulted in better outcomes. Students improved their listening, reading, and writing skills more significantly as compared to speaking skills. The results were quite similar in both control and experimental groups with minor differences in speaking skills. The implementation of TBLT in language classrooms at the university level addressed the fundamental needs of the students and nurtured a conducive environment for learning language skills with understanding.

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Introduction

Language learning and acquisition have been always an area of interest for language teachers. Many types of research have been conducted to improve the language learning process. This paper is about the implementation of task-based language teaching for the development of communicative skills in university classrooms because in recent years task-based language teaching has been explored in many countries all over the world. Ellis (2000) mentioned that mostly the studies involved the definitions and the stages of learning, and task types but there was little effort into its

practical implementation in classrooms. Skehan and Foster (1997) mentioned that research focused on its practicality at the school level. Still, its utility at the university level has been a challenge for teachers. Long (2014) mentioned that less work has been done on the practical implementation of TBLT in language classrooms. Stroud (2018) implemented TBLT in language classrooms at the university level and found very positive results in the Japanese context. So, it was realized to implement TBLT in the Pakistani context to give a change to language teaching and learning process in Pakistani university classrooms.

The Rationale of the Study

In the Pakistani context, most students enter in universities after getting 12 years of education based on grammar-focused English instructions. The main focus is given to reading and writing skills whereas listening and speaking skills have been highly ignored. So, it was realized the dire need of combining listening and speaking skills with reading and writing tasks, so that interest level could be enhanced and the learner could feel more confident. In this current research, task-based language teaching (TBLT) is implemented at the university level to teach language skills: listening, speaking, reading, and writing with proper integration.

Research Objectives

The study's aims are to explore the application of a Task-based language teaching technique in university classrooms in Pakistan. The study is related to evaluating the impacts of TBLT in Pakistani University classrooms for the learning of four major English language skills: reading, writing, listening, and speaking.

Research Questions

The research questions of the study are:

1. What are the effects of using a task-based language teaching approach in developing listening skills in Pakistani university classrooms?

2. Does the task-based language teaching approach affect in promotion of speaking skills in Pakistani university classrooms?

3. What are the effects of using a task-based language teaching approach to foster reading skills in Pakistani university classrooms?

4. Does the task-based language teaching approach affect the development of writing skills in Pakistani university classrooms?

Literature Review

A task is a well-structured, meaning-focused real-world activity designed for spontaneous communication as per the needs of the learners, which a learner can do independently to fulfill the needs of communication. Breen (1989) gave the most comprehensive definition of "task" as "a structured plan for the provision of opportunities for the refinement of knowledge and capabilities entailed in a new language and its use during communication." Nunan (1989) considered the task a meaning-focused activity, the learner was required to focus on meaning rather than form. secondly, a task does not define the exact meaning of content to be handled because this will be susceptible to change throughout execution. The language required to complete a task can be negotiated as the task is completed. Thirdly, a task should resemble a task related to the activities that people normally do in real life. Long (1985) defined "tasks" as "the hundred and one things people do in everyday life, at work, at play and in between." Nunan (1989) was the first to differentiate the concept of "real-world tasks" and "pedagogic tasks." So, every task that is

completed during classroom activities is counted as a pedagogic task, the main difference is the "situational" and "interactional" authenticity (Bachman & Palmer 1996). Nunan (1989) first time differentiated the "real-world tasks" and "pedagogic tasks." So, every task used in a classroom is a pedagogic task and the main difference is between situational and interactional authenticity.

The more severe issue is that tasks are holistic in nature, including a plethora of variables. It is hard to see how a task might be created merely on the basis of two of the numerous variables that make up Robinson's (2001; 2011) model resource-directing and resource-dispersing variables. The cognitive load of the tasks was impacted by task factors other than those included in the design of Sasayama's tests, according to Sasayama's (2016) research, the clusters of variables are involved in every activity in forecasting its complexity. However, there was no way to discuss it. The third issue is that the complexity of every job is determined not just by the task work plan's design, but also by how it is carried out. Robinson's task sequence takes this into account by including +/- planning time, which

is clearly an implementation variable. However, there can be other variables to enhance the level of difficulty of the" task" during the process of its implementation. For Example, the students can be assigned a task similar activity to perform.

There can be various variables to affect the level of difficulty in "task performance". As Prabhu (1987) mentioned that students should complete similar tasks first. Aston (1982) focuses on brainstorming the relevant ideas for the assigned task. Skehan (1996) gives pressure to complete the task quickly. So, in order to determine the criteria for investigating the influence of task complexity, one or more implementation choices must be considered. The learners in Sasayama's research, for example, completed a "practice" task before beginning the series of four narrative assignments, and they were allowed three seconds to look at the image tales before beginning to narrate them. These implementation elements might have influenced the cognitive burden that the students felt while completing the activities. Would the cognitive burden of the various activities have been different if they had been given more planning time,

say? In fact, a task's intricacy is inextricably linked to how it is carried out. It is also worth considering whether the task's design characteristics or the settings under which It is done have the most influence on the task's complexity and cognitive load. Skehan (2016) makes this point rather clearly. While he does not deny that design elements can have an influence on performance, he finds that they do not provide consistency or robust generalities and that presumed manipulations of task difficulty may not in actuality yield various degrees of complexity and go on to say that research that looked at the effects of task circumstances, like pre-task preparation, had more solid results. Finally, creating a task-based syllabus necessitates task sequencing both vertically and horizontally. Vertical sequencing, according to Ellis (2019), refers to the order in which certain activities (or task categories) appear in the syllabus. If, as Long (2015) suggests, the goal activities for a given set of students, then judgments regarding organizing the tasks which are functionally valuable and practicable must be constructed. The sequence in a horizontal way refers to the development of several versions

of the same task that lead to a recreation of the task. So, the researcher has designed task-based activities depending on task complexity and their own experience and intuitions that constitute the proper sort and amount of challenge for the University learners.

Especially at the university level, students belong to different courses such as medicine, engineering, computer sciences, social sciences, and many others. Language teachers should completely recognize the degree program before they allow to teach the related students. This thesis is about TBLT and its implementation and evaluation to meet the needs of university students but first, it is better to know the meaning of "task-based".

Task-Based Language Teaching (TBLT)

It is not easy to find out the origin of TBLT. Long (2014) argues that it was presented in courses first time at the University of Pennsylvania and publicly introduced in a plenary talk at the Georgetown Round table in Washington. TBLT started with task-based need analysis, which could identify the needs of a particular learner. The concept of "Tasks" is related to the real-life activities that people normally do to plan, conduct, and recall their day such as brushing their teeth, reading a newspaper, preparing breakfast, responding to an email making a sale call, etc. After some changes, these tasks are the basic elements of the task-based syllabus that undergoes a series of pedagogical tasks, and students and teachers could work on it in the instructional classroom environment. Fotos and Ellis (1991) mentioned that TBLT is an analytical approach. Some commercially published pedagogic textbooks labeled exercises and activities as tasks that were linked to activities beyond the educational institution. This task has been considered fake tasks which are used to teach the structures of language in traditional grammar, notional-functional and skill-based linguistically simplified material which has been considered as form-focused tasks. On the other hand, using an interview provides an opportunity for the learner to practice questioning form. Ellis (2003) advocated conscience-raising tasks or focused tasks. Ellis (2003) is also referred to as task-supported in distinction from task-based. It has been also observed that the "focused tasks" can be used for the final

production stage of "traditional practice", and produced by the overt and covert grammatical syllabus. Shehadeh (2005) bridged between outdated syllabi and real task-based approaches, but still, it was pending to denote something different and opposed to the real meaning of task-based. "Task-based" is dependable on the theory and research results reflecting the process of learning languages about progressive social progressive values. It must be accountable, relevant, must avoid the known problem, learner- centeredness and functional.

The task must be according to the needs of the students and their coursework. Crookes (1989) defined a "task" as "a piece of work or an activity, usually with a specified objective, undertaken as part of an educational course or at work," Skehan (1998) also stated task is a meaningful goal-oriented, and real-world activity and provides the criteria for evaluation. There are many examples of definitions of 'task' that we find in applied linguistic literature. Candlin (1987) defined a task as: "one of a set of differentiated, sequences, problem-posing activities involving learners and teachers in some joint selection from a range of

varied cognitive and communicative procedures applied to existing and new knowledge in the collective exploration and pursuance of foreseen or emergent goals within a social milieu". Candlin (1987) and many others have characterized classroom tasks from task-supported approaches without analyzing the needs of the learners outside the classroom. Ellis (2003) considers "tasks" as the work plan that involves learners processing language pragmatically to achieve the outcomes. The appropriacy of these tasks could be evaluated as to whether it has propositional content. It needs basic attention to meaning by the use of linguistic properties and the "task design" may prompt to a selection of a specific form. A task intends the use of language in the real world through direct or indirect resemblance and should involve the learner in both productive and receptive skills along with the various cognitive process. Willis and Willis (2001) have also defined a task as an activity that involved the use of the target language by the learner to achieve communicative goals. Nunan (2004) provides more depth in view that classroom tasks engage learners in various activities like comprehension, interpretation, and interaction that

could help in producing the target language. The main emphasis should be given to conveying grammatical knowledge to interpret the meaning of the word. The learner should be involved in tasks that could be completed by themselves to perform the communicative act.

These definitions help in understanding the concept of 'Task', as Breen (1987) related it with problem-solving and decision-making are pedagogical tasks, sometimes, it is focused to deliver grammatical items, Ellis (2003) makes a difference between focused and unfocused tasks. Focused tasks work in two ways: stimulating communicative language use with unfocused tasks and the other is to target the predetermined feature of meaning-centered communication. This study defines a language task as "it is a classroom activity that involves the learner in the real-world task in comprehending, manipulating, producing and interacting the target language and where the focus should be on grammatical knowledge to express meaning rather than form. The independency of the tasks could also be used in problem-solving and decision-making in real communicative context". Now the

question arises that how to identify, analyze and implement these tasks to enhance the process of language teaching and learning in language classrooms.

Task-Based Material

Task-based material should be relevant to students' needs, requirements, and motivation. It should also be close to real-world language use as much as possible according to psychological constraints. According to the definition, the material should be task-based and dynamic, not static. The use of genuine texts to impede the learning process can be better for advanced learners. Jawaid (2014) referred to the simple tasks for language learning such as the description of monitoring tasks, shopping at school, role play, painting, model making, and queue making. Ellis (2019) supported the simplified text, which helps incomprehension by the use of shorter sentences with restricted grammatical patterns and vocabulary. Elaborated texts also help in better comprehension similar to simplified texts boast the learning process without impeding acquisition. It improves comprehension through redundancy and transparency,

especially in spoken texts with a slower rate of delivery. Long (2014) suggests modified material in the early stage of learning, and for listening tasks elaborated texts are suitable. But these texts should not be used just as a static object task-based program they should be added as a natural component in doing tasks. Doughty and Long (2003) observed that elaborated input is always theoretically motivated and empirically supported according to the methodological principles of language teaching. Listening and reading materials that can be developed from political speeches to academic lectures can be formed in elaborated ones not simplified ones. Elaborated texts are also as good as simplified texts and better for language learning which is the basic concern of Language teaching courses. Language teaching materials need to be updated and rethought. Normally observed that materials are written locally and adapted by the teacher to use with his or her students. In such contexts, more materials are required especially field-related material is required. Mostly TBLT materials are delivered with face-to-face interactions but in some cases in blended learning courses for a distance learning program, the computer can be a good choice.

Basic Principles of TBLT for Developing Tasks

Use Task, Not Text, as the Unit of Analysis

TBLT uses task analysis from need analysis through student evaluation. Long (2014) said that teachings are based on tasks. No hidden grammar curriculum. Text-based curricula fulfil analytical approach needs, and text is the living entity. Text-based courses teach content. They employ condensed texts and staged conversations. Texts document others' tasks. observing someone doing a task and reading about it have different learning benefits.

Promote Learning by Doing

The task should be selected as a unit of analysis as learning by doing. Long (2014) gave much more importance to interesting and relevant tasks to improve the communication need of the students are more likely to hold their attention than repetitively. "Through the eyes and hand to the brain" it is more reliable to transfer abilities to the world outside. Moreover, context-embedded learning is more understandable and

can be stored in long-term memory that a person can easily recall.

Elaborated Input

Elaborated input is more appropriate psychologically for both types of input, simplified or genuine. Long (2014) suggests that elaborated input enhances comprehensibility without artificiality and helps in retaining unknown linguistic items and the meaning to which learners are exposed. Input elaboration also helps teachers as it helps the learner in the teaching and learning process. Chaudron (1982) also supported the idea that elaborated input helps in the negotiation of the meaning.

Provide Rich Input

Providing rich input to language learners is another aspect. Rich input means that it must be relevant to the task and It is a matter of linguistic complexity that should be well elaborated as compared to simplified input at the level of quantity, quality, variety, genuineness, and relevance. Simplification deals with a synthetic approach that entails structural and lexical controlled exercises by publishers and commercial material. The same is relevant to the teacher's speech in focus on forms instructions. So, if small samples are seeded with grammar input to the students, it will take learning in an artificial environment. Shintani, Li, and Ellis (2013) added that these production-based instructions are better to enhance production control for partially acquired features of the language. It is much better if they are prepared according to the context of the tasks. It means, the task must be relevant to the target discourse.

Encourage Inductive "Chunk" Learning

Materials published commercially have a trend to teach collocations through the focus on forms. Since it has been realized that repeated encounter is required to teach collocation. Webb, Newton, and Chang (2013) noticed that 8-10 exposures constitute a threshold, which enhances the learning process. Sometimes it requires more repetition with low-frequency words in the text. Long (2014) added that text related to background knowledge also affects the scores of pre-tests and post-tests. So, the choice of words in text and collocation matters a lot more than how it should be introduced and repeated in the text. Moreover, repeating a word or collocation in text in multiple ways can be more helpful in language learning.

Focus on Form

"Focus on the form" is a reactive use of a wide variety of pedagogic procedures to draw the attention of the learner towards a linguistic problem in context. The idea is not difficult as focusing on form involves the learners. They may also be attracted or directed to language form and its meaning that is connected with a sequence in communication. It can also be switched from meaning to form. It is reactive in the sense that it is a response to a difficulty such as: missing a vocabulary item, ending with a problematic verb, and so on.

Provide Negative Feedback

Tradition holds that "error correction" is the most prevalent aspect of language instruction. As a corrective to the problem, Krashen and Seliger (1975) advocated more positive evidence, not negative evidence. Long (2014) indicated that in certain circumstances, negative evidence is required, while in others, it is helpful. TBLT acknowledges the inevitability of mistakes and their beneficial function in language acquisition.

Respect Learner Syllabi and Developmental Process

The acquisition of language involves a fixed developmental and independent instructional sequence. These learning stages can never be skipped. TBLT takes into account the process of learning ability and teachability. The unnatural sequence of instructions cannot be imposed on the students. Long (2014) suggests that input should be roughly tuned to the learner's current processing ability so the learner could negotiate meaning during collaborative work. Teachers should not teach whatever they want, whatever they select, but should think about its beneficial effects. Instructions must be carefully designed according to the level of the students and their developmental process.

Promote Cooperative Collaborative Learning

Individual, pair, and small group tasks are typically offered before whole-class projects in TBLT, as opposed to their more typical use as a means of organizing classroom participation to optimize listening and speaking chances after public lockstep activities. For the benefits and drawbacks of a few of the numerous alternative configurations

for small group work at the level of pedagogical technique. Iddings, Jacobs, and McCafferty (2006); Jacobs (1998); Long (1977) The amount and quality of this work may be affected by the group's size, the manner in which information is dispersed when tasks are allocated, and the group's internal communication structure, among other variables. The research findings and advice on relevant topics in group projects involve network-based language instruction. (Fukuda, Komori, Zimmerman, Komatsu-Yonezawa, 2001; Warschauer & Kern, 2000). These instructions proved very helpful in developing tasks for the learning of language skills.

Individualize Instruction

TBLT is profoundly learner-centered in at least two major areas, unlike the majority of other techniques. First, the needs of the students decide the course material. Second, instruction is guided and mediated by universal developmental processes and the internal syllabus of the learner.

Individualizing learning and teaching is nothing new but a traditional one. Sawyer and Ranta (2001) also supported the tailored instructions to individual differences in goal, motivation, interests, cognitive style, and exclusive learning strategies to enhance the learning process. Doughty (2013) finds that keeping in view the individual differences and accurate measurement of the individual variables specifically in language learning aptitude and short-term memory plays a vital role in language learning. In task-based language teaching and learning students also need individual instructions for the successful task-completion process.

Review of Past Research

Task-based modular have been very popular among ELT researchers. They have been trying to develop the most suitable framework for language teaching. Ellis (2019) introduced a modular language curriculum for using tasks. He made a case for the module where he used task-based and structure-based components. He considered different models to develop fluency first and then accuracy which is the primary principle of communicative language teaching. My research is also following these principles in developing tasks for language classrooms.

Most researchers applied task-based learning for beginners but a few have done this effort for university students. Stroud (2018) conducted a study on task-based learning in Japanese university students. It was an empirical study related to goal setting and feedback. He used surveys, and peer interviews with only ten teachers but here in my research, I selected 24 teachers for the interview to enhance the utility of the results. He also used interviews with 132 students. The difference with my research in methodology is prominent that my research is experimental and the experiment will deal with 120 university students.

East (2019) conducted semi-structured interviews to explore the understanding and enactment of task-based principles in their classrooms. They find out that teachers successfully implemented task-based principles in their classrooms, but theoretical, practical, and contextual constraints lemmatized the process of implementation. The current study was more comprehensive in the sense that it was practically implemented in live classrooms.

Methodology

The current research dealt with a quantitative approach to data collection and data analysis. By doing so, the researcher intended to produce useful data and recommendations for teachers and researchers on the implementation of a task-based language teaching approach for the development of English language skills in Pakistani university classrooms. For quantitative data, pre-test and post-tests were conducted after planning, designing, and implementing the tasks in Lahore Garrison University classrooms.

Population

All students enrolled in Bs Programs at Lahore Garrison University were the population of the study. Approximately 5000 students are enrolled in Bs Programs at Lahore Garrison University.

Sample

Three departments were selected for purposive sampling: Bs Information technology, Bs. Computer sciences, Bs. Software Engineering for this case study. 40 students from each program from 2nd semester were randomly selected as a sample of the study. 20 students for the Experimental group and 20 for the control group. A total of 120 students were selected as the sample of the study. All these students were enrolled in the Communication and

Presentation skill course which was consisting of four basic language skills: listening, speaking, reading, and writing.

Table 1

The description of the students for the case study

	Bs Information Technology		Bs Computer sciences		Bs Software engineering		
	E-group	C- Group	E-group	C- Group	E-group	C- Group	Total
No. St.	20	20	20	20	20	20	120
Level	2nd Sem	2nd Sem	2nd Sem	2nd Sem	2nd Sem	2nd Sem	
Age	18-24	18-24	18-24	18-24	18-24	18-24	
Total number of students							120

Procedure

To answer the first question of my study, the researcher designed and implemented a task-based language teaching approach that included all four basic skills: listening, speaking, reading, and writing. All sections were divided into two groups (experimental and controlled groups) consisting of 20 students of the 2nd semester enrolled in the course "Communication and Presentation Skills". Before the teaching phase, demographic information such as gender, educational background, age, and socio-economic background was also collected from students to check the effects of these factors on learning. The students were taught a "communication and presentation Skills" course for eight weeks. The teaching methodology was explained to the students before its implementation. In this way, students became familiar with the process and consider the available estimated time for the completion of the task. In the first stage, all the requirements of the task, topics, goals, task procedure, and additional instructions to complete the activity were elaborated to the students. As the students got familiar with the task, goals, and instructions, students were provided with reading an article and watching videos or audio related to the topic which involved students in listening or reading activities. In the second stage, students were provided with a worksheet based on the previously watched video or audio or the article read by the students. In the third stage, the students were involved in group discussions on the work they had produced on the worksheet

concerning the input given to them. In the fourth stage, the students were asked to present, or practically produce the task assigned to them. In the end, students were given the chance to evaluate themselves and they also discussed with other students regarding their performance. The teacher assisted, and resolved their issues at the pre-task, during a task, and post-task stages.

Data Analysis

Pre- and post-test data were statistically analyzed using Statistical Package for the Social Sciences (SPSS) 21.0. an independent sample T-test was used to examine Pre- and Post-test scores. ANOVA was used to assess the differences between the experimental and control groups' pre- and post-tests for language abilities.

Table 2

The effects of using a task-based language teaching approach in developing language skills.

Dependent Variables	Groups	N	M	SD	T	Sig
Pre-Test Listening	Control	60	8.50	1.61035	-1.440	.206
	Experimental	60	8.95	1.80794		
Post-Test Listening	Control	60	12.75	1.62215	-8.072	.025
	Experimental	60	14.93	1.32597		
Pre-Test Speaking	Control	60	9.71	1.36657	-8.315	.243
	Experimental	60	12.08	1.73001		
Post-Test Speaking	Control	60	13.70	1.41780	-4.822	.948
	Experimental	60	15.05	1.64085		
Pre-Test Reading	Control	60	10.28	1.18023	-.979	.080
	Experimental	60	10.51	1.42009		
Post-Test Reading	Control	60	11.68	1.01667	-17.627	.047
	Experimental	60	15.40	1.27824		
Pre-Test Writing	Control	60	10.26	1.58239	-4.633	.380
	Experimental	60	11.43	1.14042		
Post-Test Writing	Control	60	13.73	1.32597	-5.060	.046
	Experimental	60	15.18	1.78023		

A t-test on independent samples was done (Table 2) to compare the findings of the control and experimental groups to determine the differences in the student's English language learning progress. After treatment, a significant difference was observed between the controlled and experimental groups for learning listening skills (t=-8.07, p=.025). There was no significant difference in the results of the pre-test between the control and experimental groups for listening skills (t=-1.44, p=.206), and the students in both groups were at the same level of learning. The students in the experimental groups performed better than those in the control group, as the experimental group's mean score (M=12.75) was higher than the control group's mean score (M=14.93), reflecting the increase in listening abilities in both groups. The pupils were engaged in listening exercises and appreciated the linked audio and movies.

In terms of speaking abilities, there was no significant difference between the control and experimental groups on the speaking skills pre-test (t=-8.31, p=.24), indicating that the students in both the control and experimental groups were at the same level. As the p-value was greater than 0.05, there was no significant difference between the control and experimental groups on the post-test for acquiring listening skills (t=-4.82, p=.94). Students in both experimental and control groups demonstrated improvement in speaking skills, but there was no difference based on treatment or teaching method, as the mean scores of the experimental group (M=15.05) were higher than the mean scores of the control group students (M=13.70), despite minor differences.

The fact that there was no significant difference in the results of the pre-test between the control and experimental groups (t=-0.979, p=.08) indicates that the reading skills of the students in both groups were equivalent. As the p-value was less than 0.05, the post-test revealed a statistically significant difference between the control and experimental groups in the acquisition of reading abilities (t=-17.627, p=.04). The students in the experimental groups performed better than those in the control group, as the experimental group's mean score (M=11.68) was higher than the control group's mean score (M=15.4), which demonstrated

the development in reading abilities in both groups.

There was no significant difference in the results of the pre-test between the control and experimental groups (t=-4.63, p=.38), indicating that the speaking abilities of the students in both groups were equivalent. As the p-value was more than 0.05, there was no significant difference between the control and experimental groups on the post-test for acquiring listening skills (t=-4.82, p=.04). On post-tests, the mean scores of the experimental group (M=13.73) were higher than those of the control group (M=15.18). Students in the experimental groups performed better than those in the control group, demonstrating the efficacy of TBLT in university-level language classes.

Table 3

The differences in scores of pre-tests and post-test for using a task-based language teaching approach in developing language skills.

		Sum of squares	df	Mean Square	F	Sig
Listening skills	Between Groups	90.133	1	90.133	24.606	.000
	Within Groups	432.233	118	3.663		
	Total	522.367	119			
Speaking Skills	Between Groups	31.008	1	31.008	14.132	.000
	Within Groups	258.917	118	2.194		
	Total	289.925	119			
Reading Skills	Between Groups	364.008	1	364.008	223.036	.000
	Within Groups	192.583	118	1.632		
	Total	556.592	119			
Writing skills	Between Groups	2.408	1	2.408	.780	.379
	Within Groups	364.183	118	3.086		
	Total	366.592	119			

One-Way ANOVA was used to compare the differences between pre-tests and post-tests of controlled and experimental groups in learning

listening, speaking, reading, and writing skills. Table 3 is showing highly significant differences in the results of listening (F=24.606, *Sig*=.000), speaking (F=14.132, *Sig*=.000), and reading skills (F=223.036, *Sig*=.000). According to this ANOVA, there was no significant difference in the learning of writing skills while comparing it with other language skills where highly significant differences were being observed.

Results and Discussions

Task-based language teaching approach produced significant results for listening, reading, and writing skills. On the contrary, speaking skills were improved in both cases of controlled and experimental groups. The scores of the pre-test and post-test were analyzed statistically by using a statistical package for social sciences (SPSS 2.0 version). The tasks for the language classrooms were designed very carefully as per the basic principles of TBLT. Students at the university level took much interest in real-life tasks such as listening to audio and videos, solving puzzles, mock interviews, discussion sessions, etc. Listening tasks such as requiring learners to complete a similar task first (Prabhu 1987), requiring learners to listen to model performance of the task (Aston 1982), brainstorming ideas relevant to the task's topic (Skehan 1996), and applying pressure to complete the task quickly (Skehan 1996). (Yuan & Ellis 2003). The relevancy of the task was controlled by the researcher and students reflected their best in the classrooms. Speaking skills were also improved in both groups (control and experimental). On the other hand, impressive results were observed in the case of reading and writing skills. As Namaziandost et al. (2019) also conducted a comparative study to evaluate the effects of content-based language teaching and task-based language teaching with pre-intermediate learners. He found that both task-based language teaching and content-based language teaching methods both were effective in reading comprehension. Though the

students faced difficulty in understanding the task many times, the researcher assisted and explained the task to control the situation.

The differences between the pre-test and post-test were also highly significant between the groups and within the groups in the case of listening, speaking, and reading skills. On the contrary, no significant differences were observed in writing skills. The integration of all language skills to develop language tasks made the teaching and learning process more effective, fruitful, and enjoyable in language classrooms at the university level.

Conclusion

The research was conducted to Implement the Task-Based Language Teaching Approach in Pakistani University Classrooms. It was deduced that the task-based language teaching approach has been proven very effective in developing English language skills in university classrooms. Integration of four language skills while conducting the tasks, excited the student interest, and

resulted in better results. Students improved their listening, reading, and writing skills much more considerably as compared to speaking skills. The results were quite similar in both control and experimental groups with minor differences in speaking skills. Overall, the best outcomes were observed. Successful implementation addressed the fundamental needs of the students and nurtured a conducive environment for learning language skills with an understanding. It reshaped the language classroom to promote balanced development and reorient the major challenges in real-life tasks.

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Language Use and Ethnic Identity of Young Migrant Kashmiri Speakers in Karachi, Pakistan

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Abstract

Pakistan is home to several indigenous communities. However, life in cities is much more challenging than in under-developed areas. Due to social mobility, economic uplift, and better educational and health opportunities; communities migrate from their local towns to cities. Hence, each province reflects a diverse population and cultural groups speaking their mother tongues, practicing different religions, and following their cultural norms independently. Therefore, this study aims to explore the case of young migrant Kashmiri speakers who are residing in different urban parts of Karachi. As the focus is to identify the language use and identity patterns of young Kashmiri speakers in the presence of dominant languages and cultures. Consequently, the qualitative case study has been undertaken using purposive sampling to know about the scenario of young Kashmiris. For this purpose, data were collected from 05 participants using semi-structured interviews and the responses were analyzed using thematic analysis. The findings of the study show that the young Kashmiris use the Urdu language in different domains like home, market, education, and friends because of upward social mobility and lingua franca. As a result, it is being used in their ancestral hometowns as well. While the Kashmiri language has been restricted and it is only used for fun and interaction with only relatives. Similarly, the linguistic identity is predefined by being proud of the Kashmiri language, its association and affiliation with the Kashmiri land, and geography. Overall, although the language patterns showed a shift, the linguistic identity is preserved by a high ethnolinguistic vitality among the young generation in cities.

Keywords: *Identity, Language maintenance, Language shift, Language use, Migrant*

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Introduction

Language is one of the foremost principles of self-identification for affiliation with an ethnic or social group (Schmidt, 2008). When a person learns a new language, sometimes they lose their mother tongue at the expense of social status, social achievement, and social distinction of the dominant language (Holmes, 2013). However, the identity and culture are intact (Abbasi, David & Ali, 2021 & David, Channa, Manan, Dumanig, 2020; Kaur et al, 2022). This simply means that although the language is just one of the features of linguistic identity, there are other determinants of ethnic identity as well (Kaur et al, 2022).

Linguistic Landscape of Pakistan

Pakistan is a diverse country; as almost 74 languages are spoken in the region (Siddiqui, 2019). Therefore, each province depicts geographical, cultural, and linguistic distinctiveness. Therefore, within each province, several languages are spoken. However, some of the languages acquire the status of dominant languages while other minority languages have less exposure and the number of speakers reduces because of no institutional support.

Linguistic Diversity in Karachi

Karachi, the capital city of the Sindh province is home to several indigenous minority communities. As people from different districts and provinces migrate to the urban city for economic and social uplift. While the young generation is migrating for educational and technical opportunities as the city is a hub for industrialization and economic opportunities.

There are many indigenous languages spoken in Karachi; some of them have been explored by researchers while others are yet to be investigated like Gujarati (Abbasi & Zaki, 2019), Memoni (Ali, 2017), Burusaki, Khowar, Shina, Balti (Ali, 2015), Dhatki (Abbasi & Aftab, 2020), Marwari (Jhatial & Khan, 2021), Bagri, Kutchi, Kashmiri, Pahari, Seraiki, Hindko, and Brahevi (Veesrio, 2021). Census 2017 data as

shown in Table 1 depicts the linguistic diversity within the

metropolitan city (Rehman, 2021).

Table 1

Linguistic Diversity in Karachi in Census-2017

Language	Percentage
Urdu	42.30%
Pashtoo	15.01%
Punjabi	10.73%
Sindhi	10.67%
Balochi	4.04%
Seraiki	4.97%
Hindko	4.24%
Bravhvi	0.63%
Kashmiri	0.39%
Others	7.02%

The data has been presented as reported by Rehman (2021) in The News newspaper.

Kashmiri Speakers in Karachi

Kashmiri is the Indo-Aryan and largest language of the Kashmir Valley; however, it has been a disputed area in the sub-continent. As a result, Kashmiris reside in both Azad Kashmir and Jammu Kashmir controlled by Pakistan and India. Veesrio (2021) has narrated that Kashmiri is spoken in other areas as well like "Ponjh Tehsil Haweli (Jammu Kahsmir), District

Muzaffarabad city area (Azad Kashmir), Skardu, Gilgit, (Gilgit Baltistan), Hazara (KPK, Pakistan), Muree (Punjab, Pakistan) and Karachi, Sindh-Pakistan" (p. 339).

There is a dialectal difference between the Muslim Kashmiris and Hindu Pandits in Kashmir and other parts of the country (Bhat, 2017). Overall, regional and social dialects are different (Veesrio, 2021). As a result of war clouds and natural

calamities like an earthquake in the area of Kashmir and LOC, the Kashmiri speakers have migrated mostly to Azad Kashmir and other provinces in Pakistan especially cities for safe, secure, and prosperous economic and social life.

As reported by the Census-2017 data (Rehman, 2021), there are about 0.39% of Kashmiri speakers residing in Karachi, Sindh out of 0.17% of the total number of speakers in Pakistan as per 2017 census results (Pakistan Bureau of Statistics, 2021). This 0.39% of Kashmiri speakers are residing in different areas of the city. Hence, the present study focuses on the young Kashmiri speakers whose families have migrated from Kashmir to Karachi for better educational and social life.

Objectives

1. To explore the language use patterns among young migrant Kashmiri speakers in Karachi

2. To identify the linguistic identity patterns among young migrant Kashmiri speakers in Karachi

Research Questions

1. What are the language use patterns among young Kashmiri speakers in Karachi?

2. What are the different linguistic identity patterns among young migrant Kashmiri speakers in Karachi?

Problem Statement

Although Kashmir enjoys institutional support and recognition of the rights of Kashmir by the Government of Pakistan, little effort has been made to support and promote the Kashmiri language.

Similarly, it has been explored and investigated that mother tongue speakers are rapidly adopting the lingua franca in urban centers (Ali, 2017; Abbasi & Aftab, 2020 & Abbasi & Zaki, 2019). Especially, those migrant speakers who shifted for economic reasons from northern areas and other provinces are shifting to the majority language in cities (Ali, 2015). As previously, it has been explored that Kashmiri speakers who migrated to Muzaffarabad from the

countryside have already started using the Urdu language, especially young children (Kiani, Khan, Yasmin & Iqbal, 2019). Therefore, the present study explores the Kashmiri community who have migrated post-partition in the sub-continent and more recently after the earthquake in 2005. As observed that language and identity shifts are more frequent among the young generation (Ali, Ibrar & Khan, 2021). Hence, the present study focuses on language use patterns and the linguistic identity of young Kashmiri speakers who are enrolled in different public sector universities. Additionally, the present study aims to foresee whether 0.39% of Kashmiri speakers of the total population in Karachi are maintaining or shifting away from their linguistic and ethnic identity.

Literature Review

Cities are the hub of linguistic diversity and cultural plurality. Speakers from different areas migrate from underdeveloped areas to urban centres to improve their social and economic life. However multilingual societies have several issues as they face constant challenges from other linguistic and cultural identities.

As David, Channa, Manan, and Dumanig (2020) investigated different ways of preserving the ethnic and cultural identity of Malaysian Sindhis in Kuala Lumpur. Data was collected from 79 female members of the community aged between 50 and 70 years through one-word responses and the secondary data was collected from the researchers' three years ethnographic study to provide detailed insights about ethnic identity. The analysis of the data showed that Sindhiness had different subjective meanings for each member which is deeply rooted in the traditions, rituals, and cultural practices of daily life. While responding about their identity participants considered language, surname 'ani', Sindhi cuisine, religious ceremonies, gossip, networking, and social values of hospitable, loving, caring, and friendly as some of the distinguishing

features of their Sindhi identity in Malaysia.

Consequently, Kaur et al. (2022) focus on the minority Punjabi Sikh community in the capital city of Kota Kinabalu, East Malaysia where the Punjabi speakers are facing challenges of identity maintenance in the presence of dominant culture. The study aims to explore whether the Punjabi community has enculturated (preserved their uniqueness) or assimilated (adopted the majority culture) themselves into Malaysian culture. For this mixed-method study, data was collected using convenience sampling from 43 participants using a questionnaire and interviews with the community members. The analysis showed that most of the participants used and preferred English in their home domain and for various activities. As far as their ethnic identity is concerned, 24 reported that they identify themselves as Punjabi via language. At the same time, they expressed their local cultural Punjabi identity as 30 participants reported that they consume Punjabi food, 30

listen to Punjabi music, prefer local clothing and local festivals, and prefer endogamous marriages as per the rituals of the Punjabi community. Overall, the Punjabi community had assimilated and enculturated into the English language; they are still retaining their local ethnic identity.

While in the scenario of multilingual Pakistan, Ali, Ibrar, and Khan (2021) focused on the second most spoken language Hindko in the province of Khyber Pakhtoon Khwa in Peshawar. The study aimed to explore the sustainability of the Hindko language by observing the language use patterns and identity in the presence of the dominant language Pashtu. The data was collected using a quantitative survey which was administered to two different age groups (16-25 & 26-40). The analysis of the data shows that the young generation in particular shifts from their traditional language to other languages due to social mobility. Urdu is more predominant in most of the domains and social contexts than Hindko as it is used in

the marketplace, school and administration.

Subsequently, Haider, Wali, Tahir, and Parveen (2021) explored the linguistic and cultural identity of young Punjabi speakers. By investigating their identity, it aims to find out the possible reasons for language degradation among youth using a phenomenological design. The data was collected from ethnic respondents from four universities in Islamabad (60 M/F: 15 from each university). The study utilized purposive sampling to conduct semi-structured interviews, conversations, and media discourse to analyze Punjabi identity and language shift. The findings showed that Punjabi speakers do not own their identity and use the national language Urdu in most of the domains. These trends were particularly observed among women who are not transmitting the language to their younger ones.

In the same way, Jhatial & Khan (2021) explored the linguistic choice, proficiency, attitudes, and identity of Dhatki and Marwari speakers originally from Tharparker and Umerkot studying at the University of Sindh, Hyderabad. Data were collected from 20 participants using a purposive qualitative study. The findings reveal that both these languages are not used in educational institutes and no efforts have been made to mainstream these languages on social platforms or digital media. However, Dhatki and Marwari speakers are proud of their ethnic identity and consider language as an identity marker. At the same time, they are proud of their ancient heritage and are continuously trying to make efforts to maintain their language. As they speak their mother tongue in public places easily. Although the participants are proud of their social and racial identity yet they shift to Sindhi and Urdu because of a lack of social acceptance. As a result, some of them consider themselves Sindhi first than Dhatki/Marwari (Jhatial & Khan, 2021). Also, Stereotyping Dhatki and Marwari languages as backward or language of lower-class people is common in

society as the literature is limited to mostly folktales.

Language Choice, Identity, Shift, and Maintenance Studies in Karachi

Given Karachi's diverse population, this city is a host to many indigenous communities because speakers from all the provinces shift here to improve their educational standards and social status. Ali (2015) explored the linguistic journey of four indigenous communities Balti, Brushaski, Khowar, and Shina studying at one of the largest educational institutes of Karachi: the University of Karachi. Data was collected using a qualitative multiple case study design to explore speakers' behavior towards their linguistic identity. The analysis showed that speakers living away from their native geographical environment results in having a negative attitude toward their language and low ethnolinguistic vitality and decreased proficiency towards their linguistic identity and language. Similarly, while narrating about their Brushaski

identity, almost all of them reported that they use language as a marker to be recognized as a mother tongue speaker.

Additionally, Abbasi and Zaki (2019) investigated the language choices and perceptions of third-generation Gujarati speakers toward their linguistic identity. The study utilized the Perceived Benefit Model of Language Stability by Karan and Stadler (2000) which focuses on the motivation and behavior toward linguistic choice in a community. For this qualitative case study, data was collected using purposive sampling from 10 participants through the sociolinguistic profile and semi-structured interviews. The results showed that the language was shifting in most of the domains. Gujarati which is also an Indo-Aryan language is spoken worldwide. However, within cities, especially Karachi the language is surviving in oral discourse and the speakers are shifting to Urdu and English. The findings showed that there are societal, educational, and economic

factors and specifically the attitude and behavior within the family are crucial for shifting away from their mother tongue.

Consequently, Abbasi and Aftab (2020) investigated the linguistic phenomenon and identity of young Dhatki speakers (Indo-Aryan language spoken in Tharparkar and Umerkot) residing in Karachi for economic and educational opportunities. This qualitative case study gathered data from 30 participants using a sociolinguistic profile while in-depth interviews were taken from six participants in a public sector university. These tools were utilized to know more about their language preference and identity in a dominant culture. The results showed that the speakers are shifting to Sindhi and Urdu while preferring to communicate in English and Chinese for academic needs and job opportunities. While in-depth analysis reveals that Dhatki speakers face stereotypical behavior because of their skin color and low-socio-economic status. As a result, they

adopt Sindhi for prestige, social acceptance, and sense of association, economic factors, and upward social mobility. While narrating about their identity, it was reported that most of them do not identify themselves with their language rather they preferred to be recognized as Sindhi. Simultaneously, most of them explained that they do not wish to transfer their language to the younger children as it may affect their proficiency as "English is everywhere" (Abbasi & Aftab, 2020 p. 90).

Studies on the Kashmiri Language in Pakistan

Kiani et al. (2019) investigated the linguistic identity of five Kashmiri and five Hindko families who migrated from their villages to the city, Muzaffarbad after the 2005 earthquake. It also aims to identify the impact of attitude and culture on language shift and the relationship between social set-up and language behavior. Data was collected using a questionnaire and interviews. The questionnaire was

used to check the competency and language use of parents and their children in Hindko and Kashmiri in various domains. While interviews were used to cross-check the proficiency as reported in the questionnaire and the reasons for the language shift from their mother tongue to Urdu. The results showed that the first-generation parents are maintaining their first language in a home domain as their linguistic identity, while the children have low proficiency in their mother tongue. It was found that the children are shifting towards the Urdu language as it is the lingua franca in all the domains of language especially education, electronic media, and the marketplace. It further reported that there is a relationship between social status and language use. Speakers who are literate and belong to the upper class prefer Urdu to Kashmiri. Hence, social change within society has a great impact on society.

Hence, the present also aims to explore the language use and identity patterns among young migrant Kashmiri speakers in a changed social situation. Holistically, it aims to determine whether the speakers' language use patterns and identity enable them to preserve their unique identity and language or it shifts to the common lingua franca, which is the dominant language in Karachi.

Research Method and Design

This study utilizes the qualitative method, which means a detailed description of the problem and community attitudes, preferences, and beliefs. (Creswell, 2014) Therefore; as the present study explores Kashmiri speakers and their language use patterns and behavior in daily life; a qualitative study with a multiple-case study design has been undertaken. Multiple case study provides in-depth insights into the patterns, behavior, and perceptions (Duff, 2008). Hence, the present study focuses on Kashmiri speakers as the target of analysis, therefore multiple case study is the most reliable approach to know the phenomenon of language use and

identity construction. Previous studies (Karan & Stadler, 2000; Ali, 2015; Abbasi & Aftab, 2020; Kiani et al., 2019) have also used the qualitative case study approach to know about the detailed perspectives that community beholds with regard to their language use and identity patterns.

Setting

The population of this study includes Kashmiri speakers who are residing in Karachi. The second generation of Kashmiris had migrated to Karachi for economic and social opportunities. However, the young speakers which is the third generation are studying in different educational sectors of the city and often visit their hometown in Kashmir. Therefore, the target population includes young migrant Kashmiri students who are enrolled in different programs of a public sector university and were born in Karachi or have spent considerable time in Karachi i.e., ten years or more.

Sampling

As the study focuses on young Kashmiri speakers. Therefore, data was collected using purposive sampling in the first phase followed by snowball sampling in the second stage. As the Kashmiri speakers are enrolled in different programs in the public sector university, therefore, they were selected. However, it was not easy to find all of them therefore, the initial research participants were requested to convince other participants using their social network to become part of this study exploring their identity and language use patterns. Hence, 05 Young Kashmiri speakers aged between 18 and 30 years were part of the undertaken study. Both male and female participants were part of this study. The profile of the speakers is given in Table 2 below. The sample size of 05 participants was enough as it reached the saturation point and the researcher started receiving the same answers from the other participants.

Table 2

Participant's Profile

Participant	Age	Gender	Area of residence in Karachi	Area of Location in Kashmir
LCIK001	22 years	Female	Clifton, Karachi	Kotli, Azad Kashmir
LCIK002	24 years	Female	Ancholi, Karachi	Bagh, Muzaffarbad
LCIK003	21 years	Male	Garden, Karachi	Dadyal, Kashmir
LCIK004	19 years	Female	Malir, Karachi	Muzaffarbad Chakkar Area
LCIK005	21 years	Male	Gulshan-e-Iqbal Karachi	Azad Kashmir

Methodology

The objectives of the study aim to explore language use and different identity patterns and ultimately their impact on the Kashmiri language in society about the dominant language. Therefore, semi-structured interviews were conducted. As semi-structured interviews provide in-depth information about a speaker's behavior, attitude and ideology holistically. (Creswell, 2014).

Before conducting the interview, the objectives of the study were shared with the participants.

After the formal consent of the participants' interviews were conducted as per the convenience of the participants. 03 interviews were conducted face-to-face while two interviews were conducted online on Zoom because of time constraints and pandemic restrictions and SOPs. The interview was recorded and transcribed for analysis. The questions were asked in English; however, instances of code-switching were often found. Each interview lasted for 40 minutes and all of them were completed in more than 03 hours. The participants were informed

that the identity of the speaker would not be disclosed and the data will be used for academic research purposes only.

The transcribed data were analyzed using codes, categories, themes, and sub-themes. Hence, thematic analysis was utilized for identifying the themes from the raw data after the interviews.

Findings and Discussions
Language Choice Patterns in Home and other domains

One of the major objectives of the study was to explore language use patterns in different domains. Most of the participants reported that they used Urdu in their homes. LCIK001 narrated that "*we use Urdu in our home, although my parents can communicate in Kashmiri, they talk with us in Urdu*". Similarly, LCIK002 said that "*I communicate in Urdu with my sister and we are more comfortable using Urdu in our home*". A similar view was given by LCI004, who said, "*Urdu is the common tongue in Karachi and it has influenced our home settings too but still my parents do speak Kashmiri but most of us use Urdu*". In the same way, LCIK005 reported that "*we all communicate in Urdu and English most often; like with my sister who is an engineer we communicate and gossip in English about the social happenings in the society*". Similarly, LCIK002 said that "*we use Urdu with our siblings and use Kashmiri for fun or out of necessity when the guests arrive*". However, LCIK003 narrated that "*we use both Urdu and Kashmiri in our home*". While narrating about the other domains; almost all the participants said that

"*We use Urdu in the market (LCIK002); school, university* (LCIK001); *friends, workplace; cinema* (LCIK003) *religious place* (LCIK004); *restaurant: coffee-shop, canteen, and hotel* (LCIK005). LCIK005 rightly says "*everywhere we use the Urdu language*".

LCIK005, while explaining the importance of Urdu, said *"the younger ones mostly communicate in Urdu. Even when we visit our hometown in Kashmir, people*

communicate in Urdu with the younger ones. It is because Urdu is the common language which is used by everyone". Even LCIK002 said *"we use Urdu to communicate with our younger ones and siblings.* Moreover, LCIK004 narrated the same stance: *"Urdu is the language to be used even in our home-town because now people are aware of the importance of Urdu and mostly, educated people to use Urdu with their kids".*

While explaining the reasons for using Urdu instead of Kashmiri LCIK001 said *"our parents used to communicate with us in Urdu and we are more comfortable in using it and we believe we can communicate in a much better way in Urdu".* Similarly, LCIK003 said, *"in order to get fluent in Urdu, we use the language".* Also, while commenting about the proficiency in Kashmiri language LCIK001 *said "We have only heard my mother talking to my maternal family and my spoken is not good; although I can understand. I watch dramas in Kashmiri. We use to speak*

in Urdu and English at home and school".

Overall, despite using the Urdu language at home and in other domains. Participants believe that their language would not be affected as LCIK003 said *"the language would be preserved as the young generation will keep on hearing their mother tongue from elders".*

Linguistic Identity Patterns among Young Kashmiri Migrants

The second objective of this study was to explore the linguistic identity patterns of young migrant Kashmiri speakers in new social settings. The participants narrated language, caste, skin color, gender, historical affiliation, geographical association, and struggle for human rights cause as being part of their Kashmiri linguistic identity.

Language, Caste, and Skin Color

There are different ways of looking at an individual's association with an indigenous community. Language is one of the foremost elements. As LCIK001 said, "*If I look at it in the normal way; I recognize*

myself with Kashmiri language". Also, LCI004 said "*we denote ourselves as Kashmiri and not Urdu speakers*". In the same way LCIK005 said "*we are proud of our mother tongue but we love to live in Karachi and not Kashmir*".

I associate myself as Kashmiri because of my caste and there are different castes like "*Rajput, Bhutt, Chaudary; Mirza, Meer, and Dar*" (LCIK001). Similarly, "*we are Kashmiris because we are Dars*" (LCIK002).

Contrastively, LCIK003 said "*I feel proud as a Kashmiri because of my skin color and it might sound weird but this is how it is*". Similarly, LCIK002 said, "*people do not refer or define as Kashmiri speakers as our skin color is not white*". Although racial identity is a centuries-old concept, in the modern era, speakers identify themselves on the basis of skin color. As LCIK003 explained, "*Kashmiris are mostly white-skinned and I feel superior because of it*".

Gender is another way of identifying one's association with a community. The male Kashmiri speaker LCIK003 narrated that "*with respect to male and female; there are no marked differences in terms of the role; however, simply attire differentiates male and female*". While LCIK004 narrated that "*because of the historical struggle of the Kashmiri rights; the males were considered as warriors and revolutionaries while women as queens of the valley; however, in the present; both and females are the social scientist of the current age*". Consequently, LCIK002 narrated "*now both male and female are working and females are no more stereotypes and considered working women only*".

Historical Affiliation

A mother tongue speaker has a significant connection with their language and the community. As LCIK001 narrates "*although my grandparents died when I was 17, visiting my relatives and family members give a sense of pride being a Kashmiri*". In the same way, LCIK003 said "*our ancestor*

belonging to Kashmir and their residence at that place gives us a home-like feeling, as it makes us feel that we are actually part of the Kashmir valley". While LCIK005 said *"I am Kashmiri because of my parents and grandparents; it's not just the language but your ancestors whose belongings matters the most".*

Geographical Association

Besides some participants reported that visiting their hometown gives them a sense of pride. LCIK003 reported that "*we are also proud of being a Kashmiri because of beautiful mountains, greenery, and scenery around. Neelam valley Arrangkhel located near Kel and Sharda is the place which pleases us the most as a Kashmiri speaker*". As LCIK005 says "*my father knows more about Kashmiri language and values; yet visiting Kashmir twice was lifetime experience*".

The remaining participants reported the opposite. As LCIK004 said, "*we used to visit our hometown on special occasions but now we do not visit on a regular basis as we*

have been shifted to Karachi since 20 years". LCIK001 also narrated a similar view: "*now we visit our hometown once or twice in a year*".

Kashmiri's Struggle for Human Rights

Though Kashmiri citizens have migrated into different cities yet they are united against the struggle for Human Rights. As LCIK001 says "*we also celebrate Kashmir Day on 5th February. We are dressed up in our traditional attire, local food is cooked and we meet our relatives*". However, LCIK003 said "*we do not celebrate the day in the traditional style now; we use to celebrate it during our school time. Nowadays, I just wear green kurta on that day*".

The findings of this study report that although the language use patterns are changing yet the identity patterns are maintained to reflect the Kashmiri identity. Kiani et al. (2019) report the same findings for the language use patterns that Urdu is used in the home domains. In the same way, Ali (2015 & 2017) and Ali (2017) explored the indigenous

communities in Karachi and reported that the speakers are using Urdu in most of the domains and their language choices are governed by their social settings.

As the present study explored the young Kashmiri speakers and especially children, it was reported that they are using Urdu in all social settings. A similar view was given by Kiani et al. (2019) that children use it for education purposes and especially while doing homework. Ali (2015) reported the same findings that the indigenous speakers are more proficient in using Urdu and English in their education domain than in their mother tongue. Similarly, most of the participants in this study narrated that they do not have good proficiency in their mother tongue although they watch and listen to Kashmiri content, Kiani et al. (2019) agree with the findings as it was reported that the young Kashmiris do not have good language skills.

Although the language choices are changing, the young Kashmiris are preserving their distinct culture through different linguistic identity patterns. Abbasi et al. (2022) while exploring the cultural patterns of young Sindhi speakers narrated that Sindhi identity is maintained by different identity markers. Moreover, Kaur et al. (2022) presented similar findings as well, that the Punjabi speakers in Malaysia are preserving their local culture through their identity patterns. Similarly, David et al. (2020) explored that language may shift but identity is permanent. As surnames, food, religion, networking, and social values are the features that are a distinct part of any identity. Kaur et al. (2020) also explored similar features in the Punjabi community. The findings of the present study reported the same identity markers. However, geographical affiliation, historical ties, and skin color are some of the new features which are being considered as important features of Kashmiri identity as explored within this study. Although Skin-color feature was explored among Dhatki speakers as well, they had a negative

image (Abbasi & Aftab, 2020). However, in the present study, the Kashmiri speakers attribute positive meaning to this feature of their identity. Consequently, Kaur et al. (2022) reported that the speakers are preferring endogamous marriages; however, in the present study, some of the Kashmiri speakers reported preferring exogamous marriage which may affect the language within the coming generation. However, despite the language shift, the community speakers had high ethnolinguistic vitality about their Kashmiri language and identity. Ali (2015), Abbasi et al. (2022), and David et al. (2020) shared similar findings for the preservation of identity patterns. However, they consider language as a vital component of identity preservation.

Conclusion

Overall, the analysis of this study shows that young Kashmiri speakers use Urdu in different domains. However, it is being used in the home domain as well with the siblings for discussion, fun, and academic knowledge. However, their parents communicate in the Kashmiri language with their other relatives. Similarly, the young generation is using Urdu in other domains as well. Despite using Urdu in most of the domains, the speakers had a positive attitude toward their language. However, the number of domains in which the Kashmiri language is used is reduced and which could lead to language shift, attrition, or loss. Despite the language patterns of the community are shifting, yet the speakers have ascribed positive features to their ethnic identity which includes language, caste, skin color, historical affiliation, geographical association, and gender role are some of the features that narrate that the Kashmiri identity is maintained among the speakers. These identity patterns are enabling the Kashmiri speakers to preserve their indigenous identity in cities. Although their visit to their native land is fewer, they have a strong sense of association with the people and geographical area.

Although the language patterns of the young migrant

Kashmiris are shifting, they are proud of the different identity features that they are beholding in cities. These features make them unique and stand indifferent from the rest of the population. A further detailed study can be conducted to know about the language use patterns in detail and reasons for switching from the mother tongue to the dominant language in cities. Although, this study provides an insight into the life of young migrant Kashmiri speakers in terms of language and identity patterns. Yet it is limited because of its scope and the number of participants in the study.

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Societal Afflictions and Economic Inequity: A Marxist Study of Fountain's *Billy Lynn's Long Halftime Walk*

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Abstract

The world is full of people who are thirsty for others' blood. They lack soft corners and ethical morals. Under such circumstances, conflict erupts the societies that cause destruction and wreckage. Conflict resolution and the creation of global harmony is the basic need to resolve the issues. Additionally, freedom is the most precious gift given to people. However, some people do not realize this, they remain suffering from various hardships and spend their lives as slaves. This is the era of development and progress; we can see the escalated building and pillars of knowledge all around the world. However, some people are facing cruelties and life-threatening situations. Contrary to this, some people enslaved by force are bestowed with the courage and determination to be free. They sacrifice their most valuable belongings such as children for freedom. This study is the proximal approach explaining such types of devastations in the spotlight of the novel Billy Lynn's Long Halftime Walk. Keeping in view the Marxist theory, societal afflictions and economic inequity are analyzed and the results depict that being a soldier in an American force is the most damaging phenomenon. The soldiers are betrayed by being given special privileges, however, in return, they have to give up on their own freedom, and they are forced to shed the blood of others.

Keywords: *Billy Lynn's Long Halftime Walk, Economic inequity, Marxism, Societal afflictions*

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Introduction

Mankind is at a higher rank of supremacy due to being kind hearted, bestowed with love and feelings of affection for other living entities. They feel the pain of other people and try to lessen it (De Montellano and Bernard, 1983; Claessen et al., 2004; Ho, 2019). Similarly, they enjoy the happiness of others and participate to increase it many folds. However, sometimes, the reverse to this happens and man becomes the foe of others (Berman, 2016; Das, 2019; Hibbard, 2019). Consequently, they try to snatch the happiness of others; they want to become the owner of other people's belongings and for the fulfillment of their personal benefits, they cross all the limits of humanity. At that moment, they forget the difference between the human and the monster (Purnis et al., 2016; Brown, 2019; Roby, 2019; Rodríguez, Jesús, et al., 2019). Due to this dilemma, destruction happens in society and people try to save their lives, resources, respect, and even their loved ones from the bad temptation of other human beings.

Conflicts erupt when one's well-being is constrained by social injustice, economic despair, and political oppression. These causes promote human aspirations to conflict, giving birth to unequal and illicit competition based on strong opposition to the will of common people among diverse ethnic groups (Thompson, 2016; Dominelli, 2017; Kanade, 2020). These social elements create conditions where the realization of human needs becomes absent and a sense of deprivation prevails (Merav Moshe, 2001). Relative deprivation ultimately leads to the violation of basic human rights. Once human rights violation starts, mutual co-existence eradicates.

Under such circumstances, wars begin and people start occupying the commodities of other nations and other people. The exact reflection was observed in the novel *Billy Lynn's Long Halftime Walk,* written by the well-known author Ben Fountain. *Billy Lynn's Long Halftime Walk* features are a unique way of describing the field of war and its aftermaths. It sets on the family anterior approximately for the year 2004 or around there, it happened when the Thanksgiving Day match was held at "the Dallas Cowboys' stadium".

Additionally, Karl Marlantes, who is a well-known Vietnam veteran as well as novelist, was honored to

dub the famous novel *Billy Lynn's Long Halftime Walk* in the name of "the Catch-22 of the Iraq war*"*, he has enlightened that this book can be described as "the American approach of observing warfare". And it is tremendous, persuasive, vivid, as well as hilarious, and heartbreaking. It is not the exact copy of the *Catch-22,* nonetheless it reminiscences all kinds of virtuous possessions: the ecstatic Playboy cottontail's stadium scene in Catastrophe.

Eradication of conflicts and sustainability of peace in society is the most precious and proximal gift given to people (De Montellano and Bernard, 1983; Claessen et al., 2004; Piraji, 2013; Dattaray, 2014; Thiara, 2016; Hui, 2017; Jain, 2017; Rao, N. and Swaminathan, 2017; Christopher, 2018; Ho, 2019; Majhi, 2019; Varadarajulu, 2019). However, some people do not feel this reality, they remain suffering from various hardships and difficulties due to being compelled to spend their life as victims of a cruel system (Goffin, 1993; Parmar, 2013; Zimbler et al., 2014; Chambers, C. and Gilmour, 2018; Amichand, 2019; Chandra Sekhar, 2019; Gill, 2019; Rao, 2019; Syamprasad, 2019; Thakur, 2019;

Shulman, 2020; Nukapangu, 2020). This is the era of development and progress; we can see the escalated building and pillars of knowledge all around the world. However, still, some people are facing cruelties and life-threatening situations (Agathocleous, T. and Neary, 2019; Cybil, 2019; Jayaram, 2019; Goyal, 2019; Kesalu, S.V., and Srinivasulu, 2019; Kumar, 2019; Mosse, 2019; Rawat, 2019; Satyanarayana, 2019; Yengde, 2019; Arya, 2020; Buat, 2020; Gopinath, 2020). They are away from their loved ones; they are away from the blessings of free life and thus, deeply indulged in the enlargement of conflicts and destruction of societies. Under such circumstances, uproot of the major reasons behind the rise of divergences is the proximal approach. Different approaches and models were developed by the researchers for resolving conflict and building peace (Bbaala, P. and Mate, 2016; Meir, D. and Fletcher, 2019). The most popular among these themes is the preservation of a single communal identity (Ibid). One basic and a common approach to conflict resolution is the transformation of struggle promoting conflict into a

positive force, supporting mutual co-existence. This transformation includes two basic channels of social change. Firstly, justice must guide the resolution process in every aspect, and secondly, justice must treat all ethnic, religious, and racial identities with one stick to ensure internal harmony and integration. In the novel, *Billy Lynn's Long Halftime Walk,* the author has beautifully explained the war sight and way of an American soldier as well as the common people who observe and experience the war and its aftermath.

An army bunch named the "bravo squad" are declared as the heroes. They are a major part of the war that is ongoing in the suburbs of Iraq. Moreover, the "Bravo squad" also shredded the assemblage of revolutionaries known as the "beebs" or "hajjis" in the army's punitive vernacular tone. For doing this, that concerned bunch of the army had been honored with medals coupled with being sent home on a two-week advertising expedition. Therefore, keeping in view the aforementioned circumstances, the present research article has been proposed to enlighten the societal Afflictions along with the economic analysis inequity in the limelight of Marxist theory having the

detailed analysis of *Billy Lynn's Long Halftime Walk*.

Literature Review

Considerable research has been done on the subject, such as by Thania and Christoph (2006), Cuhadar (2004), Collier et al. (2003), Muhammad (2001), Estree et al. (2001), David et al. (2001), Marav (2001), Daniel (2000) and certain others but still, there is a vacuum in the body of literature regarding societal afflictions, inter-racial harmony, the associated concepts and themes to be developed and highlighted. Very less literature is available for explaining the most important phenomenon of society that how people are exploiting each other by adopting various prohibited acts. This research is undertaken to explore certain hidden concepts of societal afflictions along with the economic analysis of inequity in the limelight of Marxist theory having the detailed analysis of *Billy Lynn's Long Halftime Walk*.

Throughout the history of the world, many writers with their philosophy of life and their artistic languages have defined the nature of human beings with the help of different genres of fields. The

devastating circumstances of society such as wars, terrorism, unjust and unbearable behavior of society as well as the poor and miserable condition of the affected people is the most alarming trend. In every class, people face many socioeconomic and political problems which have a great influence on them. Malkawi (2019) is of the view that Civil Wars and other such types of phenomena have a devastating impact on the lives of the common people.

Similarly, McAteer (2020) performed a detailed study to evaluate the impact of life shattering incidents on the social behavior of the common people and he found that it is not related to one person or one family. The impact of injustice, cruelty, and oppression changes the whole community, and their life passes through the most horrible states of life. They become jobless, and poverty and hunger snatch their dignity, name, and even sense of responsibility. They experience darkness and disappointment in every corner of their life. They lose their loved ones and this pain changes them from common people into despondent and even sometimes criminals. Therefore, it is the utmost

need of the hour to do something for sustainability as well as the harmony of societies throughout the world.

Mellifont (2017) is of the view that love is the most important attribute of every society as well as the basic parameter of success of every man. In his article, the author explains the example of love between Uma and Wiltshire. He says that many devil-natured persons tried to separate them by deteriorating their social as well as personal life. Case, the villain of the story pressurizes the whole community to discontinue their dealings with Wiltshire. Consequently, tried to destroy his family. However, the unconditional love of Wiltshire for Uma did not let them stop their journey in life. They remained certain that after passing this short duration of hardships there will come a time of peace and happiness and everything will become fine again. Therefore, they defeated the hate and won the pleasures of life. Gay (2017) is of the view that friends are an important attribute of social life. However, good company grooms a generation of morally good and successful people. Contrary to this, not only bad company and evil spirit people destroy them, but also the

company and friends that they have. A similar phenomenon was observed in the story *The Ebb Tide*, three losers of life became friends. However, their evil spirit never let them become successful, rather they always tried to find out the shortcuts to accomplish success and progress. Once they were assigned to bring one ship to the destined position, they plotted to steal the material and brought the ship to the fake destination and found nothing. Therefore, the author says that it is necessary to become successful and happy in one's life, one should bring positive and good actions in their life.

The same sort of exclusion is highlighted by Kalyana Rao in his novel *Untouchable Spring*. This novel presents the life history of a family which is integrated with the socio-cultural history of the Telugu Dalit Community (Sailaja, 1986; Selvam, 1988; Somanatha et al., 1990; Srinivas, 1992; Kēśavareḍḍi, 1998; Karamsi, 2010; Berman, 2016; Saranya, 2016; Chambers, C. and Gilmour, 2018; Das, 2019; Hibbard, 2019; Sunder, 2019).

Through the mode of oral storytelling, the author narrates the saga of generations of Dalit lives and the art forms that play a major role in their lives. The story begins in a small village called "Yennala Dinni" and the narrator is Ruth who is recollecting her husband Ruben's tales of his forefathers and their struggle for equality and dignity (De Montellano and Bernard, 1983; Claessen et al., 2004; Piraji, 2013; Dattaray, 2014; Thiara, 2016; Hui, 2017; Jain, 2017; Rao, N. and Swaminathan, 2017; Christopher, 2018; Ho, 2019; Majhi, 2019; Varadarajulu, 2019). Five generations of Dalits form the context of this novel, starting from Yellanna, his grandfather and later followed by his father Sivaiah, his son Immanuel, and his grandson Jessie. Being born a Dalit, all of them without exception, face severe oppression (Dayam, 2009; Purnis et al., 2016; Ellis-Petersen, H. and Flood, 2017; Jones, 2018; Sankaran, C. and Nkengasong, 2018; Brown, 2019; Roby, 2019; Rodríguez, Jesús et al., 2019). Time and context might have changed many things but the plight of Dalit community remains the same, and still, they have to fight for the self-identity and self-respect in the highly oppressive social system (Agathocleous, T. and Neary, 2019; Cybil, 2019; Jayaram, 2019; Goyal, 2019; Kesalu, S.V. and Srinivasulu,

2019; Kumar, 2019; Mosse, 2019; Rawat, 2019; Satyanarayana, 2019; Yengde, 2019; Arya, 2020; Buat, 2020; Gopinath, 2020). The fight was taken to the rest of the people of the Dalit community by means of traditional dance forms, songs and plays, which are imbibed with the reality of their everyday experiences to which the mainstream arts keep a blind eye (Agathocleous, T. and Neary, 2019; Cybil, 2019; Jayaram, 2019; Goyal, 2019; Kesalu, S.V. and Srinivasulu, 2019; Kumar, 2019; Mosse, 2019; Rawat, 2019; Satyanarayana, 2019; Yengde, 2019; Arya, 2020; Buat, 2020; Gopinath, 2020). Kalyan Rao's *Untouchable Spring* is the story of those arts which try to bring out the pain in the hearts of Dalits, who are deprived of human rights and dignity in society (Sailaja, 1986; Selvam, 1988; Somanatha et al., 1990; Srinivas, 1992; Kēśavareḍḍi, 1998; Karamsi, 2010; Berman, 2016; Saranya, 2016; Chambers, C. and Gilmour, 2018; Das, 2019; Hibbard, 2019; Sunder, 2019). The narrative technique which the author uses in this work is interesting: Reuban has narrated the story to Ruth and after his death, she recollects that story and narrates it to

the readers (De Montellano and Bernard, 1983; Claessen et al., 2004; Piraji, 2013; Dattaray, 2014; Thiara, 2016; Hui, 2017; Jain, 2017; Rao, N. and Swaminathan, 2017; Christopher, 2018; Ho, 2019; Majhi, 2019; Varadarajulu, 2019).

In addition to the aforementioned facts, it has been observed that the eradication of oppression of low-class castes, the sustainability of peace in society is the most precious and proximal gift given to people (De Montellano and Bernard, 1983; Claessen et al., 2004; Piraji, 2013; Dattaray, 2014; Thiara, 2016; Hui, 2017; Jain, 2017; Rao, N. and Swaminathan, 2017; Christopher, 2018; Ho, 2019; Majhi, 2019; Varadarajulu, 2019). However, some people do not feel this reality, they remain suffering from various hardships and difficulties due to being compelled to spend the life as being victims of a cruel system (Goffin, 1993; Parmar, 2013; Zimbler et al., 2014; Chambers, C. and Gilmour, 2018; Amichand, 2019; Chandra Sekhar, 2019; Gill, 2019; Rao, 2019 a,b; Syamprasad, 2019; Thakur, 2019; Shulman, 2020; Nukapangu, 2020).

In the chronicle of *The Blind Man's Garden*, the narrator

characterizes the American family person named "Jeo" as the leading role of the story along with his adopted brother named "Mikal" (Robinson, 2019; Osment, 2019). Jeo was a man of principles as well as an above suspicious character; however, after the incident of 9/11, he decides to move to Pakistan along with his family. However, instead of going to Pakistan, they changed their decision and went to Afghanistan to help the wretched people (Alliata, 2006; Wall and Sarah, 2017). Later on, he becomes prey to the Al Qaida army that forcefully includes him in his people (Dryden, 2011; Treagus, 2014). "Naheed" was the wife of the "Jeo", however, she and the adopted brother of the "Jeo" named "Mikal" used to love each other (Stevenson, 2005; Macleod and David, 2014). Here, the story depicts the sad factor of a society that never accepts the loving couple but rather creates hurdles for them to unite (Jackson, 2000; Harris, 2003; Ferrini, 2012). Furthermore, the story becomes sorrowful when "Jeo" is killed in America's reaction to destroy Al Qaida (Nakai, 2000; Jolly, 2004; OIesha, 2019).

Similarly, the story also enlightens the devastating phenomenon of society that can be explained well by using the theory of "Bereavement" by covering the death of "Jeo" (Kindler, 2005; Jolly, 2006). The concerned story comprises sadness and mourning throughout the novel, along with the death of "Jeo", his father also loses his eyes due to another attack of America (Tulloch, 2003; Davidson, 2004; MacLaren, 2006). The father of "Joe" named as "Rohan" is the person to whom the whole story is dedicated as the blind man. He suffers the heart wrenching sorrows such as the death of his wife, and his son, coupled with deprivation from the blessing of eyes for himself. He remained to mourn over the unexpected losses (Derry, 1996; Beattie, 1998; Clayton, 2009; Steenkamp, 2019). The only positive part of the novel is the reunion of "Naheed" and "Mikal" after the death of "Jeo". Moreover, they embellish their lives with the colors of a son (Binding, 1974; Holmes, 2001; Savage, 2012). Therefore, the story is a clear depiction of our selected theory for the data analysis (Davidson, 2004; Di Frances, 2012; Alexander, 2017).

Malkawi (2019) is of the view that civil wars and other types of violent occurrences have a

devastating impact on the lives of the common people. Similarly, he used the reference to the novel *Juno and the Paycock* for the explanation of his words by saying that due to the incident of the Civil War, the only son of Juno lost his arm and became a disabled person for the rest of his life and after that, he was murdered for the crime he has not done. Therefore, she although remained tired and continued mourning; however, with the passage of time, she becomes a strong and courageous lady who sees no difference with further pains and hardships coming to her life. Furthermore, the author is of the view that people must take care of humanity and there must be peace and harmony all around the world. Otherwise, he further states that the political leaders and higher authorities even could not feel the dilemma and pain through which the affected families pass.

My interest in this research has been developed due to the reason that I have seen people living in such type of area and thus, with background knowledge of this area, quite often observe people suffering from unrest due to racial disputes. This state of unrest has been affecting me psychologically; therefore, I am keen to conduct rigorous research in this area for policy implications and fulfillment of academic requirements in the light of societal afflictions along with the economic analysis inequity in the limelight of Marxist theory having the detailed analysis of *Billy Lynn's Long Halftime Walk*. This research is helpful for national and international educational institutions and other organizations as well as researchers who want to conduct further research in this area. There are proper lessons for policy implications regarding America, Iraq, and other regional and international countries.

Research Objectives

The current research has the following objectives:

1. To determine the societal afflictions in the limelight of *Billy Lynn's Long Halftime Walk.*
2. To perform the economic analysis of inequity in the frame of *Billy Lynn's Long Halftime Walk.*
3. To apply the Marxist theory for better insight into societal afflictions along with the economic analysis of inequity in

the context of *Billy Lynn's Long Halftime Walk*.

Research Questions

1. What are the societal afflictions in the limelight of *Billy Lynn's Long Halftime Walk*?
2. How to perform the economic analysis of inequity in the frame of *Billy Lynn's Long Halftime Walk*?
3. What is the result of the application of the Marxist theory for societal afflictions along with the economic analysis of inequity under the light of *Billy Lynn's Long Halftime Walk*?

Significance of the Study

Until now innumerable research has been done to highlight the various aspects of societal destruction in all over the world, however, no one has put the spotlight to highlight the societal afflictions along with the economic analysis of inequity. *Billy Lynn's Long Halftime Walk* is a well-known novel that has won various awards and titles. This novel beautifully describes the societal afflictions, impact of wars and the difference between the various countries for observing the war and its aftermaths. The current research task carries its own

importance as the philosophy of Marxism has been used for societal afflictions along with the economic analysis inequity under the light of *Billy Lynn's Long Halftime Walk*. Current research is helpful for the readers to provide a clear depiction of societal afflictions along with economic analysis inequity. Moreover, this study will also act as a courageous model for a poor nation, namely Iraq, to raise their voice against the cruelty and unjust behavior of powerful nation such as America. The research is fruitful for researchers who conduct their research works in the relevant domain. Moreover, my research work is significant because it has examined all the major issues regarding identity. The result of this examination has helped to understand all the cause of identity crisis with respect to in group and out group. The present study has also proved the crucial events that take place in the novel from identity point of view. It may further provide the conflicts like;

- us v/s them.
- effects of psychology on social status and its construction.
- self-categorization and self-identification.

- large-scale social categories such as gender, religion, and ethnicity.

Research Methodology

Framework

Our research area is related to the qualitative framework as it comprised of the study of human nature and life attributes. Therefore, following the Strauss and Corbin, (1998) definition for qualitative analysis we have used it for explaining our words and phrases that are used in the selected novels. Additionally, Marxist approach is used to explain the data analysis as this approach is highly supportive for explaining and interpretation of the societal afflictions along with economic analysis inequity in the living societies. Marxist theory can be defined as the theory "that understands society as fundamentally determined by the material conditions at any given time". Furthermore, to explain the economic analysis inequity Marxist theory can be explained as "the profit margins are actually largely located in labour, thus labour has economic value". Here the capital is directly linked to the capitalist while the labour means the common man of the society. Thus,

Marxist theory is exactly the meaning of "that society's classes are the cause of struggle and that society should have no classes".

Data Collection

Data collection is comprised of 2 sources named as primary data source along with secondary data source. Our primary source is: *Billy Lynn's Long Halftime Walk* by Ben Fountain.

Similarly, the later mentioned source is encompassing of all the papers and research articles that play a supportive role for explaining our theme of research including the background of above-mentioned novel. Furthermore, various libraries work and notes were also included to ease and enlighten our research after reading the publications and novel time and again.

Model of Analysis

As our research comprises novel *Billy Lynn's Long Halftime Walk* that is written in context form, following the descriptive data analysis technique of Hakim, (2004), descriptive analysis was applied to enlighten various characters and actual thinking of writer for devising such type of stories. Additionally, "Marxist" is a philosophical theory; it

contains different aspects such as awareness of socio-economic, political and basic rights of human beings in androcentric society. This theory explains the fact that it is not compulsory that animals may eat the flesh and blood of other animals and then it would be called destruction rather sometimes unethical social and moral behaviour of human beings with other mankind also pushes society towards destruction and deterioration. Dishonesty, cheating, theft, dishonour, devious and hurting other's feelings are the major attributes that brings the societies at the verge of destruction and deterioration. The above-mentioned novel is selected to enlighten such type of behaviour keeping in view the theory of Marxist.

Results and Discussion

With the application of Marxist theory and the use of qualitative analysis technique, our research data can be analyzed as follows:

The family members have made it through some tough times together, particularly post-stroke, when they learned about Ray's alleged teenaged daughter (from a mistress who sued for acknowledgement and child support) and countless extramarital affairs. But the thing they're most ashamed of is the fact that everyone is secretly psyched that Ray—"the famous silver tongue"—is now unable to speak. Shhh….You hear that? No? Exactly. Ahhhh. Denise, Billy's mom, is especially relieved. She's the stereotypical long-suffering wife who finally gets to live a little and couldn't really care less about her disabled…, he's still secretly wishing for his dad's approval. Ray's mistress keeps calling the house, and the kids are all mad at their mom for taking her calls and talking to her. But Denise doesn't want to be rude. Billy finds masturbating in his old room cathartic and soothing, so he does it. A lot! There's a lot of pressure for the one full day Billy has home to be

super special. Denise has cooked enough food for an army, and no one wants to discuss anything unpleasant. Billy goes outside to play with his nephew and is surprised to find he is enjoying himself thoroughly. Of course, …and Billy is kind of surprised that this is exactly what he wants to do. Various neighbours stop by with casseroles and over-eager gratitude. Why are neighbours always making casseroles?

The aforementioned text citation is taken from the novel *Billy Lynn's Long Halftime Walk*. The author beautifully explains the destruction of war that happens after the fire-fight in various suburbs of whole world. The author states the devastating condition of the country as well as the people who become the prey to such type of cold war. In addition, the author explains with sorrow the condition of the "hero's squad" who were forcefully making the cruel attitude towards the common people of the Iraq. Therefore, he says that freedom is the

most precious and proximal gift given to people. However, some people do not feel this reality, they remain suffering from various hardships and difficulties due to being compelled to spend the life as being slaves. This is the era of development and progress; we can see the escalated building and pillars of knowledge all around the world. However, still some people are facing the cruelties and life threatens situations. Thus, even today there are common cases of terrorism, war and oppressions executed by one society onto another which is the most unfortunate reality of the present era.

Kathryn steals the phone away from her sister, but she has more serious matters to discuss. She's contacted a group in Austin that helps soldiers who want to go AWOL. They're a bunch of lawyers —with resources— who have been looking for a high-profile guy like Billy to come to them to help make a statement about the war and the unfairness of the whole stop-loss stuff. Kathryn's got the whole thing planned out: the Austin people could pick Billy up at the stadium, and

he'd disappear on some guy's ranch for a few weeks until they got all the legal stuff hashed out. Billy doesn't want to even hear Kathryn's plan. His duty is to go back to Iraq with his brothers in Bravo. He doesn't even want the temptation of the idea that he could get out of re-deploying. Kathryn is angry that Billy won't go along with what she's set up. She feels guilty because she thinks Billy got into all of this because of her. Kathryn's already given the Austin people Billy's number. She makes him promise to just hear them out when they call.

The above-mentioned text citation is masterpiece of that has been taken from the novel *Billy Lynn's Long Halftime Walk*. This is the best example of how war effects the soldiers as well as the other family members of the soldier. The above explained text citation is perfect example of love and thus, explains the pain of being away from the loved ones. Furthermore, it is clear that there is supernatural power in the love. The author explains that to being away from our loved ones is the most dynamic dilemma that has

the ability to destroy the whole community, however, the strength of love is above all. The author explains well that when you are embellished with the power of love, you will see the light in every dark situation. However, the above explained context enlightens the true spirit of love. He beautifully describes that love is the more profound power; it has the ability to cope every type of hardship and to fight with the whole world for the sake of happiness and peace of our loved ones. Contrary to this, if someone says that she/he love to someone, however, at the moment does not have the ability to protect it, then the author says that is not the love rather time spending situation. Moreover, the above given context is perfect depiction about the soldier's condition in US. It is clear that after the war the common people of Iraq are still standing at the verge of being victim of cruelty, injustice, malice, forced marriages, sexual violence and hatred. The law enforcement agencies themselves become part of exploiting human's rights, co-modifying them and reinforcing the stereotype in this patriarchal society. When discussing the fate of poor or low economic status community it matters less whether they are the people of the

East or West. Cultures change, places change, traditions and values change, but the thing that never changes is the behaviour of community towards them. However, people of low economic status are going to become either abandoned or more determined, it depends upon the inner courage of such type of community. For instance, people of low economic status become helpless and start feeling them as the caged birds that can never flew independently. On the other hand, some people refuse to become the part of darkness and decide to become spark in nightfall; however, they pass through various hardships.

> Billy wishes Crack would just smack the fool and be done with it, but his fellow Bravo merely stares the guy down. Perhaps one melee is enough for this Thanksgiving Day. Billy checks his cell. Nothing from Faison. Yet. He indulges in another episode of the ranch fantasy, but now while he and Faison are having sex ten times a day he's also thinking about Bravo back at FOB Viper, getting slammed every time they go outside the wire. So, he puts that inside the fantasy, how much he'd miss his fellow Bravos, he would mourn them even as they live and breathe. They are his boys, his brothers. Bravos would die for one another. They are the truest friends he will ever have, and he'd expire from grief and guilt at not being there with them.

The above-mentioned text citation is the best example of the societal afflictions in the light of novel *Billy Lynn's Long Halftime Walk*. This novel has the revolutionary power in the history of English Literature and accomplished unforgettable fame during every rivalry contest. This study declares the most devastating phenomenon of the United States (US) in such a beautiful way that even the opponents raised their hands in appreciation. Freedom is a blessing for every living entity and its worth can be only realized by those who are compelled to spend their day and night under the strict commands of their masters. Their life is more horrifying than death itself. They became answerable to their masters for even breathing if

they try to do so by their own will. Therefore, realizing the pissing off condition of those slaves and their miserable life incidents, the concerned novel is full of emotions as well as their struggle to get rid of such type of awful conditions. Slaves lose their lives in attempts to get free life and become source of fear for those who want to become free. Even then, brave people, although slave by birth, dominate their courage over the trepidation. They decide that freedom is the ultimate solution to remain alive peacefully.

> How many dozens of times has Bravo watched Crack's Conan DVDs, many dozens, they know every line by heart, and out of all the streaming and veering of his over-amped brain Billy flashes on the palace orgy scene, James Earl Jones as the snake king sitting on his throne while his stoned minions sprawl about the floor, slurping and licking and humping in glassy-eyed bliss. It makes him feel creepy, the overlay of that sludgy sex scene on what he sees before him now, the complete and utter weirdness of the halftime show and the fact that everybody seems okay with it. The stands are packed, the fans are on their feet and everyone is cheering, everything makes them happy today.

The aforementioned text citation is another good example of the societal afflictions as well as economic analysis inequity in the light of novel *Billy Lynn's Long Halftime Walk*. The author has explained the features of the Bravo Squad that as they remain engaged in the fire-fight in the Iraq, they are awarded with various privileges in the America. They were being differentiated from the other people being at higher status of army. After the war ended, they were being awarded with various powers and special vacations. All the other people used to admire and cheer with the success of these soldiers. However, the author says that reality is opposite to it as well. Moreover, the above explained text citation is also the clear indication that in US, it has become the right of army soldiers to feel themselves the superior one. They consider that only they are the

creature with right to live and lead while the other community is destined to serve them. They consider the common people as well as the people of Iraq their slaves the generation after generation. They provide them with unbearable pain, cruelty in every possible way. In addition, if someone tries to raise their voice against this unjust behaviour and awful attitude, they did not stop themselves from killing those innocent lives.

Conclusion

Our research concludes that it is not necessary to kill someone by snatching their life and physical attributes. Sometimes, to cheat and deceive others dismantles a happy and peaceful community. In our both novels the narrator explains the social behaviour of common people. In the first story, Case deceives the other person who trusts him a lot and tries his best to destroy him completely, however, the love and courage of the second one saves him from every calamity and blesses him with success. Similarly, in the other story, three friends were the losers of life, try to cross the limits of worst doings, however, in the end, the good nature and kind behaviour of an unknown change them a lot that they become

source of love and sacrifice rather than devils for others.

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Explicating Underrepresentation of Women in Elementary level Curriculum Through Critical Discourse Analysis (CDA) in Pakistan

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Abstract

The research explored the gender stereotypical representation in curriculum and how the institutions of conventional depiction blemished the actual image and roles of both the sexes (female and male). For this purpose, Critical Discourse Analysis (CDA) through the three-dimensional model of Norman Fairclough was applied to analyze the relationship between powerful (dominating, controlling) and powerless (feeble, submissive) social groups. The present research explored identities from Punjab Textbook Board (PTB) textbooks of the middle/elementary level to identify and comprehend gender ideology. The study focused on the textual aspects that contribute to the construction of conventional images and stereotypical behavior regarding gender ideology in children at their fledgling stage of life. The research concluded that females were disregarded and excluded from the textbooks and the textbooks portrayed a diminished image of women; whereas, the males were shown as authoritative and dominating in all the socially prestigious fields like, working and earning. The present study, thus, maintained that domination and power had gone with the male members of the society; whereas, the females were publicized as feeble and submissive, working and serving at home, and maintaining their domestic and conjugal images in the textbooks. Moreover, the research recommended the revision of educational policies, curriculum, and textbooks to impart a balanced worldview to children so that socially and emotionally balanced individuals may be developed through education.

Keywords: *Curriculum and Textbooks, Critical Discourse Analysis (CDA), Gender Equality, Gender Disparity, Gender in Education*

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Introduction

Gender inequality refers to unequal treatment of one of the genders (either male or female) concerning the provision of basic fundamental rights. Gender inequality is the most renowned and practiced phenomenon in the world. Gender role

representation and pointing out the inequality rate through different national and international forums have become the focal point mainly since the beginning of the 20th century. The world is trying hard to overcome this problem of gender inequality by redesigning its social setups and maintaining the equilibrium through several practices. The most common of them is to provide the same education to both men and women. It has brought a great change in the stereotypical and conventional thinking of many nations regarding gender which has led them to a developed stage. There is a big impact of gender inequality on the economic uplift, financial growth, and productivity of any individual and this all lead to poor development of the nation as a whole. The common issue is that gender inequality is so much ingrained in minds of individuals across the world that it has been considered quite natural now. Men consider it necessary to overrule women.

Female Education in Pakistan

Inequality in education has become an international issue and for the first time discussed by UNDH in 1948. UNDH (1948) has clearly said that everyone has an equal right of getting an education. It also declares that education must be free and elementary education will be made compulsory. Unfortunately, education has been a neglected part of our society. Education has a strong linkage with power and it has become a rare commodity for women. The records of female education in former United India show inventiveness in terms of modern education that would be helpful to women in attaining jobs (Siddique, 2014). Economic independence is generally ensured by the acquisition of modern education but gender disparity is rooted in Pakistan so deeply that to educate females is considered just a waste of time. The constitution of Pakistan also declares to provide education for all.

Pakistan assured to carry out a series of actions to end inequity against women in all shapes by accepting the convention. On the same issue, World Bank Report (2011) states, enlightening girl holds a high come back if it is compared with other investments in the developing world. Thus, it is essential to train and educate women in a male-dominated society like Pakistan.

Curriculum and Textbooks: A Source of Role Generation

Gender role construction is largely done by dominant groups who impose roles and responsibilities on males and females which is called a social process. In this social process, social institutes including family, school, books, peers, and societal norms have an intensive impact on individuals. The above-mentioned elements will determine constructed role for learners.

Role Constructions and basic ideological assumptions → Society with its norms and cultures → Female/Male → Parents and Family (Environment) → Schools or any Other institute and teachers → Curriculum and textbooks → Role Constructions and basic ideological assumptions

Fig 1: Social Transformational Process of Human
(Regarding Identity and Ideologies)

The researchers have drawn this societal transformational circle to indicate social roles and the things that affect the social behavior of an individual. In the socialization process school is the main source of inspiration for the child as it leaves a great effect on the mind of the learner in his socialization process. Schools are playing a major role in the propagation of stereotypes supporting the patriarchal structure in society (Siddique, 2014). Social identity, related to gender, is constructed in schools through textbooks, teaching methods, teachers, assessment, and

evaluation. In textbooks, females are represented as feeble, needy, stereotypical, introverted, and confined to homes; whereas, male characters are publicized as physically powerful, autonomous, modern, extrovert, and responsible for earning. The validity of printed words in the form of textbooks is further enhanced by biased teachers in classrooms. Thus, curriculum influences the learner and the learner constitutes certain identities and ideologies out of it and behaves in society quite expectedly in the way he/she has learned. Afterward, his/her behavior affects society and societal institutes. All elements of this socialization process are somehow linked and have enormous impacts on society and eventually on individuals.

CDA Framework by Fairclough-Three-Dimensional Model

Norman Fairclough is the most significant contributor in the field of CDA. The three-dimensional model by Fairclough (2013) is called the foundation of the whole field of CDA because he is the first in the whole network of scholars who have provided a theoretical framework that eventually becomes a guideline for

upcoming researchers in the field of CDA. He states that CDA deals with social problems and reconstructs identities by exposing those hidden abuses of power. He is the one who has clearly defined the relationship between language and power. Fairclough, (1989) also gives a theoretical framework to identify those ideological, social, religious, and ethnic groups who are exercising the stereotypical use of power and ideas in any society. He examines how linguistic identities are controlled by the construction and forces of social institutions in which we live and work (Fairclough 1989). Through his multiple writings, he describes his views on discourse and text analysis. He identifies three levels of discourse:

1. Social conditions of production and interpretation
2. The process of production and interpretation
3. Text (The product of the first two levels)

Consequent to the three levels of discourse he prescribes three dimensions of CDA:

1. Description (Text Analysis: Concerned with formal properties of text)

2. Interpretation (Processing Analysis: Concerned with the relationship between text and interaction)

3. Explanation (Social Analysis: Concerned with the relationship between interaction and social context) (Fairclough, 1989)

Fairclough (1989) states that in the description the text is analyzed. A text can be evaluated by unfolding its linguistic features which are, vocabulary, grammar, and textual structures. For this research, vocabulary is analyzed. That is further divided into 04 questions.

Vocabulary

1. What experiential values do words have?

a. What classification schemes are drawn upon?

b. Are there words that are ideologically contested?

c. Is there rewording or over-wording?

d. What ideologically significant meaning relations are there between words?

2. What relational values do words have?

a. Are there euphemistic expressions?

b. Are there markedly formal or informal words?

3. What expressive values do words have?

4. What metaphors are used?

Thus, through critical discourse analysis, the relationship between powerful and powerless and deconstructed identities will be explored in Textbooks to understand gender dogmas. Hence the main objectives of this study are:

a. To investigate the points which contribute to the construction of conventional images and stereotypical behavior regarding gender ideology in children at their fledgling stage of life.

b. To analyze the text on micro linguistics level and through CDA to get expected results.

In this regard, the following research questions will be answered:

a. How do textbook writers and policymakers enact their ideological assumptions through gender in curricula and textbooks?

b. How do linguistic features politicize social practices for propagating gender in curricula and textbooks?

Delimitations of the Study

The study aimed at exploring gender ideologies and hidden agendas that are still transmitting some gender

disparities through textbooks and curricula. The researchers have mainly focused on language books; Urdu and English to get practical results. However, some other books like Pakistan Study, Islamic studies, and social sciences are also brought into consideration to get better results and to maintain the validity and reliability of this research. But it is a vast field and catches the attention of other researchers to explore these hidden gender-related agendas present in the textbooks of all four provinces and even in the books of the Federal board.

Literature Review

Many researchers in Pakistan have been focusing on gender disparities in textbooks for the last 15 years (Ambreen and Uzma, 2001; Mirza, 2004; Karoska; 2007; Hussain and Afsar, 2010; Faheem, 2010; Shahzad, Ali, Hukumdad, Ghazi and Gillani, 2010; Jabeen and Ilyas, 2012; Jabeen, Qayyum and Umar, 2014; Khan, 2015). But still, this issue is not overcome. Gender inequality is so much ingrained in social institutions and is supported by our culture and socio-economic institutions which is why it is immensely practiced in educational institutions. Mirza (2004) suggests that gender equality means,

each boy and girl has equal access to education and innovative teaching methods as well as the curriculum should be free from all types of gender biases and stereotypical representation. In this way, equality becomes a channel to achieve parity.

Meis (2007) says that unequal representation of gender roles and ideology in literature has a great influence on "gender role development and socialization". Tahir and Iqbal (2013) view that textbooks are mostly concerned with social life and social practices. According to Jabeen and Ilyas (2012) most of the developed nations have tried to and somehow succeeded to break this breach between men and women over the past fifty years. Their research exclusively focuses on the invisible representation of the role of women in textbooks of Sindh Province by examining gender inequality and conventional gender role modeling. A detailed content analysis of the textbooks of Grades 1-5 were taken and the key findings were disappointing as the content analysis explores that the stories published in textbooks highlight gender discrimination and inequality and this common phenomenon is being practiced in the textbooks of the

Punjab Textbook Board too. Khan (2015) expressed that Amir Riaz had conducted a study on PTB, and shared his findings in which he pointed out many examples of gender, urban and religious biases in Punjab textbooks published for the year 2014-2015. Riaz pointed out that gender depiction through textbooks was problematic on a normative basis. While referring to a paradigm of gender partiality, he was of the view that a diverse gathering of the public might be not recognized by any of the authors. Furthermore, he added that girls are always publicized for doing domestic chores in textbooks. He grieved that women were linked with several trades but under the pressure of a particular state of mind (Khan, 2015)

Jabeen, Qayyum and Umar (2014) undertake research to explore the areas of gender disparity in the existing textbooks at the primary level, for this purpose language textbooks were selected for the analysis as the Punjab textbook board has tried to maintain the equilibrium in recent years even then this study concluded that the books reflect male in huge numbers as compare to female. Faheem (2010) has conducted research on Pashto textbooks for grades 1-6 in Afghanistan. His research shows the

expected result that men are mostly involved in active roles such as having a good occupational role, working in fields, or earning money. While females are shown in passive roles such as taking care of family and children or indulging in any household chores moreover the study shows that there are certain jobs that are exclusively for men including all respectable jobs and there are some jobs that are meant for women such as teaching, nursing or taking care of the house. The textbooks affect a child's perceptions, development, and socialization process that may develop a child's gender-based behavioral roles. So, the message, being transmitted, must be examined as fairy tales can work like powerful cultural agents that let the children think about their behavior in respect of gender roles because such impressions remain with them for a long period. This concern is also stated by Cherland (2006) that the place of women is changing in our societies, but what we need now is only to represent this change in literature too.

The researcher has mainly focused on language books; Urdu and English to get practical results. However, some other books like Pakistan Study, Islamic studies and

social sciences are also brought into consideration to get better results and to maintain the validity and reliability of this research. But it is a vast field and catches the attention of other researchers to explore not only gender-related agendas but also social, and cultural aspects, ideological representation, and deconstructed identities present in the textbooks of all four provinces and even in the books of the Federal board. In CDA there are a lot of other models that can also be taken into consideration for such type of research.

Research Methodology

This chapter presents an overview of the methodology taken up for the current research. It enables the readers to understand the tools, procedure and design of this research and to comprehend all three dimensions of CDA given by Fairclough (1989). It is also helpful for the teachers and students to understand a new dimension of the application of CDA to analyze curriculum.

The present study explores how gender identity is constructed in the curriculum of the Punjab Textbook Board and what are its effects on the mind of learners about understanding their roles in society.

In the description of the text analysis, the centre of attention was the linguistic features of the text by analyzing its lexis. In the case of the present research, the main focus of this study is the 'vocabulary' or 'lexes' of the text in which all the related words were analyzed to get the expected results at all linguistic levels. After text analysis, the next steps were interpretation and explanation. Here there are some questions to analyze a text and its vocabulary:

1. What **experiential values** do words have?
   i. What classification schemes are drawn upon?
   ii. Are there words which are ideologically contested?
   iii. Is there rewording or over-wording?
   iv. What ideologically significant meaning relations are there between words?
2. What **relational** values do words have?
   i. Are there euphemistic expressions?

ii. Are there markedly formal or informal words?

3. What **expressive values** do words have?

Data Analysis

Description (Text Analysis)

What Experiential values do words have?

The first value is experiential value to illustrate what the author has experienced through life and the social world. Authors' experiences and their expected role representation about gender and culture are shown through the contents of a text. Four major points of the selected textbooks were analyzed to illustrate the experiential value of the words:

- Major Themes and Directions of the textbook chapters
- Naming/Names frequency in the textbook chapters
- Use of Pronouns in the textbooks of English (subject)
- Persons involved in composing and designing textbooks (Urdu (U), English € and History (H))

Table 1.1

Major Themes and Directions of the Chapters

Categories (Chapter wise)	Class VI U+E+H	Class VII U+E+H	Class VIII U+E+H	Total U+E+H	%
General Themes	11+7+2	10+ 4 0	9+4+0	30+15+2=47	36.7%
Male Specific	10+5+0	9+6+5	11+8+5	29+19+13=61	47.6%
Female Specific	2+0+0	2+0+0	3+0+0	7+0+0=7	5.4%
Neutral	3+1+0	5+0+0	2+2+0	10+3+0=13	10.15%

Table 1.1 shows the major themes of the chapters and the specific direction of the stories in the textbooks (English, Urdu and History). The findings show that in all three books 47.6% of space is given to males; whereas, women are given only 5.4% specification in the textbooks at the elementary level and the rest of the space is given to general and neutral themes i.e. 36.7% and 10.15% respectively. The gap is found at a

profound level in Urdu and History textbooks. The feminine part is eventually disregarded in all spheres. The themes and directions of the chapters are revolving around the masculine side of the society depicted in the text under analysis. The females are represented in supportive roles only and the major part of the stories revolves around men's bravery, knowledge and heroism. The results, thus, show that the females are given very low representation in terms of specification in the data analyzed as compared to males at the elementary level of the Punjab Textbook Board.

Table 1.2

Naming/Names frequency in the chapters

Categories	Class VI U+E+H	Class VII U+E+H	Class VIII U+E+H	Total-- %
Male	44+ 84+66	51+135+ 55	138+185+45	803—76.6%
Female	42+35+4	38+36+ 5	58+22+ 5	245 – 23.37%

Table 1.3

The Use of Pronouns in English

Categories	Class VI	Class VII	Class VIII	Total -- %
Female (She)	8	10	22	40--- 20.5 %
Male (He)	35	42	78	155----79.48%

The data in table 1.2 shows the frequency of names in the selected textbooks. Deluzain (1996) narrates that name is a person's identity and it is a kind of symbolic contract between that individual and the society in which he/she lives. So, the omission of names of a particular individual or a group of individuals is a clear indication of discrimination against an individual or a group of individuals' identities. In all the selected textbooks, it has been found that the ratio of male names is as high as 76.6% while the female names ratio is merely 23.37%; females' representation in this aspect of the textbooks is more than three times less than the males. The analysis of data reveals that females are disregarded in terms of mentioning

their names as compared to the male members of our society in the textbooks at the elementary level. Moreover, not only names but the ratio of male and female pronouns also shows unequal representation as the pronoun 'she' is used 20.5% and 'he' is used 79.48% in English textbooks of Grades VI to VIII as shown in table 1.3. The indiscriminate use of the generic masculine pronoun 'he' takes women for granted and diminishes their identity. The findings, thus, indicate that the language in the textbooks is being used in constructing stereotypical gender disparity.

Table 1.4

Persons involved in composing and designing textbooks (Urdu, English, and History)

Categories	Class VI F – M	Class VII F – M	Class VIII F – M	Total % F – M
Authors	3-8	3-5	5-10	33.3% - 69.6%
Editors	0-1	0-3	0-3	0% - 100%
Designers	0-1	0-1	0-4	0% - 100%
Reviewers	0-2	2-12	2-4	18% - 81.8%
Supervisors	0-3	0-3	0-3	0% - 100%

a. Percentage of female contributors in composing and designing Textbooks = 19.23%

b. Percentage of total male contributors in composing and designing Textbooks =80.76%

This table shows the total number of authors, editors, designers, reviewers and supervisors who contributed to the textbooks under analysis. When it comes to the authors in all the textbooks of Grades vi, vii and viii, 33.3% are female and 69.6% are male. In the teams of reviewers, there are 18% female and 81.8% male members. While in editorial boards, textbooks designers and supervisors, there are 100% male members and no female is included. The analysis of this dimension of the data, once again, reveals that females are disregarded and discarded that is why there are many instances of discrimination in the textbooks because the majority of the textbook contributors and designers comprise males.

Relational Values of Words in the Text

According to Fairclough (1989), relational values of words refer to the social relationships that a text is reinforcing through its discourses. This world is divided into two genders, male and female. To enable them to perform their duties in society, their role identification is specific. The textbooks are a very significant class of discourses a society affords to produce. The social roles and values are thus respectively encoded in these discourses. So particular words have been used in textbooks to show particular social relationships. These societal relationships play their role to identify individuals with society. The following tables in this section show a quantitative analysis of this dimension of the data.

Table 2.1

Relational words used in the Textbooks

Categories	Class VI	Class VII	Class VIII	Total-- %
Mother	6	8	20	34-- 26.1%
Father	4	5+	12	21-- 16.1%
Brother	0	2	7	9-- 6.9%
Sister	2	3	6	11-- 8.46%
Daughter	1	1	12	14--10.76%
Sons	2	1	10	13--10%
Wife	2	3	15	20--15.38%
Husband	1	1	6	8-- 6.15%

The data in table 2.1 shows some relationships that play a vital role in the identification of individuals in societies. These relationships will make sure the role of both males and females such as women playing their roles as wives, mothers, daughters and sisters and men playing their roles as husbands, fathers, sons and brothers. These relationships are also represented in the textbooks.

The word 'mother' is used in 26.1% of textbooks while 'father' is used in 16.1%. The analysis also explores that the mother is associated with the domestic role while the

father's role is associated with certain responsibilities and earnings. Moreover, fathers remain outside of the home most of the time, and mothers remain inside four walls and are found indulging in doing domestic chores. For example, chapter 7 of Grade VIII tells that the father is the sole breadwinner of the house having seven sons. In one of the images of Grade vii (page 90), the mother is guiding her son to find his socks, glasses, and bag which she has placed carefully. It shows that females are responsible for household duties and also shows the careful nature of a mother towards her child. The word wife is used in 15.38% of and husband is used in 6.15% of the textbooks which also shows that females are not named in books so frequently. They are often called by their societal relationships like mother, sister, daughter, and wife. Such as 'woodcutter's wife', 'mother of children', 'Kahif's sister', 'daughter of Murad khan', 'Begum Muhammad Ali', 'Begum Haroon', and 'Begum Basheer Ahmed'. Thus, the findings signify that most females are not recognized by their names but by their societal relations. Another way of looking at this manifestation of the

data is that females are represented and identified in their societal relations with males.

Besides these relationships, females are also treated stereotypically in presenting occupational roles in the textbooks. These occupational roles constitute the social status and social identities of individuals. In all the textbooks, men are presented in hierarchical roles from king to farmers or laborers. But females are congested into some specific roles such as teaching and nursing only. Some females are depicted playing their role in politics but their role is supportive not as authoritative. Men are associated with professions having some positive characteristics such as king, lawyer, hunter, magician, farmer, author, swordsman, militant, politician, etc. to show them honest, loyal, hardworking, tall, strong, head stead and brave-hearted; whereas, female is associated with the professions like nursing or teachings that show them as caring and loyal. These roles may not be diminishing but are limited. Moreover, these may not be the only roles being played by females in our society but the textbooks represent the socially accepted and desired roles of females.

Table 2.2

Occupational Roles mentioned in the text

Categories	Class VI F + M	Class VII F+M	Class VIII F+M	Total F+M	Total % F-M
Doctor	1+2	0+ 3	1+ 1	2+6	25% -75%
Engineer	0+1	0+0	0+1	0+2	0%- 100%
Teacher	1+1	2+5	2+11	5+17	22.7%-77%
Poet	1+3	0+4	0+10	1+17	5.5%-94.4%
Writer	2+6	3+8	2+12	7+26	21%-78.7%
Harvester	0+1	0+2	0+1	0+4=	0%-100%
Milkman	0+2	1+3	0+3	1+8=	11%-88.8%
Housewife	2+0	4+0	5+0	11+0=	100%-0%
Scientist	0+0	0+3	0+5	0+8=	0%-100%
Magician	0+0	0+0	0+1	0+1=	0%-100%
Minister	0+1	0+1	0+2	0+4=	0%-100%
Woodcutter	0+0	0+0	0+1	0+1=	0%-100%
Shepherd	0+0	0+1	0+1	0+2=	0%- 100%
Queen/King	1+18	2+27	1+29	4+74=	5%-94.8%
Barber	0+1	0+0	0+0	0+1=	0%-100%
Butcher	0+1	0+1	0+0	0+2=	0%-100%
Trader/ Businessman	0+2	0+2	0+3	0+7=	0%-100%
Headmaster	0+1	0+2	0+1	0+4=	0%-100%
Nurse	3+0	1+0	2+0	6+0=	100%-0%
Mayor	0+1	0+2	0+0	0+3=	0%-3%
Player	0+12	0+0	0+2	0+14=	0%-100%
Booking clerk	0+0	0+1	0+0	0+1=	0%-100%
Caliph	0+1	0+4	0+5	0+10=	0%-100%
Inventor	0+0	0+5	0+2	0+7=	0%-100%
Solider	0+3	0+1	0+4	0+8=	0%-100%
Hunter	0+0	0+0	0+1	0+1=	0%-100%
Horse rider	0+0	0+0	0+1	0+1=	0%-100%
Swordsman	0+10	1+14	0+11	0+35=	0%-100%
Wrestler	0+0	0+0	0+1	0+1=	0%-100%
Farmer	0+1	0+2	0+1	0+4=	0%-100%
Goldsmith	0+0	0+2	0+0	0+2=	0%-100%
Princes/Prince	0+1	0+3	0+8	0+12=	0%-100%
Lawyer	0+0	0+2	0+1	0+3=	0%-100%

a. Percentage of female characters in any profession mentioned in selected Textbooks = 11.4%

b. Percentage of total male characters in any profession mentioned in selected Textbooks = 88.5%

The data in table 2.2, demonstrates that most of the professions of good reputation are associated with males while females are represented only in specific roles which are not socially esteemed. The findings show that females in any profession are represented less in number as compared to males. Besides it, males are associated with highly esteemed professions to occupy social prestige such as kings, caliphs, engineers, doctors, lawyers etc. These professions encompass domination over other occupations which is why social prestige is directly associated with male members of our society to represent their role as dominating and power holders. In the textbooks, females have only an 11.4% occupational role ratio while men's presence on occupational grounds in the textbooks is 88.5%. Hence, women are discriminated against in this field too and this stereotypical representation in the textbooks can prove fatal for children in identifying their gender roles and the vitality of ideological beliefs in society.

Expressive Values of words

Aspects of social identities are evaluated through the expressive values of words in the text under analysis. There are some specific attributive adjectives mentioned in the textbooks that express some particular aspects related to men and women. These attributes constitute certain meanings that constitute particular roles of males and females in society. Male attributes show strength, swiftness and domination of their character while female attributes often show their delicacy, weakness, submissiveness and emotional nature. The analysis of this dimension of the text is presented in the following tables.

Table 3.1

Attributive Adjectives mentioned in the Textbooks:

Attributive Adjectives	F – M	Attributive Adjectives	F – M
Hardworking	2—6	Strong	2—5
Honest	1—5	Tall	0—4
Caring	3—2	Helper	1—1
Brave	3—13	Intelligent	1—5
Kind	1—3	Tolerant	0—5
Nice	3—0	Clever	1—3
Gentle	0—4	Advisor	0—4
Polite	2—2	Pretty/handsome	6—4
Forgiving	1—5	Justice	0—6
Cruel	0—2	Trustworthy	1—4
Wise	1—4	Famous	0—4
Noble	1—5	Patriot	2—8
Sorrowful	4—1	Naughty	0—2
Happy	3—2	Headstrong	0—5

The data in table 3.1 shows that 21.31% of attributive adjectives are used for females while males are given 78.68% of attributive adjectives. The majority of the positive traits are given to males such as hardworking, strong, justice, brave and patriotic. Females are leading males in some positive traits such as caring, pretty and nice and happy. The comparisons of these traits exemplify males as physically strong and mentally powerful; whereas, females' positive traits are exposing them as highly emotional and sensitive. Negative attributes like cruelty and cleverness are found in males and some of the females presented in the stories as sorrowful or crying. Thus, the attributive representation of male and female characters also depicts their nature and characteristics regarding

gender. Moreover, the image portrayal in all the textbooks is also associated frequently with males and the portrayal of females is quite stereotypical.

Table 3.2

The portrayal of Men and Women through images in the Textbooks

Categories	Class VI E+U+H	Class VII E+U+H	Class VIII E+U+H	%
Women	33+4+1	26+10+2	8+12+1	97 -- 23.2%
Men	83+9+18	78+15+27	30+31+29	320-- 76.73%

The analysis of the data in table 3.2 shows the portrayal of men and women in the selected textbooks through images and their designs. In this field of role representation, females are again discriminated against. Women's images constitute 23.2% of the total pictures in English, Urdu and History textbooks. That is far less than men's representation through images which are 76.73%. Most of the female pictures are also showing their stereotypical roles. For example, in the English textbook of class 7, on page 24, two images are portrayed. In one picture some males are working in fields, harvesting and binding the crops while in the other image some females are depicted who are holding water pots on their heads and going on. These images show that males are meant to work outside to earn their livelihood while females are supposed to perform their household duties in which domestic chores, cooking, looking after their family and house and also helping their husbands are included.

4.1. Overall Representation of Female and Male in Textbooks of Elementary Grades
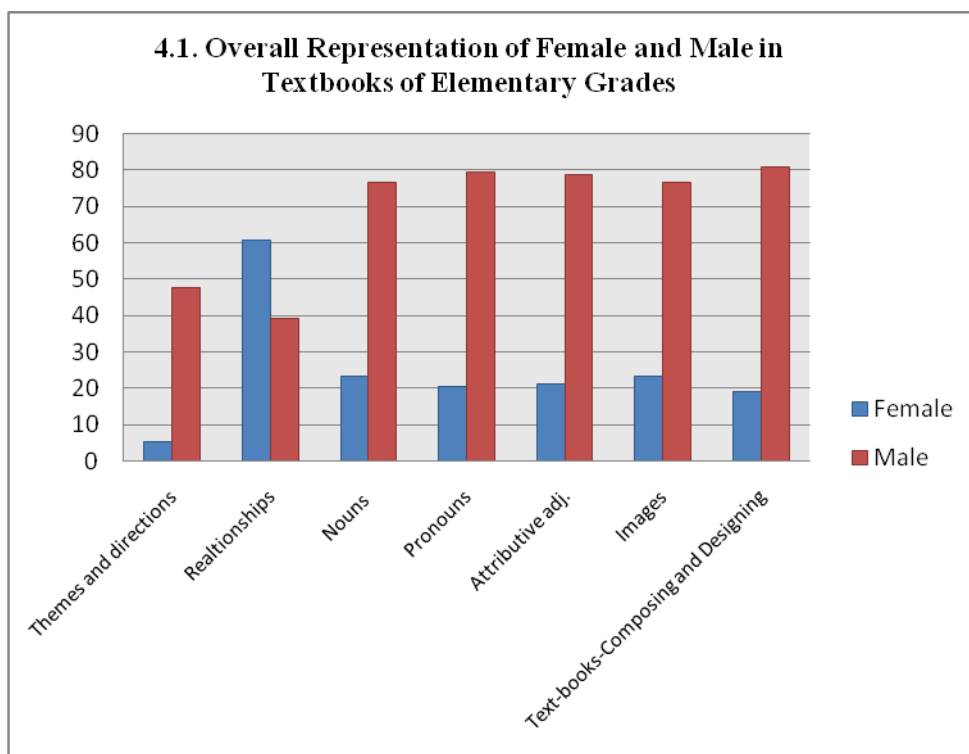
Fig. 4.1 is indicating the overall representation of males and females in textbooks of the elementary grade of PTB. The figure shows that females are discriminated against and marginalized in every sphere except relationships.

Conclusion

After an evaluation of gender discrimination, biases, stereotypes, and their degree and enormity in the textbooks of Urdu, English, and History of Punjab Textbook Board, the present research has found that, in the textbooks, gender discrimination is still at its worst level. All the textbooks of PTB at the elementary level are not excluded from gender discrimination. Schools and textbooks are mainly involved in generating the perception of a child related to his/her identity and role representation in society. Both have a great influence on the mind of the learner. So, whatever image of male and female is presented in the textbooks will let the learner adopt his role in society accordingly. That is why it is essential to filter all textbooks on all levels from imbalanced gender-constituting entities.

Pedagogical Implications

The present research is pedagogically significant in the sense that it may help the students to

observe the linguistic features of a text by implementing critical discourse analysis. It is an effort to create interest and exposure of the teachers as well as of the students to understand texts in a new dimension and the deconstruction of hidden ideologies behind the linguistic features through CDA. The teachers will also be able to teach the syllabus in a new dimension.

Moreover, the research is significant for the curriculum developer, policy maker, and also for teachers and learners. The curriculum developer and policymaker will rethink the selection, sequence, and organization of the contents of the syllabus. They must not be biased regarding gender representation at any rate and should pay heed to the equilibrium and stability of gender role representation.

Recommendations

If we want to eradicate the gender gaps in our society, we need to revise our social policies on all segments and try to find out the factors following this conventional portrayal of gender roles. For this, we need to re-examine all social establishments specifically schools and the curriculum. We need to have a meticulous review of textbooks, evaluation systems, pedagogy, and school conduction policies to improve our situation. If our societal behavior and tools involved in the social process are revised then we not only can bring parity in regards to gender but also can set our country on track for progress.

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Introducing Phygital English Language Classrooms in Pakistan

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Abstract

The experience of the pandemic has given a new flavor to online learning and teaching to the whole world. So, after the pandemic, the learners equally welcome classrooms which are the mixture of physical and online learning. This concept is called phygital classrooms. This term is gaining popularity recently. The current study emphasizes investigating the efficacy of phygital English language classrooms in Pakistan. The population of this study was Grade 12 learners of Pakistan. These learners were studying English as their compulsory subject. The sample size is 100 students. Following the empirical research method, two groups were formed. The experimental group used phygital classrooms as their independent variable whereas the control group used face-to-face learning (conventional mode) as their independent variable. The results of the English language (as the subject) are investigated as the dependent variable. Pre- and post-test assessment technique have been used. The results revealed no significant difference in the scores of pre-tests. On the other hand, the post-results show that there were significant differences in the performance of both groups. It clearly reflects that the experimental group performed much better than the control one. This exhibits the efficacy of phygital classrooms in the Pakistani context.?

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Introduction

The influence of technology in educational situations has begun to be more learning-focused rather than educator focused. Learning is viewed as an idea that can happen in schools and extraordinary organizations, yet additionally in each second of life (Ali et al., 2022). The previous learning places used to be physical where learning could never be a virtual thing. With the inclusion of modern gadgets

for learning and teaching the concept of education has been transformed. A new path has been paved which comprises learning beyond time and place (Ali et al., 2021). This concept has now become an established fact after the COVID-19 Pandemic (Ali et al., 2020). Modern classrooms are now a fusion of mixed learning. Mixed learning also called as blended-learning. Presently it has been given a new name and that is phygital learning (Hussein, 2021). It is a technique for distance instruction that utilizes innovation (high innovation, for example, TV, Internet, mobile phones and low innovation, for example, messages by voice and gatherings) with customary educating and learning (Benhadj, 2021).

Myravyova, et al., (2021) are of the view that phygital learning is a blend of advantaged parts of both online learning and in-class learning. Phygital learning has typically implied the utilization of at least two strategies for the need of learning. To characterize phygital learning, it is a

utilization of the best approaches to learning for accomplishing learning results for specific purposes (Li, 2021).

The involvement of mobile phone particularly after pandemic has given a new rise to this concept. Mobile phones can work as a major tool in virtual and phygital learning classrooms (Ali et al., 2021). Likewise, the job of educators will be of extraordinary importance in additional growing experiences too. Tang et al., (2021) stated that educators now are prepared and can guide student effectively for the phygital learning as it enhances the performance of the learners. This method is innovative and modern as it is the amalgamation of physical and digital learning platforms.

Viewing the classroom situation in Pakistan, it can be viewed that they follow conventions. The established methods are not providing desirable results yet they are practiced rigorously. The role of technology is limited to the use of multimedia and

even OHPs only. There are rare instances where the use of smart boards is practiced. So, the overall methods of teaching are not the latest and this has created trouble, especially in English language classrooms. It is most suitable to introduce a method that is a blend of classroom teaching and the involvement of digital devices so that learners and teachers can be gradually transformed to the latest methods. This can also have impactful results on the learners.

Problem Statement

In Pakistan, learning English has been an area of trouble for local learners. Despite enjoying high prestige, people remain unsuccessful to learn English because of conventional teaching methods. The classroom techniques and tools are so old that they are unable to create a positive impact on learning. Moreover, the methods are still rote learning focused which are outdated presently.

Significance of the Study

This research will be significant as in Pakistan, the conventions are rigorously followed in learning and teaching situations. Though in the pandemic learning was done online, the majority of the teachers and educational policymakers are still following traditions. This research will be important to provide a new learning dimension to the researchers. It will also be significant to explore that if a method that is an amalgamation of both physical and digital classrooms, can be beneficial for Pakistani learners or not. This study will also be important to see if an already established trend in the western world is beneficial for local context or not.

Objectives

1. To explore the importance of phygital classrooms in Pakistani context
2. To examine the Phygital learning concept in Pakistan

Research Questions

1. What is a phygital classroom?
2. What is the impact of phygital classroom on Pakistani learners?

Literature Review

Defining Phygital Classroom

'Phygital' is a term used to depict the connection between a physical and computerized space. The understudy phygital experience is the mixing of the conventional nearby actual experience and the computerized, online innovation driven climate. Utilizing computerized or mobile innovations to make better than ever understudy encounters is a developing need for pioneers in the scholarly field.

Building effective phygital conditions opens up new roads for makers to investigate while first planning an article or space. Effective phygital conditions brag a smooth connection point and guarantee all components inside, permit clients to collaborate with both the physical and mobile universes in manners that they have never had the option to go for phygital classrooms (Goretti et al., 2022).

Because it is in line with the requirements of the Industrial Revolution 4.0, Phygital learning has a strong connection to the digital literacy skills of both students and lecturers.

Skills in digital literacy include media literacy, information literacy, and technology literacy (Ali, 2022). On the other hand, Albiladi and Alshareef, (2019) stated that information literacy is the capacity of students to access information in a timely manner, accurately, and accurately evaluate information before distributing it to others. Zhang and Zhu (2018). Students' ability to select and use a variety of media in order to communicate effectively is linked to media literacy.

While investigating the utilization of phygital components inside the instructive area, there are both genuine instances of purpose and regions that can be extraordinarily developed. Being able to get to an advanced space using a mobile, tablet or PC permits understudies and staff to work from any area proficiently. Driving this further takes the positive

parts of the actual encounters and coordinates them with the valuable open doors presented by innovation (for example the capacity to impart data immediately founded on recorded client information). Logical programming is an extraordinary empowering influence to collecting all understudy connections and permitting fitted correspondences and upgrades to that singular's current circumstance from a distance and naturally.

Advanced instances of phygital objects happen in the gaming scene. The vast majority would be known all about Guitar Hero where the gamer has a 'phygital' guitar that exists both in physical and computerized domains. Correspondingly the Wii regulators permit families to "play tennis" where they grasp a "racquet" (Krishnamurthy & Venkita chalam, 2022).

Benefits of Phygital Classrooms

Globally, this trend is getting popular. It has the potential to change education. This is due to the reason that it contextualizes and reimagines education, it is the future. However, we must create an environment that enables teachers and students to navigate this space in their own language with confidence and comfort. With blended education, frontline workers have access to numerous opportunities for capacity building. It has a lot of potential for empowerment because it can help adults, especially women, go back to school. Phygital classrooms have the potential to empower every Indian and act as an engine for economic expansion.

Some of the chief advantages of phygital classrooms are that the:

1. Learners acquire knowledge in various ways.
2. Engagement, learning, and retention are significantly boosted when multiple modalities are utilized
3. The learning pace can be controlled by learners.
4. The cost is reduced.
5. Learning becomes more personalized (Hadiyanto et

al., 2021).

Phygital English Language Classrooms

The characteristics of phygital learning should be fully understood by instructors so that its implementation does not stall. The following are characteristics of phygital learning:

1. Lecturers can guide students through the learning process in two ways: in person in the classroom or online, where they can provide additional explanations; Instruction can be provided both in person and online;

2. Students can choose between offline and online learning options;

3. Lecturers are already proficient in two distinct learning methods;

4. Students are taught beforehand how to use these kinds of applications in online learning;

5. Whether educational institutions have ICT infrastructure; and student-centered learning strategies (Medina, 2018; Lalima & Dangwal, 2017).

Based on a variety of arguments, these characteristics highlight the fact that Phygital learning cannot be implemented holistically at all educational levels earlier. Yet because of the recent circumstances (particularly in the circumstance of the Covid19 pandemic), mixed learning has turned into the prevailing learning technique applied at all degrees of schooling, including advanced education (Ali et al., 2020).

English Language and Pakistan

Ali et al., (2018) stated that English language is a universal language. As a consequence of this, there has been an increase in the demand for the English language to the point where it is now necessary for citizens of modern societies to possess sufficient proficiency in order to be successful in their academic and professional endeavors. Students must

read and write with an appropriate level of comprehension in order to succeed and continue their education. Writing provides a means of expressing one's thoughts and feelings, making it an essential skill in the English language learning process. According to Dar and Khan (2015), secondary school students in Pakistan need to be able to write for a variety of educational purposes, such as completing assignments assigned by teachers and taking tests and final exams.

Additionally, effective reading skills are necessary for writing development. Effectively reading a variety of genres helps students become effective writers because they learn sentence structures, vocabulary, and writing style from the texts they read. As a result, both abilities are crucial and interdependent (Ali et al., 2021). Even though Pakistani schools say they emphasize English, "language learners still face difficulties in almost every area like vocabulary, grammar, reading,

writing, speaking, listening, and listening to..." (Dar & Khan, 2015,p. 122). This is due, in part, to the fact that teachers and students are more concerned with completing the syllabus and getting ready for board exams than they are with building skills. This is one reason why skill-based language instruction is not widely used at the SSC level (Ali et al., 2017). Since English is the language of instruction in many Pakistani secondary schools and resource books and other instructional materials are primarily written in English, it is essential for students to have command of at least reading and writing skills in order to comprehend and produce learning at a satisfactory level.

So, for real issue lies in the methods of teaching which have become so obsolete that they are failing to provide any benefit in ESL learning. Moreover, the syllabus is also focusing on rote learning. There is no real-time opportunity for the

learners to be expressive in the classrooms (Ali et al., 2018).

English Language Classrooms in Pakistan

Pakistan is a country where numerous languages are spoken. There are more than 70 languages spoken in the country. Amongst them the top of the list is English. The status of English is undeniable and it is a compulsion in educational contexts. From primary to degree classes, English language is mandatory (Ali et al., 2020). English language classrooms in Pakistan are following orthodox teaching and learning practices and there is no change in the methods of teaching. Consequently, the learning methods are also unchanged. With the changing trends in the world there is a strong need to involve new learning methods which can uplift the learning scenarios (Ali et al., 2019).

There are some studies which have focused on the situation of learning and teaching in Pakistan. The study conducted by Zahid and Ijaz (2021) focused on the official status of the English language and the difficulties of English teaching in Pakistan. Likewise, the study performed by Khaliq, Asif and Ahmad (2021) investigated the quality of teaching in Pakistan. It highlighted the issues of teaching methods and the use of already established ways that are creating trouble in English language learning. There are also some studies that presented the use of technology in classrooms. Ali et al. (2018) performed a study that explored the impact of mobile assisted language learning (technological methods for teaching and learning) in classrooms. It was explored that MALL influenced learners positively and elevated their performance. Similarly, Ali er al., (2020) investigated the impact of Mobile Assisted Language Learning on young English language learner's vocabulary development. It was concluded that MALL significantly helped to bring positive impact on learners.

So, there are studies that either focus on conventional classrooms or technology-based classrooms in Pakistan. There is a scarcity of studies that focused on exploring the impact of phygital classrooms in Pakistan. This study will be focused to explore how the blend of physical and digital classrooms can create a new learning and teaching environment and it will also like to investigate the impact of this method of learners.

Methodology

This study emphasized on investigating the impact of Phygital classrooms on English language learning. To execute the experiment a quantitative research procedure was adopted. Ali et al., (2021) are of the view that quantitative research is a pivotal and significant method to Investigate the impact of a phenomenon.

This research employs a methodical approach that is based on the observation of observable phenomena. Hypotheses or theories about particular concepts are developed and implemented through the use of statistical models, computational methods, and mathematics. Rahman (2020) states that this work's success is largely dependent on the measurement procedure. The findings are generalized to the sub or whole population. It is because the population is representative of the sample.

The population of the study

In this study, all 12th-grade learners studying in formal educational institutes in Pakistan were the population.

Sample of the study

The sample for the current study was chosen from Lahore through a convenient sampling method. All the public and private institutes offering 12th-grade education were considered and by convenient sampling, a group of hundred learners was made part of the study.

Procedure of Research

The group of students chosen from the convenient sampling method

was initially presented with the pre-test. Based on the results these students were equally divided into two groups. Controlled and experimental group learners. The controlled group learners learned through traditional learning methods. On the other hand, the experimental group learners learned in phygital classroom. The span of learning was two months and the first English chapters of their English language compulsory book. Finally, a post-test was conducted and the results of both groups were compared.

Research Instrument

The instrument for this research was a test. The data was collected on the performance of pre and post-test of both groups.

Results and Discussions

For checking the reliability various methods are applied yet one of the authentic ones was Kuder-Richardson 20 (KR-20), Kuder-Richardson 21 (KR- 21) and Cronbach alpha techniques (Erkuş, 2006).

Table 1

Experimental and controlled group (pretest).

Group	N	Rank Average	Rank Total	U	P
Experiment	50	25.40	615.40	318,516	.587
Control	50	24.60	726.50		

Table 1 reflects the results of the Mann- Whitney test. Here the consideration is the pre-test scores of both groups. It is evident that the difference of both group' non-significance score (U=318,516, p>.05). The rank averages reflect not much of a difference is present between the experimental and controlled groups. Moreover, the values in the table validate this fact.

Table 2

Experimental and controlled group (post-tests).

Group	N	Rank Average	Rank Total	U	P
Experiment	50	40.27	989	26	.000
Control	50	24.15	488		

In this table, the post-test results of the Mann-Whitney test U post-achievement test results of students are presented. There was a marked difference in the scores of both groups. The experimental group which was taught in phygital classroom performed significantly better than controlled group. The difference between both groups validated the performance of the experimental group (U=26, p<.05). The rank averages reflected that experimental group learners were much better in their performance in comparison to controlled ones.

Table 3

Academic success permanency test results of experiment and control groups.

Group	N	Rank Average	Rank Total	U	P
Experiment	50	40.28	989.50	153.00	.000
Control	50	24.25	488.50		

Table 3 mirrors the Mann-Whitney U retention test results of controlled and experimental group learners. The values indicated that both groups had a vivid difference in their performance. The experimental group was far ahead than the control group (U=16,500, p<.05). Moreover, the rank averages reflected the span between both groups. So, it validated that phygital classroom was more effective than a conventional classroom.

Table 4

Academic success test averages and standard deviation values.

	Pre-test			Post-test		
	N	*X*	**S**	**N**	*X*	**S**
Experiment	50	39.00	4.59	50	87.87	4.95
Control	50	40.03	4.68	50	74.12	3.14

The table showed that the standard had almost the same performance. deviation value and the mean score both were different before and after the intervention. It was clear that before the intervention both the groups, whereas after the intervention the experimental one got a mean score of 87.87 which is higher than the controlled ones.

Table 5

Academic success test pre-practice and post-practice points ANOVA results.

Variance Resource	Square Total	Sd	Square Average	*f*	*p*
Among subjects	1299.782	52			
Group Experiment/ Control	660.24	1	660.24	52.139	.000
Error	649.498	50	12.990		
In subjects	11019.889	53			
Calculation pre-test post-test	98959.726	1	98959.726	7544.440	.000
Group *calculation	9812.257	1	9812.257	73.865	.000
Error	670.141	50	13.532		
Total	10514.6121	104			

The factors showing repeated measures showed vivid interactional impact on both retention and achievement of both groups. Yet, comparing two groups gave a result that experimental group learners performed remarkably well as compared to controlled ones. Thus, it can be validated that phygital classrooms are more impactful as compared to conventional classrooms. The results above stated some pivotal facts. It can be seen from the above tables that the learners who were in experimental group performed notably better than the learners in controlled group. Though, there was not much difference in the performance of the learners in their pre-test, yet in post-test the experimental group of learners performed much better in comparison with the learners of controlled ones.

No significant contrasts were found between pre-accomplishment test scores of the two groups. As per this, it tends to be presumed that the two groups were comparable concerning accomplishment in friendly examinations. This was viewed as essential to figure out the adequacy of mediation.

Students in the experimental group performed much better than students in the controlled group, as shown by the study's findings. In addition, in the post-test results of both groups, the learners' performance was higher, but a mark difference was observed while comparing the post-test values of both groups. The findings of the study are comparable to those of an earlier investigation (Hockly, & Dudeney, 2018). Kim (2014) was of the view that language learning actually got benefits from mobile phones. Ginaya et al., (2018) noted that phygital learning provided the ideal setting for language learning. The results showed that controlled group students did not significantly differ in their performance on the pre- and post-tests. It was possible that when ESL instruction was delivered in a conventional classroom setting, students lose interest, and the learning process as a whole becomes repetitive.

According to Ali et al., (2021) some English language lessons failed to have an impact on students and, as a result, demoralize them and lost their interest in the learning process. The findings of this study also provided an explanation for the fact that Pakistani students and educators alike enjoy and value phygital learning, a teaching and learning method that is common in western classrooms and educational institutions. The fact that the experimental group performed significantly better than the controlled group demonstrates that Phygital learning does have an effect on students' performance. In this way, this study was in line with the research conducted by Gaballo (2019) who was of the view that phygital learning's important characteristics include, a variety of learning methods, mobility/portability; ubiquity, social interaction, collaborative learning, and learners' autonomy.

The results extracted from this investigation stated that phygital learning offers a variety of learning methods is one of the primary reasons for the improved performance of the students in the experimental group. This is identical to the study performed by Ehsanifard et al., (2020) who opined that the conventional method of presenting course material is typically sterile, which reduces student interest. Most of the time, phygital learning methods are hip, exciting, and modern. These methods of education occasionally challenge the conventional approach to education and attract students. Additionally, it helped the students increase their level of concentration.

The outcomes aroused from this study provided information that phygital learning provided motivation to the learner by developing their interest in learning and as a result they performed better. This is similar to the study byMabuan and Ebron (2017) stated that phygital learning actually increase students' interest and keep them engaged in the learning process. Moreover, the results extracted from this investigation also proved that

conventional methods are outdated and fail to provide any significant impact in learning. This is similar to the idea provided by Damayanti and Sari (2017) stated that conventional methods have become commonplace, and in light of shifting trends, the methods and issues of contemporary syllabuses and contexts were unable to meet the learning requirements of students. Phygital learning provided students with a wide range of learning options, and they could also choose the best method for supporting their understanding of a syllabus or content. This is exactly what happened in this study, where students in the experimental group performed better because they learned through phygital learning, which supported students in understanding concepts more easily. Phygital learning activities were structured and made to make it easier to understand any concept or syllabus material and to foster learning in both formal and informal settings. Ahmedi (2018) said that phygital learning is praised by students because it

provided numerous learning paths for language learning.

Conclusion

The fact that phygital learning possesses a crucial feature of mobility, portability, and ubiquity is yet another significant reason that was deduced from the significant performance of learners in the experimental group in this study. In the past, learning was supported inside the classroom; however, in phygital learning classrooms, students learned, comprehended, and even followed up on various learning materials and the process of learning while roaming around. In a similar manner, mobility gave way to another crucial aspect, learning flexibility. Traditional classrooms, especially in Pakistan, encouraged situated learning, or learning inside the classroom, where students could only focus on learning inside the classroom. On the other hand, phygital learning provided flexibility for learning, so learning was no longer confined to the classroom. The quality of being lighter in weight

and phygital learning in size, which made mobile devices a person's constant companion, was known as portability. According to Bakeer (2018), the benchmarks of phygital learning include features like lower prices, adaptability, and ease of use.

Upon reviewing the findings of this experimental study, it is concluded that mobility and portability significantly contributed to the improvement of ESL learners' performance in Pakistan. Therefore, the study carried out by Ogata and Yano (2005), who were of the opinion that mobility and flexibility promoted learning by providing luxury in learning methods, supported these aspects of phygital learning that benefited Pakistani ESL students. Bailey, J. & Martin, N. (2013) argued that phygital learning created a comfortable learning environment by providing portability and mobility, these features of mobility and portability actually helped the students in this study and flexibility in their learning situations. This is similar to the argument made by Ghazizadeh and Fatemipour (2017) who said that the main benefits of phygital learning for students were its portability and mobility.

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