Journal of English Language Literature and Education
Vol.2 Issue 3 (January - March 2021) pp 3-20
ISSN: 2710-4923 (Online)
ISSN: 2663-3485 (Print)

Role of Sufism and Spirituality in Psychological Well Being: A Study of ElifShafak's 'The Forty Rules of Love' From a Cognitive and Existential Perspective

Muntazar Mehdi[1]
Asma Mehmood[2]
Dr. Arshad Ali[3]

[1]*Assistant Professor – Department of English – National University of Modern Languages, Islamabad – Pakistan*
[2] *Research Scholar – Department of English – National University of Modern Languages, Islamabad – Pakistan.*
[3]*Assistant Professor – Department of English – National University of Modern Languages, Islamabad – Pakistan.*

Abstract

Every individual faces existential crises at some point in life, especially when he or she is going through hard times. The human mind, human body, human health, and disease can be seen as directly or indirectly linked to spirituality. Past research has shown that spirituality is one of the most important determinants of physical and mental health. Spirituality has proved to be quite effective in the field of neuroscience. However, little work has been done on how it plays a role in the development of a healthy mind. Sufism is considered to be a prominent spiritual phenomenon in Islam, Buddhism, and Christianity. It is believed that Sufism plays a positive role in bringing harmony to people and their existence.ElifShafak is one of those writers who are deeply moved by the Sufi phenomenon and how it plays its part in the positive transformation of the individual. This research analyses Sufism and spirituality and tries to explain how Sufism and Spirituality can help with existential crises and the healing of mental health problems, as illustrated in ElifShafak's novel The Forty Rules of Love. This study employs a qualitative method of analysis and helps to understand the religious experiences and the love that affects the actions of the individual and how this brings about a positive change in one's life by providing a new perspective.

Keywords: *Sufism, Spirituality, Existential Crisis, Mental Health*

Author's Email: mmehdi@numl.edu.pk

Introduction

This paper aims to explain how Sufism and Spirituality can help with existential crises and the healing of mental health problems, as demonstrated by ElifShafak'sThe Forty Rules of Love. Existence has always been a fair question for people to know their inner self properly and finding the reason 'to be or not to be' has always been a struggle for people for decades. The history of human struggle with their existence goes as far as Adam, who wandered the earth after being banished from heaven for years(Karim, 2019). This journey of knowing 'self' has led men to find answers in philosophy, go through the vast chapters of empirical sciences, and dive deep into the religious dogmas. Humans have made progress in understanding life as it is; yet, the answer to thebig question still remains in doubt as to why remain on the earth out of choiceoccupied with loss and distress(Nizamie et al, 2013).To find the answers to such questions, overwhelming the mind, the only way is starting from the beginning with the matters of 'creation' and the idea of 'divine love' which is known as Sufism. Sufism, whether in religion or in isolation, has been in the practice of mankind for the past decades. The last prophet of Allah, Hazrat Muhammad (S.A.W) remained in Spirituality long before his first revelation. In fact, he is known as the first Sufi who sought guidance in spirituality(Bukhari, 1978).

Shafak (2011) in her novel 'The Forty Rules of Love' explained that the most important part of any belief or culture is to give humans a sense of purpose to guide them throughout life. She has presented the idea that this world takes away calmness of the human nature leading to frustration and unanswered depression as it is limited in its pleasures. Sufism offers more thanjust a normal religious belief by teaching the practices of patience and the ultimate union with God. The answers and the satisfaction that the Sufism provides to the humans ultimately becomes a reason for their mental peace, as it helps the people in understanding why the mental illness is there in the first place, in terms of cause and effect, the deeper meanings and interpretations and how to cure them. Moreover, with the guidance and the effects that Sufism provides for the human mind, it is, therefore, important for the psychiatrists and psychologists to keep in mind the spiritual aspect and be aware of the ways in which the Spiritualty can affect the mental and the physical health(Karim, 2019).

This paper provides guidance onhow Sufism resolves the existential crisis among humans and affects their mental health in a positive manner as depicted in the novel The Forty Rules of Love. The foundations of Sufism, that are used in this paper, are the specific kind of Islamic Sufism and Eastern Sufism as portrayed by Shafak (2011). By keeping the novel as a guide, this research aims to analyze, how Sufism influences the mental health of its followers and how it changes the perspective of the people going through depression by providing them a new perspective through answering

universal and divine mysteries.

Statement of the Problem

This research aims to trace the aspects of Sufism and Spirituality with reference to cognitive and existential perspectives in the novel The Forty Rules of Love by ElifShafak. The novel depicts that,Sufism builds up a higher connection with God and ultimately provides humans with love, guidance, and hope for the greater good which provides them with an essence of self-assurance ultimately helping them in solvingtheir mental health issues. This research also provides the opportunity to highlight the aspects of the novel that demonstrate the effects of Sufism on mental health which will provide a guide for future psychological researches.

Research Objectives

Following are the research objectives of this study:

- To analyze Sufism and Spirituality and its effect on the mental health of the protagonist in the novel The Forty Rules of Love by ElifShafak.
- To create awareness among the psychological researchers about the importance of spirituality in healing mental illnesses.

- **Research Questions**

- Following is the research question for this particular research:

- What are the effects of Sufism on the mental health of the protagonist in the novel 'The Forty Rules of Love' by ElifShafak?

- Why is it important for psychologists and psychiatrists to be aware of Sufism and spirituality and their effects on mental health?

Significance of the study

Shafak's novel The Forty Rules of Love exhibits the Sufi phenomenon and its effect on mental health, providing a new perspective, helping in overcoming the toxic social and domestic circle, and finding answers to the existential crisis. The work that has previously been done on this novel is only in the perspective of reflecting the Sufi phenomenon. This research explores the effects that the Sufi phenomenon has on the mental health of the people. The findings will provide the basis for future psychological researches in this area and will also provide the eastern and western psychologists and psychiatrists some solid grounds to cure mental illnesses keeping spirituality as the key factor.

Literature Review

The Need to be Aware of Sufism

As humans grow and become part of a society, their cognition that defines the way of their thinking and their actions is created by the set of ideals and the social and religious values they acquire. The ideals related to the world, which is seen by the eye, the vision related to the natural phenomenon, the physical aspects of the universe, and logical thinking are

supported by science and social norms. Furthermore, the values are derived from either religious or ancestral philosophies which include the theory of humanism and existentialism that support survival (Burston, 2003). Spirituality is something free of religion and within the practices of the religion, spirituality is the most important element, as it is the key to submitting yourself to the love of God Almighty. Almost all of the philosophies provided by all the religions are used to form the social norms and guidelines for the people who follow that religion. These philosophies provide complete social systems for the people and while running the systems in light of these values the people achieve both physical and mental well-being.

Although many scientists confirmed this fact that even if there was no God in the reality, humans would have the need to create one because practicing religion without the applications of science is blindness and practicing science without religion is stupidity (Einstein, 2012). However, the liberalism of the 20th century has put away the concept of spirituality and the only daily practice is to fight for the desires. Spirituality is the phenomenon, which makes people practice the control of their desires, and once a person has control overdesires he has control of the entire world (Spinner-Halev, 2008). Moreover, after the researches of the health and neuroscience department, spirituality is now recognized as one of the key factors in the mental well-being of people (Walach et al, 2011).

The reason is that it goes side by side with the social and cultural norms and it was considered and placed in one of the most important variables of maintaininggood health by the World Health Organization in the session of 37thinternational assembly (Basu, 1995). Today, in the western world the holy teachings of Sufism/ spirituality and the unity with God or some higher power is mandatory in the basic college education for the students in order to maintain a broad perspective on the subject so that theymay be able to maintain better mental health while having guidance through the spiritualty (Sims, 1995). The young individuals are the ones who have been the victims of existential crisis in all the eras especially the youth of the 21st century who are facing the existential crisis more than any other generation and now the scholars see that spiritualty affects the mind of the people in such a way that it solves their mental issues by 75% and the rest can be dealt with the psychological treatment (Puchaski et al, 2001).

In the past, the researchers also worked on the positive and the negative effects of spirituality on the minds of the people and how it derives the changes in their perspectives. The spiritual belief that people hold and the practices they practice, in the light of that belief system, have a profound impact on their physical as well as mental health (Fehring et al, 1987). Sufism is practiced all over the world with its followers belonging to all the religions i.e. among the Muslims covering the areas of almost the entire

east and few lands of the west, and among the non-Muslims where the idea of Spiritual healing is spreading with speed and people are developing an understanding towards Sufism and its effects on the mental health. Not only at the public level but the understanding and the implications of spirituality are rapidly influencing the yoga techniques (Ernst, 2005).If taken into account, Sufism gives the chance to understand the source of the religion andits importance. It gives its follower a proper sense of the creator and the creation. Similarly, it provides them the knowledge of their creator on a much deeper level and makes them understand the importance of the bond between humans and the cosmos. It provides an individual a sense that the creation is in its strongest form only when it is in unity with its creator- God in general (Bui & Bui 2015).

The Sufis, while contemplating and meditating using the higher power of the brain and in such use of the brain, they come across the experiences a little closer to that of the revelation (the word of Islam) that was bestowed upon the Prophet Muhammad (S.A.W) (Green, 2012). In fact, the last messenger of Allah (S.A.W) is known to be the first Sufi of Islam as for the 40 years before revelation; he had the strongest and an unbeatable concept of his creator along with the awareness of the necessity of his bond with God. Sufism and spirituality awaken a deeper understanding of the creator among its followers. This provides the researchers an opportunity to dive deeper into it and discover the effects that combine religious knowledge with science (Addas, 1993).

Sufism and The Forty Rules of Love

ElifShafak's novel The Forty Rules of Love has portrayed Sufism as independent of religion and as a universal guide for everyone with a lost cause. ElifShafak has pictured the kind of Spiritualty that is not restricted to any social or religious norm but only joins the creation with the creator and gives them the answers of 'why I am'. Anyone who has a love of any kind and devoid of personal gains is a Sufi. Anyone stretching from the Muslim dervish Shams and Maulana Rumi to the Christian such as Francis can be a Sufi. The harlot Desert Rose and the social outcast beggar Hassan can achieve a purpose in life and existence in the universe through finding their connection with the creator, taking the step towards the greater good, and putting away 'self' while bringing down their ego. Male or female, a lost writer and a broken housewife like Ella or the wandering dervish of the Desert following the path of GodShams, can find the answers to their existence and understand their role in God's bigger plan. Everyone is allowed to join the Sufi circle (Shafak, 2011).

However, the second theme demonstrates that specifically, Islamic Sufism is the phenomenon that provides the answers to the existential crisis as Ella who is a practicing Christian, an unhappy housewife with a lost cause due to her disloyal husband seeks guidance in writing the review of Rumi and Shams book and after communicating with its author who is

also a Muslim Sufi Aziz Zahra, there comes a dramatic shift that changes her life completely and positively. The novel demonstrates that Sufism is actually Islamic mysticism and while understanding these values a person can find their ultimate mission in the world. Therefore, Sufism is not free of religion as understanding your creation is not free from connecting with God. Shafak (2011) conveys her message to the reader thatSufism is not just a phenomenon, it is a way of life that provides meaning to life. She further elaborates that, if a man and his God are not united, then it is similar to the camel which is lost in a desert without its master. No matter the material or social gains, as long as one is away from God one cannot live in harmony. Spiritualty affects the individual thinking and the actions of the person and provides strength with coping up with the situation. It is not the idea; neither a fantasy nor it is a practice; it is a source of living a life, the way it needs to be lived. The reason is that, whatever the mind believes it reflects that on the personality and influences the individual personally and socially. "When a true lover of God goes into a tavern, the tavern becomes his chamber of the prayers, but when a wine bibber goes into the same chamber of prayers it becomes his tavern. In everything we do, it is our hearts that make the difference, nor our outer appearances" (Shafak, 2011).

Elif argues that the strength of the character is what provides humans with the purpose and that is how a strong personality is formed; the kind of personality like Shams, who stood up for a harlot, standing alone in the middle of the crowd. A Sufi is well aware of the differences between right and wrong; and hence, a Sufi does not abide by the rules of conformity in a social circle, which ultimately frees him from the idea of being recognized or rewarded by human beings. Such a thought strengthens the Sufi's belief and intellect that all activities and thoughts the Sufis whatever the Sufi has to do, it should only be there to please God and the rest does not matter. Sufism also broadens the perspective of love. It tells people that love is universal, that it is the same for all, and that it is not something that binds the lover, but something that sets him free. Sufism is the guiding principle that love unites us all, ultimately, to unite us with God. In the novel, Shams tells Kerra that Muslims love Mother Mary and that their love for Mother Mary is full of purity and piety. This is the theme of unity that Sufism fills in the mind of the followers and for a Sufi love is not a human desire, which when rejected, turns into regret and remorse but it is something that teaches people to be sacrificial and pure. It is something that is the most important issue for the young generation. Shafak (2011) has demonstrated that Sufism is the solution to all the problems of mankind, especiallythe existential crisis. It is something like a cure to a pandemic.

The story of Shams and Rumi goes as back as the 13th century, but the phenomenon they used to find their bond with God and the faith in life is the basic need of the 21st century. Today, people are searching back to these Sufis to find the right path and understand the

purpose of life. The problems of the people in the past were different from the people of today, with some different versions and more material gains; yet, the answer to everyone's problem is the same as before which is; the unity with God. The main reason for the existential crisis is the never-ending endeavor for satisfying selfish needs, wars on religion, misunderstandings, and rejection from society, insecurity, conformity, fear of being left alone, and the approval of others'. Sufism frees a man from all of these ideals, it provides the notion of 'Pantheism' which suggests that 'all is one', it provides 'Determinism' which suggests that 'all is now' and 'Monism' which defines that, the unity with only one Divine power is the unity of everything. The idea of 'Self' and 'Ego' is rejected in Sufism and while having control of 'Self' and personal desires, a Sufi seeks to fuse himself in a union with God (Smith, 1995).

What is now the only thing that really matters is that the Sufi doesn't even worry about the next meal. This set of ideals gives the Sufi a sense of inner satisfaction, and at no point is the Sufi dissatisfied or questioning his presence in the world (Shafak, 2011). This idea of Islamic Sufism was also seen in the writings of Einstein (2012),who in his letter to his family said, “the past, present, future is an illusion”. Shafak has presented the same idea of freedom from time through one of the rules of Shams; “The past is an interpretation, the future is an illusion. The world does not move through times as if it were a straight line, proceeding from past to the future. If you want to experience eternal illumination, put the past and the future out of your mind and remain within the present moment” (Shafak, 2011). Rumi in his writing presented a Sufi as,'The Son of The Present' he belongs to 'Now' for him what matters is the present moment which frees him from all the worldly bonds, consequently, solving his existential crisis and keeping his mental well-being(Shafak, 2011).

Thereview of the literature shows that the researchers have been working on the importance of Sufism for a very long time. In the 21st century, neurologists also found out the benefits of Sufism on the minds of humans. Yet, even after such benefits, Sufism is not practiced in the world of psychology. Some psychologists believe in its effects but many avoid its importance and call it a delusional behavior. Therefore, the purpose of this research is to make the psychologists understand the importance of Sufism and its effects on mental health so that in future studies the understanding of this phenomenon can help in therapeutic practices along with the applications of science.

Research Methodology

Method of Data Analysis

The researcher used a qualitative research method for the data analysis. Moreover, contextual analysis is applied in order to analyze the data collected from the novel The Forty Rules of Love written by Turkish Writer,ElifShafak. The parts that have been analyzed are sentences, phrases,

and paragraphs extracted from the novel. The researcher explored the text of the novel and carried out the analysis through an interpretive approach.The secondary data related to Sufism, mental health, and theories werecollected from the published work in the field.

Theoretical Framework

The researcher used two theories for the analysis of the data. Firstly, the theory of attachment presented by Bowlby (1951) was used. According to Bowlby (1951), having an unbreakable attachment is the source of a person's mental wellbeing, enhanced self-esteem, and stronger relationship processes. In light of this theory, having a strong relationship with God is a healthy bond that is good for better psychological functioning as seen in the protagonist, Ella. After practicing Sufism, she becomes mentally strong and makes her own decisions.

Secondly, the theory applied in this research is of "neurotic needs" developed by psychoanalyst Horney (1942) in her book "Self-Analysis". The theory suggests that a person develops different types of neurotic behavior in order to overcome anxiety and depression (Vollmerhausen, 1961). Horney limited her theory to three basic needs for her research. Therefore, the theory explains neurotic behavior as the need for power, prestige, and affection. According to the theory, the neurotic needs are summed up into three main categories; needs that attract you towards others; for love and affection, needs that move you away from others; antisocial behavior and needs that impose you to create distance from others; hostility towards others (Vollmerhausen, 1961).

After the character analysis of Ella, in the novel 'The Forty Rules of Love' the researcher has executed the study on the first neurotic behavior i.e. the needs that move you towards others. According to the previous researches, the need to be loved and praised takes people down into anxiety and existential issues and for that most, the people try to find closure in other people or the approval of the society(Greenberg et al, 1992).The theory of Sufism talks about divine love, which provides the person love for themselves and others. Ella, a forty years old married woman was facing anxiety, and existential crisis due to her unhappy marriage and loss of control, and the need for love moved her away from her crisis, in the direction of divine love through Sufism.The theory of Sufism suggests love between the creator and the creation that helps men to get rid of all the evil and bad emotions.

Horney (1942) suggests that in order to overcome anxiety, a person develops a need for love towards others, and Bowbly (1951) suggests that a person needs a strong and healthy attachment for better self-esteem and mental well-being. Sufism gives people a sense of love and a spiritual bond that helps them overcome bad emotions. Therefore, according to both theories, in order to overcome anxiety, existential crisis, and other mental

problems, a person needs to develop a spiritual bond of love with someone who comes to the study of Sufism.

Data Analysis

Analysis of some of the parts derived from 'The Forty Rules of Love' by Shafak (2011) is as follows;

According to Shafak (2011), he who is purified by love is pure, and he who is absorbed in the Beloved and has forsaken everything else is a Sufi. Shafak in this novel narrates the story of a Woman, Ella who is lost in her sad life. She happens to read the story of Shams of Tabrizin Sweet Blasphemy and makes a real connection with the author of the book, Aziz Al Zahra, through emails, who explainsto herabout the union of God with men as the key concept of Sufism. She learns that nothing should come between her and her God. The involvement in the Sufi ways helps Ella regain her connection with God:

"…Ella did something she hadn't done in a long while. She prayed. She asked God to either provide her with a love that would absorb her whole being or else make her tough and careless enough not to mind the absence of love in her life"(Shafak, 2011)

As Ella continues reading Sweet Blasphemy,she realizes that through Sufism a person understands the rules of love which provides him with answers to the purpose of his existence.She reads thatShams helps Rumi to unlearn the things that he already knows, get rid of the attachments and he brings him closer to the common universal phenomenon which Rumi explains as; "Whatever you see as profitable, flee from it! Drink poison and pour away the water of life! Abandon security and stay in frightful places! Throw away a reputation, become disgraced and shameless!"(Shafak, 2011) These words from Shams, help Ella in taking a step forward towards Aziz and a step back from her dysfunctional family.
Through reading about Shams, Ella learns that Sufism is related to the journey of the soul for love. She understands the standards of love "Love is just like a sea where the heart of the Sufi is like a boat of submission and patience". While Ella is understanding the Sufi phenomenon she also reads seven stages to achieve the upper level of Sufism as told by Aziz Al Zahra; "repentance, abstinence, renunciation, poverty, patience, trust in God and acquiescence to the will of God" (Shafak, 2011). After reading these Ella tries to follow the instructions and with the practice of these elements,she achieves a higher level of consciousness where her worldly matters stop bothering her.

In the novel,Ella further reads that love is the most important element in Sufi's transformation as explained by Shams. Through the rules of Shams, Shafak(2011) suggests that love leaves its prints on the mind throughout the journey of the seekerthat is how the mind of an individual is entirely changed; "The quest for Love changes us. There is no seeker among those who search for Love who has not matured on

the way. The moment you start looking for Love, you start to change within and without." These lines show that by making a strong attachment a person can change his perspective. The novel proceeds further and the love of God is explained more in terms of a complete transformation of the Sufi, as Ella reads, Sham's rule number 5 tells that; "Intellect ties people in knots and risks nothing, but love dissolves all tangles and risks everything. Intellect is always cautious and advises, 'Beware too much ecstasy,' whereas love says, 'Oh, never mind! Take the plunge! ' Intellect does not easily break down, whereas love can effortlessly reduce itself to rubble. But treasures are hidden among ruins. A broken heart hides treasures." (Shafak, 2011)

The same definition of divine love and its effects on the transformation is discussed by Hadland (2007), where he explained love as a divine force which flows through all the creatures at the same time and Sufism requires, 'to love the essence of God in men'. In the novel, when Ella reads such ideas from Rumi and shams she finds her true purpose and decides to leave her unhappy marriage in the end in order to find her purpose. She even tells her unfaithful husband directly that 'I'm in love with another man'; Her need for lovedevelops a positive psychosocial development in her to leave her toxic life andtake a stand for her better life; while she is stepping out the door she repeats the words of sham's rules

"It is never too late to ask yourself, 'Am I ready to change the life I am living? Am I ready to change within? Even if a single day in your life is the same as the day before, it surely is a pity. At every moment and with each new breath, one should be renewed and renewed again. There is only way to be born into a new life; to die before death" (Shafak, 2011).

At the start of the novel, Ella is restless due to terrible incidents and constant loss in her life:

"Calmness being a state she had been lately finding harder and harder to achieve… Ella felt a strange, sinking feeling in the pit of her stomach as if she had a giant rock sitting there… she started to cry unable to hold back this continuing sadness that had, without her knowledge become a part of who she was…"(Shafak, 2011).

These lines show how much anxious Ella is in life and she is constantly suffering. Later, Ella reads the story of Shams and Rumi, in which after the death of Shams, Rumi says that,

"This is what losing your beloved does to you…It dissolves your king-self into dust and brings out your dervish-self. Now that Shams is gone forever, I am gone, too. I am not a scholar or a preacher anymore. I am the embodiment of nothingness. Here is my fana, herein my baqa." (Shafak, 2011)

Through these lines, Ella learns that with the loss of loved ones, a person is crushed into nothingness and that is when he finds out the secret of being merged with his God. The

apparent objects that a person loves are nothing more than the light of God that attracts the love of that person and by denying the selfish desire of wanting a person dissolves into the divine love.

The effects of Sufism and love are seen in Ella after she completes reading Sweet Blasphemy; "There was something else that occupied her mind……it had been such a long time since she'd last felt it that it took her a few extra seconds to recognize the feeling. But it was there… strong, prodding and disobedient." Moreover, after applying the rules of Sufism to her life Ella's perspective about the world changes completely "…Boston has never been this colorful and vibrant, Ella thought. Had she been blind to the city's beauty all his time?"

Later, change in her mental health and effects of Sufism is seen after the death of Aziz Al Zahra;

"Ella took care of …every little detail…but also trusting God would help her with the ones she couldn't handle…closing her eyes for a moment, Ella prophesied to her with jubilant conviction and confidence what the days ahead would bring her. She had never been on her own like this before, and yet, oddly enough, she didn't feel lonely" (Shafak, 2011).

These lines show Ella's psychological satisfaction that was invoked in her through practicing Sufism. She accepts the death of Aziz Zahra anddoes not lose her purpose in life again but she decides to move to Canada to start a new life.

Discussion and Analysis

Using contextual analysis this section discusses the effects of Sufism on the mental health of Ella as depicted in the novel'The Forty Rules of Love' by ElifShafak.Through the discussion, the researchers will answer the questions raised in the research to fill the gaps in the study of Sufism and psychology.

Forty Rules of Love and Sufism

The most impressive demonstration of the Sufi phenomenon can be seen in the novel 'The Forty Rules of Love' written by Turkish writer ElifShafak. The whole novel revolves around the essence of spirituality, love, and the essence of bonding with God in practicing religion. It is rather difficult to understand the relationship between Sufism and Psychology, but it can be understood quite effectively by understanding the philosophy of Sufism based on humanity and love. This novel is based on the same philosophy. After reading the Sufism practices, Ella understands that this is the way of life. Shafak simplifies the concept through her novel:

"When a true lover of God goes into a tavern, the tavern becomes his chamber of prayer, but when a whine bibber goes into the same chamber, it becomes his tavern. In everything we do, it is our hearts that make the difference, not our outer appearances"(Shafak, 2011).

Shafak smartly generates the relation between Sufism and Psychology. She has portrayed the idea that positive change of mind is dependent on personal intentions (Karamatilloevich et al, 2020). And no matter who the person is, and what the religion is the most important thing is that; all humans are the same, which is the main essence of Sufism (Lumbard, 2007). Psychology also presents the same idea of humanity (Cooper&Ratele, 2014). Sufism is filled with love which heals a person from the damage that has been caused due to the absence of love and that is what the theory of neurotic needs by Horney (1942) discusses that when a person does not get the love they question their own existence and with time under the right guidance they move towards the places or entities that can provide them love (Mitha, 2019).

According to Faiyaz(2019),Elif's belief is a proper and true medicine for all the issues of mankind. The love invoked inside Ella, as demonstrated in the novel is the answer to all the love needs. The same idea is discussed by Bowlby (1951) and Horney (1942) that a person can only be able to survive by fulfilling the needs for love. For this, they either move towards others or move away from others (Vollmerhausen, 1961). Elif showed that, through Sufism, the divine love that rose in the heart of Ella was so powerful that it helped her to get out of her marital crisis and to unite with love at the universal level.

The important factor to analyze, however, is that psychology is talking about love without religion, and Sufism is talking about love with the intervention of benevolence that serves as a neurotic need (Vollmerhausen, 1961). According to Akbar, Asif, and Nosra (2019), the idea of Sufi love, which Shafak discussed in her novel, was more of a divine nature.As a result, the fundamentals of this love involved people and their happiness. Moreover, the aspects of Sufism explain that, if one human is happy within, it is only then that they can keep their loved ones happy. And likewise, if one person is sad from the inside, he will transfer that sadness, pain, distress to his fellow human beings. “Unless we learn to love God's creation, we can neither truly love nor truly know God” (Shafak, 2011)

Thus, the understanding of spiritual love and the bond with God, and the application of it to individual life, helps to give relief to mankind. Without a strong foundation of love, a person falls into an existential crisis and loses the meaning of life (Greenberg et al, 1992). The idea was presented by Elif without discrimination of religion and race.

Sufism and Psychiatry

Psychiatry has played its part in reprimanding symptoms that damage behavioral and mental patterns through a sophisticated combination of psychoactive drugs and pharmaceuticals based on scientific explanations and diagnostics. However, the relationship between religious existentialism and psychiatric

procedures has so far been antagonistic and contradictory (Deikman, 1977). The most famous psychiatrists, including Freud, were convinced that religion was a neurotic need. Sufism, as shown in 'The Forty Rules of Love,' is a wonderful journey of prophesying the same knowledge into empiricism that somehow creates an isle that is common to the path of religion and psychology.

Psychiatry takes its course in daily life, mostly in the footsteps carved on the thumb rules of what the universal religion says. A long journey of research into psycho-physio-social normality to abnormality discovers the path of principles that somehow delineates both, psychiatry and religion (Fulford, 1997). Sufism is somehow a negotiator perpetuating the preaching of these two unknown brotherly twins. Thus, the analysis of psychiatry in the realm of religion and spirituality can open the door to new dimensions of dramatic positivity and recovery from psycho-social aberrations.

Sufism and Psychotherapy

The dilemma is that mental health practitioners find psychology detached from one of the main areas of religious and spiritual practices. The practitioners of Sufism have not yet been provided with a platform where they can inaugurate the realm of beneficiaries emerging from the practices of spirituality and exacerbation of positive mental health. As a consequence, mental health professionals appear to be in some way desolating from the nature of spirituality due to supposedly less awareness or study and maybe both. According to Foskett (2004), approximately 45 percent of mental health practitioners as a population in this field have overcome mental health problems with spirituality.

As the novel 'The Forty Rules of Love' depicts, if a person is only provided with religious help without even following the religious scripture as it is, a person can find positivity by the very essence of it (Foskett et al, 2004). A certain sophisticated balance between therapists who prescribe adequate spiritual practices to their clients, with proper research and development based on extempore, equally considered in the light of clients, and a belief model can prove to be effective (Keating &Fretz, 1990). The delineation of spiritual context can improve psycho-social recovery if added into therapy.

In the light of the novel 'Forty Rules of Love,' spiritualism and faith confidently react to most of the tantrums of 'life and death' among the common people of all faiths. The powerful belief system is taking its cape off to shore up the desperate skepticism that has taken death and suicide rates to their lowest. Koenig and Pritchett (1998) proposed that four elements should be taken as a requirement for the client to consider their true psychosocial needs, including:

a) The faith of the client and its importance in the long run of everyday life

b) The practical influence of that faith in the past and present of the client
c) Affiliation of the client with any religious or spiritual community
d) The addressing of the spiritual needs if so far done or needs to be done

Thus, in the behavior of the protagonist of the novel, spirituality-enhanced cognitive behavioral therapy focusing on cognitive reconstruction in patients, such as psycho-social needs based on the magnificent elements of the religious and spiritual realm, in order to combat their cognitive errors, such as the need for love, patience, faith in God, time and contentment, can be observed. Moreover, therapeutic practices ultimately involve meditative remembrance of God through prayer, thankfulness or gratitude, and a thoughtful focus on positivity (Swinton, 2001). Whereas, in transpersonal therapy, clients see themselves as spiritual beings and engage resourcefully in varying meditative practices that awaken their loneliness and positive psychic energies in order to recover their thoughts and behavior from aberration (Lukoff& Lu, 2005) as practiced by Shams and Rumi in the novel 'The Forty Rules of Love.' With great care and sophistication, a great deal of conjugation can take place to fill the gaps between spiritual and psychological desperation in society, leaving more contended, individualized, and collective solutions to deal with daily life. Thus, traumas, psychosocial tragedies, and psycho-social deprivation can all be gradually remedied across the population, if taken with a spiritual approach glued to psychotherapy for an alluring collage designed to make life a better journey and the world a better place to live (Swinton, 2001).

Conclusions

This research aimed to analyze the phenomenon of Sufism and its effect on mental health, in particular the overcoming of existential issues with reference to the novel The Forty Rules of Love by ElifShafak, as it depicted the positive effects of Sufism on mental health through its protagonist, Ella.The novel connects psychology and Sufism, and brings us a blend of spirituality and thought processes, and how religion helps to overcome psychological problems. Keeping the novel as the focal point and discussing Sufism in detail, the researchers discovered the link between Sufism and Psychology in order to solve the mental crisis.

Shafak is profoundly influenced by the essence of Sufism. Her novel revolves around the main themes of Sufism. This study focused on the areas in which Sufism played its part in the transformation of the protagonist. Sufism teaches union with God and love, as the novel demonstrates. Love is not ordinary love, wishing affection in return, but a strong attachment where love is an ocean and the heart of the seeker is like a ship of submission. This kind of spirituality and the essence of love makes a person look at the universe and understand the divine mysteries

beyond the limits that help him understand the purpose of life and existence.

The answers that Sufism provides are not only important for the spiritual bond but are also important for the daily dealings of life, as stated in the novel 'Forty Rules of Love.' In addition, while providing all kinds of understanding, it becomes a source of mental peace and provides answers to the existential crisis, and helps to clear the mind for developing stable thoughts. The sense of connectedness with divine power, sought in Sufism, brings peace, balance, and harmony to life as reflected in the novel. The essence of Sufism's love helps to find a true path. In this way, the need to move towards the right source of love and living life is fulfilled. After finding the right answers through Sufism, Ella realizes her worth and leaves her dysfunctional marriage to find real love. The study aimed to discover the positive psychological effect of Sufism on an individual with the help of a novel and also highlighted the aspects of the novel which reflected the effects of Sufism.

Thus, the religious belief system and the scientific theories are to stay on their grounds, which is the right way to deal with mental disorders, but psychologists and psychologists should have a better understanding of the knowledge of Sufism and how it influences people's mental wellbeing and directs those who have lost their way.

References

Addas, C., & Kingsley, P. (1993). Quest for the red sulphur: The life of Ibn'Arabi. The Islamic Texts Society.

Akbar, N., Asif, S. I., & Nusrat, A. (2019). A Post-Modernist Critique of ElifShafak's Novel" The Forty Rules of Love". Pakistan Journal of Social Sciences (PJSS), 39(3).

Al-Bukhari, M. (1978). Sahih al-Bukhari. Dar Ul-Hadith.

Basu, S. (1995). How the spiritual dimension of health was acknowledged by the world health assembly-A report. New Approaches Med Health, 3, 47-51.

Bui, H. D., & Bui, H. D. (2015). Caodai, Faith of Unity. AuthorHouse.

Burston, D. (2003). Existentialism, humanism and psychotherapy. Existential Analysis, 14(2), 309-319.

Bowlby, J. (1951). Maternal care and mental health (Vol. 2). Geneva: World Health Organization.

Caruth, G. D. (2013). Demystifying mixed methods research design: A review of the literature. Online Submission, 3(2), 112-122.

Cooper, S., &Ratele, K. (Eds.). (2014). Psychology Serving Humanity: Proceedings of the 30th International Congress of Psychology: Volume 1: Majority

World Psychology. Psychology Press.

Davis, F. H. (2007). The Persian Mystics: Jalalu'd-Din Rumi. Cosimo, Inc..

Deikman, A. J. (1977). Sufism and psychiatry. Journal of Nervous and Mental Disease.

Einstein, A. (2012). Albert Einstein Quotes. Retrieved from BrainyQuote. com.

Ernst, C. W. (2005). Situating Sufism and yoga. Journal of the Royal Asiatic Society, 15(1), 15-43.

Fehring, R. J., Brennan, P. F., & Keller, M. L. (1987). Psychological and spiritual well-being in college students. Research in nursing & health, 10(6), 391-398.

Fulford, K. W. M. (1996). Religion and psychiatry: Extending the limits of tolerance. Psychiatry and Religion: Context, Consensus and Controversies. London: Routledge, 5-22.

Fulford, K. W. M., & Jackson, M. (1997). Spiritual experience and psychopathology. Philosophy, Psychiatry, & Psychology, 4(1), 41-65.

Giordano, J., &Engebretson, J. (2006). Neural and cognitive basis of spiritual experience: Biopsychosocial and ethical implications for clinical medicine. Explore, 2(3), 216-225.

Green, N. (2012). Sufism: A global history (Vol. 34). John Wiley & Sons.

Greenberg, J., Solomon, S., Pyszczynski, T., Rosenblatt, A., Burling, J., Lyon, D.,&Pinel, E. (1992). Why do people need self-esteem? Converging evidence that self-esteem serves an anxiety-buffering function. Journal of personality and social psychology, 63(6), 913.

Horney, M. (1942). Psychiatrist-Social Worker Interrelationship. American Journal of Psychiatry, 98(4), 504-508.

Karamatilloevich, A. L., Abduvaliyevich, M. T., &Kudratullayevich, X. R. (2020). The spiritual connection of Sufism and Tolerance in the works of Jami. International Journal of Multidisciplinary Research and Publications (IJMRAP), 2(11), 1-4.

Karim Mitha (2019) Sufism and healing, Journal of Spirituality in Mental Health, 21:3, 194-205, DOI: 10.1080/19349637.2018.1464423

Keating, A. M., &Fretz, B. R. (1990). Christians' anticipations about counselors in response to counselor descriptions. Journal of Counseling Psychology, 37(3), 293.

Kothari, C. R. (2004). Research

methodology: Methods and techniques. New Age International.

Lukoff, D., & Lu, F. (2005). A transpersonal-integrative approach to spiritually oriented psychotherapy.

Lumbard, J. E. (2007). From Ḥubb to ʿIshq: The Development of Love in Early Sufism. Journal of Islamic Studies, 18(3), 345-385.

Mitha, K. (2019). Sufism and healing. Journal of Spirituality in Mental Health, 21(3), 194-205.

Nizamie, S. H., Katshu, M. Z. U. H., &Uvais, N. A. (2013). Sufism and mental health. Indian journal of psychiatry, 55(Suppl 2), S215.

M. Puchalski, C., Larson, D. B., & Lu, F. G. (2001). Spirituality in psychiatry residency training programs. International Review of Psychiatry, 13(2), 131-138.

Sims, A. (1994). 'Psyche'–spirit as well as mind?. The British Journal of Psychiatry, 165(4), 441-446.

Smith, M. (1995). Studies in early mysticism in the near and Middle East.

Spinner-Halev, J. (2008). Liberalism and religion: Against congruence. Theoretical Inq. L., 9, 553.

Swinton, J. (2001). Spirituality and mental health care: Rediscovering a 'forgotten'dimension. Jessica Kingsley Publishers.

Thorne, S. (2000). Data analysis in qualitative research. Evidence-based nursing, 3(3), 68-70.

Trimingham, J. S. (1971). The Sufi Orders in Islam. Oxford, England: Oxford University Press.

Vollmerhausen, J. W. (1961). Alienation in the light of Karen Horney's theory of neurosis. The American Journal of Psychoanalysis, 21(2), 144-155.

Walach, H., Schmidt, S., & Jonas, W. B. (Eds.). (2011). Neuroscience, consciousness and spirituality (Vol. 1). Springer Science & Business Media.

Journal of English Language Literature and Education
Vol.2 Issue 3 (January - March 2021) pp 21-54
ISSN: 2710-4923 (Online)
ISSN: 2663-3485 (Print)

Teaching Grammar through Literature to EFL Learners: A Corpus Approach

Dr. Mamona Yasmin Khan[1]
Nausheen Rasheed[2]
Shaheen Rasheed[3]

[1]*Assistant Professor – Department of English – The Women University Multan – Pakistan*
[2]*Scholar – Department of English– The Women University Multan– Pakistan*
[3]*Scholar – Department of English– Bahauddin Zakariya University Multan – Pakistan*

Abstract

A plethora of researches have been conducted to improve the grammar teaching technique of English language in order to make it easier for the students to learn English in a fun way. To teach the grammar, the corpus approach proves to be very beneficial. The focus of this study is to explore the way how literary poems can be of great use for teaching English language to the students, by using a Simple Concordance Program Scp (4.09). For this purpose, we have selected four English poems. This is an exploratory research. This study investigates the ways in which the application of Corpus Analysis Tool on poems can assist English language teaching. Hence, it makes it easy for the students in ELT classrooms to comprehend the grammatical structures. The results illustrate that the Scp (4.09) tool helps in extracting the words with higher frequency rate but as well as in the teaching of imperative, conditional sentences, present (indefinite, continuous and perfect) and simple past tenses, as it provides the concordances of the words. Further researchers can find out the word collocations by using the same tool. Moreover, the selected poems in this study, can be analyzed through other corpus tools available. This study can also be expanded to the stylistic analysis of the poems. The literary devices used by both poets can be studied, compared and taught to the students.

Keywords: Corpus Linguistics, Concordance, Word list, Keywords, Simple Concordance Program Scp (4.09), Data Driven Learning (DDL).

Author's E-mail: mamonakhan1234@gmail.com

Introduction

In Pakistan, English language grammar is viewed as a dry subject and it is taught in a dull way. Therefore, it was imperative to explore the ways to make pedagogy of grammar interesting for EFL learners. Teaching grammar with the infusion of literature is a captivating mode of teaching. But

applying the corpus tool on the literature to teach grammar to new learners takes it to another level. For this purpose, in this study the literary texts i.e., four poems were selected which were written by two different poets. The focus was not to provide the comparative stylistic analysis of the poets but to put emphasis on teaching English grammar with the help of the selected English poems. These selected poems were run through the program called Simple Concordance Program (Scp 4.09). The aim of this paper is to teach the students the imperative (commands), conditional (if/then) structures, present (indefinite, continuous and perfect) and past tenses by getting an access of complete list of words which Scp (4.09) tool offers. This study focuses on teaching of aforementioned grammatical structures with the help of these poems.

There are two ways of presenting the rules to the students. They can be manually jotted down or a corpus tool can be used. Corpus linguistics is the study of the samples of the naturally occurring material i.e., language. These samples, when stored in computers electronically, become digitalized and are called "corpus". Corpus has been used for years in ELT, specifically in the context of ESL and EFL, for the purpose of syllabus designing, learners' dictionaries, reference grammars, self-study grammar practice books and textbooks (Jones and Waller, 2015). Hunston (2002) adds, corpus is useful because it can do following tasks:

1. It can talk about the frequency of particular word used in a particular area. The verbs which are used in written form and the verbs which are used in spoken narratives, all are listed in corpus.
2. This can also provide the details regarding the commonly used words i.e., collocation and colligation.
3. The particular semantic prosody can also be known in particular contexts. Semantic prosody talks about the positive, negative as well as neutral connotations.
4. It also gives an elaborative information about the difference between spoken and written forms, used in a specific context. English for Specific Purposes such as, Business English and English for Engineering.

There are number of remarkable corpus tools available i.e., British National Corpus (BNC), WordSmith Tool, Corpus of Contemporary American English (COCA) and Simple Concordance Program (Scp 4.09) is one of them. Simple Concordance Program 4.09 is a concordance and word listing program that was developed by Alan Reed. This is a window-based free program which can run the text file and read it, with regardless of any specification of a language. The term Concordance means to put the required word in the center, in order to show the surrounding text. As Hunston (2002) discusses, there are concordance programs with the help of which the chosen words, phrases appear at the center of the

computer screen, whereas the words that come before and after that particular word or phrase, appear left and right to that particular text (p. 39). With the help of this program, word list can be created and natural text files for words, phrases and patterns can be searched. Word list is "Simply a list of all the words in a text, and the frequency of each word." (Tang, 2007-2021). Keywords are "The words in the text which are unusually frequent." While, Al-Rawi (2017) quotes Stubbs' definition in his article, "Words that are claimed to have a special status, either because they express important evaluative social meanings or because they play social role in text or text-type." (Stubbs, 2010: 21). So, in other words, keywords are the words which not only carry the meaning but also, participate in exploring the meaning of a text. In Scp (4.09), there is a built-in alphabet for many languages e.g., English, French, Germen, Polish etc. Scp can also create alphabets for any other language by using the alphabet editor.

Features of Scp:

1) Generation of concordance can be done and words and phrases can be searched. Moreover, both KWIC and Line-based concordance can be produced. There is an option of sorting the words to the left and right side. After that concordance can be printed or saved to files.
2) There is an option of saving concordances in html to be displayed on web.
3) The word list which is created can be printed or saved and be sorted in ascending or descending alphabetic or frequency order.
4) Words and phrases can be separated by using prefix, suffix, specific words or a pattern. Group of words can be selected, to produce concordances and word lists.
5) There is also an option of stop list, in order to exclude the words.
6) Statistics of letter and word frequency usage can be displayed. (Kuzyakov, 2020)

Data Driven Learning (DDL)

Hunston (2002), has given a reference of Leech in her book, while discussing Data-Driven learning which is DDL. Leech reflected on Tim Johns' exceptional work which was the introduction of Data-Driven Learning (DDL). DDL was basically done to assist the teachers in teaching and students in learning a language. Tim Johns was used to say "Research is too important to be left to the researchers". He has made use of the corpus which will provide the students with authentic examples. The corpus helps to find out the patterns which are sometimes ignored. He has called the students "language detectives", who tend to think and discover the patterns of the language (Hunston, 2002, p. 170). Hunston (2002) discusses the aims of DDL which are:

- To aid in the deduction of a meaning from the context.
- It also creates such situations in which students have to answer the question by studying and taking

help from the corpus data i.e., concordance lines or sentences.

Significance of the Study

Corpus Analysis has been of great assistance in teaching foreign language to students. There have been various researches in which, researchers made their attempt to devise the various ways to teach English grammar in an easy way. There are certain researches in which corpus tools have been used to teach students vocabulary, phrases, collocation etc., in ELT classrooms by using the inbuilt and stored corpus of the corpus tools i.e., BNC, COCA and WordSmith Tool etc. In some researches, literature has been incorporated to teach vocabulary and phrases. But no such research has been conducted in which grammatical structures have been taught in ELT classrooms, through English poems by taking assistance from Simple Concordance Program (Scp 4.09). Therefore, in this study, the literature has been incorporated, to teach students vocabulary as wells as, the grammatical structure of imperatives, conditionals, present (indefinite, continuous, perfect) and simple past tense with the help of Simple Concordance Program (Scp 4.09). The use of Simple Concordance Program (Scp 4.09) makes this research different from the rest because previously, no such research has been done in which Scp tool has been used to teach pedagogical grammar in ELT classrooms through literature. This paper deals the English language at the syntactic level.

Research Question

How the application of Corpus Analysis Tool on poems can assist English language teaching?

Literature Review

John Sinclair in 1980, founded project called Collins Birmingham University International Language Data base (COBUILD). With the help of COBUILD, Collins COBUILD English Language Dictionary was produced. This dictionary proved to be the first learners' dictionary which was totally based on corpus data. The dictionary demonstrated that the corpus can be helpful and useful in providing important information about words, their frequencies, their collocation and colligation. This was a successful endeavor of applied linguistics to infuse corpus data into ELT (Jones & Waller, 2015).

Corpus is a source of syllabus design in ELT. The corpus shows that what should be included and what should be taught to the students. Surely, the word patterns which are in greater frequency, the syllabus would be designed according to it. Jones and Waller (2015) state that Sinclair and Renouf in 1988, suggested a syllabus which was lexical based syllabus. This syllabus was an alternative to grammatical syllabus. They rested the syllabus on the COBUID corpus. They witnessed that the word patterns which occur in great frequency are the word patterns which lead to the path of language acquisition. The words and

phrases should be analyzed correctly for that purpose. Meunier (2002) in her article supports the integration of corpus in EFL classroom. For this, she has suggested the short-term, medium and long-term perspectives. Short-term perspective says the concordance can be utilized in classroom for data-driven learning activities. The medium-term perspective, talk about more emphasis on teaching the forms to the students. They long-term perspective says, the curriculum should be designed in this way that there should be employment of task-based and grammar-based curriculum. Keck (2012) agrees with the perspective of Sinclair and Renouf and Meunier. She has in the same way, in her paper talked about the wonders which corpus linguistics has done in the area of applied linguistics and second and foreign education of language. She states that several researchers have come to the conclusion that corpus linguistics can change the method of language teaching by changing the method of approaching to the material design and curriculum development. By using the corpus-based frequency list, teachers can focus on the important phrasal verbs which are to be taught in ESL classrooms. This tool also provides an additional information i.e., collocation which is tendency of words to co-occur with other words and phraseology, which is an aptness of words to occur in particular grammatical pattern. Moreover, teacher can also teach the patterns to his students, in which language use registers. Thus, corpus linguistics assists in language pedagogy. Hunston and Francis (2000), in their book have attempted to describe that the patterns help in the description of English language. They are of the view that if the teachers take help from pattern grammar then, they will find it useful in the pedagogy of English grammar. It can also help the researcher to understand the language and the learners will also come to know of the patterns of the language that they are learning and its practical usage. Saricoban and Metin (2000) in their study, have suggested that songs, poems, games and problem-solving activities are beneficial and helpful tool in teaching foreign language to EFL students. According to them, songs provide them entertainment. The use of folk songs can prove helpful too because students are familiar with their cultural stories. For using songs in the classroom, student's cultural background should be known. Besides songs, poems can be used for teaching grammar. They recommended that poems should be taken from 20th century which be easy to comprehend at all levels. After that comes games and problem-solving activities, which involve the students completely. They are more focused on the genre than on language learning and in this way, they learn the language without any pressure. Finch (2003), supports that the use of poems in grammar teaching prove very productive. The picture poems can aid students in the development of their creative skills, the pattern poem and haiku can help them in learning the structures whereas, the use of songs script aid in highlighting the use of intonation and pronunciation etc. Hussein (2004) has also used

blended approach and simple poems in his study, in order to teach grammar through poems to Malayan students. He says, in Malayan context, the teaching of English grammar is difficult. The teachers find it hard to know the best way for teaching grammar. Similarly, Susikaran (2013), also throws light on the use of poems in EFL classroom, in order to teach students grammar, by engaging them in the poems. The researcher has used blended approach and simple poems in their study. Römer (2006) has exhibited the usefulness of the corpora and corpus analysis tool in linguistics as well as in language pedagogy and literary studies. He has applied the corpus tool on the literary text and found that corpus can be used not only for teaching purpose but also in literature. O'Keeffe, McCarthy and Carter (2007) in their book, have discussed the use of corpus in teaching. They have talked about the study of corpus at the word level where the collocations and co-occurrence are discussed. Moreover, they have elucidated the use of chunks of words that prove to be helpful in teaching students phrases and play their role in developing interaction. Reppen (2008) reviewed this book and she remarked that the information that was shared in their book provide the instructions to the teachers about teaching "certain features in the classroom". Tsagalis (2009), in his article, has studied the Hesiodic corpus and analyzed the Hesiodic poetological term and hymnic patterns in his poem. His analysis has been based on syllable level, where he observed the syllabic sequence in the poems. Moreover, he has applied the structuralist model in his study in order to analyze the myth of races on the grounds of converging and diverging elements.

Meunier (2002) has discussed the advantage of data-driven learning activities in her article that DDL activities help students in exploring the difference in their native and target language. Second, they will come to know of their errors and third, the activities promote the negotiation and interaction among the learners and learners and learners and teachers. Chujo and Oghigian (2010) have conducted a research on computer-based data driven learning (DDL). According to them, DDL exercises have a great use in teaching the students vocabulary and grammar at their beginner level. In their paper, they have discussed the use of DDL for SLA, then, they have talked about the computer-based and paper-based vocabulary and exercises and their use in the Nihon University Study. They concluded their study by taking a look at the advantages and disadvantages of these exercises. Chujo, Oghigian, Anthony and Yokota (2013), discuss that the Asian students encounter English language for almost six to eight years and they study English as a compulsory subject but still, some of the students show poor understanding of the basic principles of grammar. They opt the Data-Driven learning (DDL) approach. The important aspect that they have found out is, most of the corpus tools which are used in DDL are basically designed for the researchers or for advanced level learners. To cope

up with that problem, they have developed the simple English corpus and other freeware and parallel software for the beginner level ELT students. Breyer (2009) has also argued that the corpus and its usage in teaching. He is of the view that the tool should be used and popularized so that all the student teachers learn it. According to his perspective, corpus and concordance should be made a part of their initial training. He did the quantitative research, in which he did the case study in order to gather the student teachers' responses. The results were they all readily participated in the activity and showed the enthusiasm. Similarly, another study was done by Liu and Jiang (2009), to observe the incorporation of corpus into second language learning. They have elaborated the impacts of integrating corpus and contextualized lexicogrammar in foreign and second language teaching. The data of great variety is collected for this study e.g., corpus search projects, and reflection papers, teaching journals and lesson plans. The results of this research are the improvement in the command of lexicogrammar and understanding of grammar and enhancement in discovery skills. McEnery et.al., (2019) in their study looked for the connection that exists between the learner corpus and second language acquisition (SLA). In their study, they have pointed out the researchers' effort to do the work in learner corpus researches and the short comings that exist in these two areas of studies. In the end, they recommended the use of Bronstein (2003) framework of collaboration to their future researchers, in order to get the beneficial results.

Materials and Methods

For this study, four English poems were selected i.e., two of Charles Bukowski; So you want to be a writer? (2008) and Air and Light and Time and Space (1992), and two poems of Stanley Kunitz; King of the River (2000) and 'The Illumination' (1971). The data was collected through non-random sampling technique and 31 sentences had been analyzed through a tool i.e., Simple Concordance Program (Scp 4.09). To operate this tool, first of all, the selected data was passed through the process of line break. This process was accomplished by pressing enter + shift simultaneously, at the end of each line. When the line break was done, the document was saved in plain text form, because it was the only form which Scp can operate. When the file was opened in the program, the program offered three options to be selected i.e., concordance, word list and statistics. For this research, the first two options i.e., concordance and word list were used. After selecting the word list, all the words which were used in the text along with their frequencies were found. The words which were performing the functions of imperatives which convey the command, request and forbiddance, were selected and the imperative structure was analyzed on the grounds of Traditional Grammar Method, the method which was observed in the work of Alduais (2012). Similarly, the words forming the conditional

sentences were selected and, in this way, the structure of conditional sentences which are used to describe the consequences of a specific action, or the dependency between events or conditions, were analyzed on the grounds of Traditional Grammar Method. Likewise, the words helping in the formation of present (indefinite, continuous and perfect) and simple past tenses were also selected and analyzed according to the Traditional Grammar Method. As the major purpose was to teach the structures of imperatives, conditional, present (indefinite, continuous and perfect) and simple past tenses. In this regard, the study was delimited to four poems, in which these four structures were present. Two poems were taken from the collection of Charles Bukowski and two from the collection of Stanley Kunitz through non-random sampling technique.

Results and Discussions

Text # 1: "So you want to be a writer?" by Charles Bukowski

Grammar can be taught to the students efficiently with the aid of Corpus Analysis Tool i.e., Simple Concordance Program (Scp 4.09). This program is beneficial because it not only provides the researcher the word list of the text but also, it talks about the occurrence of the words, position of the word in the sentence, the line number of the sentence to trace the word, types of the words used in the text, token (total number of words) used in the text, the frequencies of the keywords, collocation, concordances and the phrasal use of words.

Four poems written by two different writers have been selected for the purpose of teaching them grammar i.e., imperative, conditional sentences, simple past, present (indefinite, continuous and perfect) tense and vocabulary. At first, the text of the poem has been taken from the internet and pasted on the Microsoft word. After that line break is done by pressing enter and shift button at the end of every line. When the line break is done the document is saved into 'plain text document' form because Scp 4.09 only runs 'plain text document'. After running the text of the poem in this program, a detailed word list comes on the screen. The word list talks about the frequencies of every word of the text. The required keyword is selected from the word list and then concordance and occurrence of the particular word is observed. Then the S.V.O structure of the sentences are noted. The observance of S.V.O structure is followed by the attempt of drawing out the implied meanings of the poet. In the end, the type of the poem's vocabulary and writing style of the poet is discussed.

The poem "So you want to be a writer?" written by Charles Bukowski in 2008 has been chosen to teach the students imperative as well as conditional structures of the sentence. For this purpose, 14 sentences have been taken from the text for analysis. At first, the text has gone through the procedure which has been explained above. By getting the detailed wordlist

of this poem, it is seen that the particular poem is written on the pattern of command and conditional sentence structure.

The wordlist of "So you want to be a writer?" is given below in Figure 1. This image shows that the poem has 303 tokens (total word count) and 132 types. There is an extensive use of action verbs in this poem, hence this poem provides a wordlist of action verbs.



Figure 1 . The wordlist of "So you want to be a writer?"

Charles Bukowski has not only focused on putting things into action but also, he has created a conditional situation in his poem for his readers to assume. He believes that a person who wants to become a writer should start working spontaneously without getting himself entangled in other obstructions of his life. He should stop procrastination and start taking action and be the writer that he wants to be. In English, sentence has S.V.O structure. This structure says the subject comes in the beginning which will be followed by verb and in the end comes object. But this sequence changes while making the imperatives. The sequence then becomes V.O because there is always an assumed subject which is (you). The imperatives are used to give orders and command. This type of sentence shows the authority and status of the speaker. If the imperatives are used by someone who is at the lower

level in status then it is considered as rude and face threatening act of the speaker. Sometimes imperatives are used in emergency condition, in order to save other's lives. For example, don't go there! don't touch that!

In “So you want to be a writer?” the keyword 'don't' has helped in creating the imperative sentences. The keyword 'don't' has been selected and looked for its occurrence in the sentences. The results were, the keyword 'don't' has been cited 15 times in the text. These 15 sentences can be taken as a sample to teach the students the imperative structure. Students can also learn that how and which sentence has been preceded and followed by imperatives. In this way, they will observe where they will add imperative and how they will begin the next sentence. In the Figure 2 given below, it can be noticed that all the imperatives are preceded by conditional sentences, 'if clauses. The purpose of writing conditional sentence before the imperative is to give the situation to the reader and then order him for not wasting his time by indulging in such situations.

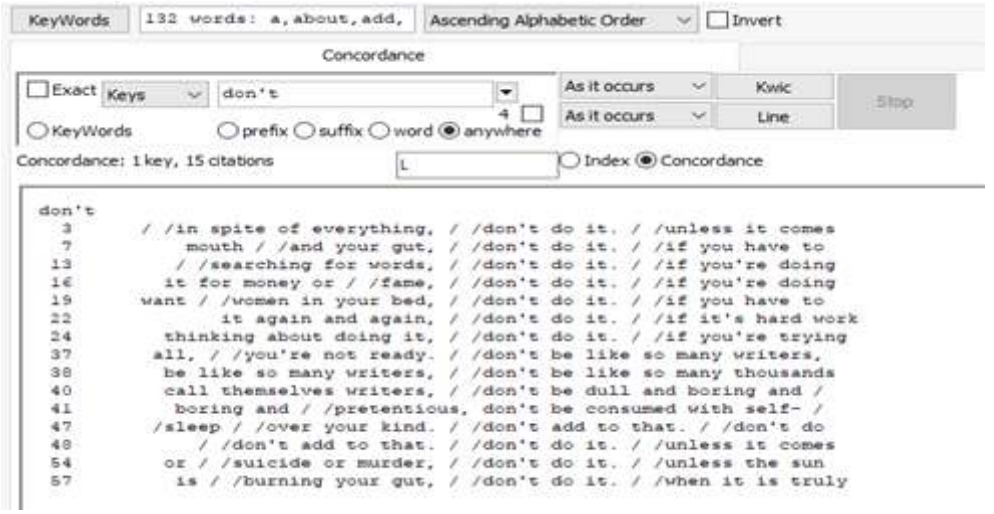


Figure 2 . The concordance of “don't”

Traditional grammar analysis. As in the Figure 2, it is clearly shown, the sentence begins with the conditional clause and ends up at imperative. For instance, “If it doesn't come bursting out of you in spite of everything, don't do it” (Bukowski, 2008). To give the command to the readers, the poet has taken the assistance of conditional clause and has successfully created the situation. Similarly, in the following sentence, he has first created an assumed situation of staring at the computer screen and hunching over the typewriter to write, and then has given the order. “If you have to sit for hours staring at your computer screen or hunched over your typewriter searching for words, don't do it” (Bukowski, 2008). Then in the

following sentence, he has presented an assumed cause to show the drive that is behind most of the writer's writing i.e., money, fame and women. “If you're doing it for money or fame, don't do it. If you're doing it because you want women in your bed, don't do it” (Bukowski, 2008). In the next example, he has given the order to his reader to not copy other people and become lethargic, flamboyant and self-centered. “Don't be like so many writers, don't be like so many thousands of people who call themselves writers, don't be dull and boring and pretentious, don't be consumed with self-love.” (Bukowski, 2008). In these examples, the imperative structure is

1) (You)|Don't do/ it.

Don't is a contraction of do not, in which do is a helping verb and not is an adverb of negation, whereas the other do is an action verb and it is object. By taking this pattern as a sample, students can make many other imperatives by simply following that. For example, they will make: don't eat that apple, don't go outside, don't touch my bag etc. They can add more and more words in the end of the sentence and can make long sentences such as, don't put my bag on the table, don't leave the class before time etc.

The structure of don't do it is; the vertical line is separating the predicate, don't do present on its right side from its supposed subject (you) lying on its left side. The slanted line is cutting off the verb present on its left side from the object, it which is present on its right side.

2) Don't be like so many writers, don't be like so many thousands of people who call themselves writers, don't be dull and boring and pretentious, don't be consumed with self-love (Bukowski, 2008).

This sentence has four clauses with in so, its structure will be analyzed step by step.

i) Don't be/ like so many writers.

This is the first clause of this sentence. The vertical line is isolating predicate, don't be present on the right side, from its supposed subject (you) present on its left side whereas, the slanted line is disjoining the predicate from its object, like so many writers.

ii) Don't be/ like so many thousands of people who| call/ themselves writers,

Again, here the subject is not mentioned because it is an imperative sentence. This clause has a further part which is dependent one. Don't be like so many thousands of people is an independent clause and don't be is predicate (verb) whereas, like so many thousands of people is an object which is separated from the verb with the help of slanted line. In the next part, call is a verb which is separated from who which is performing the function of modifier of the object, so many thousands of people. Themselves writers is also an object here.

iii) Don't be/ dull and boring and pretentious,

The vertical line is breaking up the predicate don't be from the assumed subject (you) and slanted one is separating object, dull and boring and pretentious, lying on the right side from the verb, don't be, present on the left side.

iv) Don't be consumed/ with self-love.

Again here, the assumed subject is (you). The slanted line is cutting off the verb don't be consumed from the object, with self-love.

Other verb of order which has been taken out of this poem is forget. This is also conveying the sense of command. It goes on the same pattern as before i.e. "If you're trying to write like somebody else, forget about it" (Bukowski, 2008). The imperative "forget about it", is preceded by the conditional clause. In which the poet has again introduced an assumed situation to his readers. Consider the Figure 3.

3) (You)|Forget/about it.

Analytically, the vertical line is used to separate subject from predicate. Here subject is not mentioned but, it is assumed which is (you). The right side of the vertical line is predicate. The slanted line indicates that the element to the left side functions as verb and to its right side is object. Forget is verb, about is preposition and it is an object.

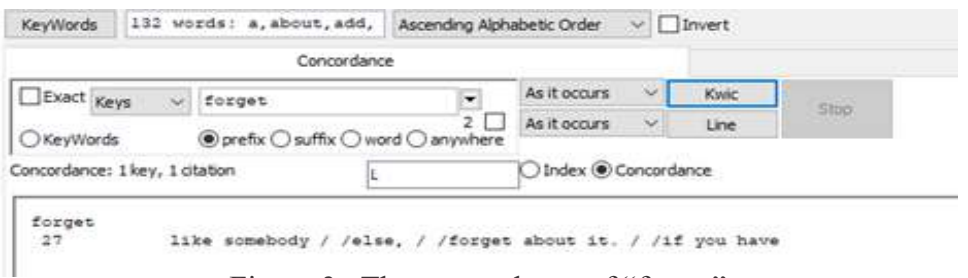


Figure 3 . The concordance of "forget"

Conditional sentence structure. There are five types of conditional sentences, which can be constructed in five different ways. These are: Zero, type 1, type 2, type 3, mixed type. These sentences have if or when clause and a main clause. For negative sentence construction, unless is used as an equivalent of if. Zero type is used to tell the general truth. Their sentence construction is done in this way, the if and the main both clauses are written in Simple present tense. For example: When the sun sets, it gets dark.

The Type 1, is used to refer to possible conditions and probable results. Structurally in Type 1 conditionals, the if-clause is written in Simple present and the main one is in Simple future. For example: If it rains tomorrow, I will take the raincoat.

The Type 2 conditionals talk about a hypothetical condition and its probable results. These are referred to time and the situation is unreal.

Structurally, Simple past is used in if-clause whereas Present conditional or present continuous conditionals are used in main clause. For example: If you went to office earlier, you would not be rebuked.

The Type 3 conditionals talk about an unreal past condition and its probable result in the past. Past perfect is used in if-clause and Perfect continuous in main clause. For example: If you had taken the lecture, you would have known the Critical theories.

The last type is called mix type. This type of conditional clause is used to denote an unreal past condition and its probable result in the present. In structural construction, Past perfect is used in if-clause and present conditional in main clause. For example: If he had looked at the map, he wouldn't be lost.

Another characteristic of the poem is, it contains conditional sentences for the learners as well. The word "if" in this poem has appeared about 12 times. The word "if" has been selected to be searched for its position and occurrence in the lines of the text. These 12 sentences can be used as an example to teach students the construction of conditional sentences. It should be noted that in the case of imperatives, it was discussed that the conditional clauses are leading the imperative clauses. Now, here it will be viewed from the perspective of conditional clauses that how the conditional clauses make the meaningful link with the imperative clause. In the Figure 4, the occurrence of "if" is listed below.



Figure 4 . The concordance of "if"

The following sentences start with conditional clause and ends up at imperative. The first four sentences have been explained in the section of imperative sentence structure. "If it doesn't come bursting out of you in spite of everything, don't do it" (Bukowski, 2008). To make it connected with the imperative, the poet has started with the condition. Then the poet has come up with another situation of the one who wants to become a writer i.e., sitting for hours and staring at the computer screen but not writing anything. "If you have to sit for hours staring at your computer screen or hunched over your typewriter searching for words, don't do it" (Bukowski, 2008). Then he has stated the most general motive of the writers which is money, fame and women. "If you're doing it for money or fame, don't do it. If you're doing it because you want women in your bed, don't do it" (Bukowski, 2008). The poet has given detailed account of possible situations that a person can face while creating a piece of work. It can be writing and rewriting the work as in "If you have to sit there and rewrite it again and again, don't do it" (Bukowski, 2008). It can be spending a lot of time in thinking but not putting anything on paper as in "If it's hard work just thinking about doing it, don't do it" (Bukowski, 2008). It can be the struggle of imitating someone's writing style but failing to do so. "If you're trying to write like somebody else, forget about it" (Bukowski, 2008). It can be the wait that a person does who does not have spontaneous flow of thoughts. If this is the case, then he is recommended to wait, until his muse of writing comes. "If you have to wait for it to roar out of you, then wait patiently" (Bukowski, 2008), and if the muse does not come then chose something else to do. "If it never does roar out of you, do something else" (Bukowski, 2008). Then in the end he says, when he has been successful in writing something finally but, feels the need to be read in front of his partner and has hesitation in getting it published then, it implies that he is not ready. "If you first have to read it to your wife or your girlfriend or your boyfriend or your parents or to anybody at all, you're not ready" (Bukowski, 2008).

Traditional grammar analysis. As it is clarified above, the if-clauses which are also known as if-statements are made with the combination of two clauses. One is called If-clause and it is dependent while the other one is called main clause and it is independent. All of these sentences have zero conditional structure with simple present tense in both main and dependent clauses. As these sentences are complex having more than one clause, they have been analyzed in this way.

1) If it |doesn't come bursting out/of you in spite of everything,
(You) |don't do/ it.

The main clause in this sentence is don't do it. The vertical line is separating the predicate from the assumed subject i.e., you. The slanted line is breaking up the right side which is object, from the left side which is verb of the sentence. Then the dependent clause "If it doesn't come

bursting out/of you in spite of everything" (Bukowski, 2008) is analyzed. The vertical line separates subject from predicate. On the left side of vertical line lies the subject while, on the right side, predicate. The slanted one splits predicate and object. The element on the left side of the slanted line is the verb of the sentence and the right-side element is object. In this sentence, if, of, and in spite of are prepositions, it of dependent clause is subject, you and it are objects whereas, does not come bursting out is verb.

2) If you| have to sit/ for hours staring /at your computer screen or hunched /over your typewriter searching for words,
(You)| don't do /it.

Don't do it is a main clause and it is analyzed in the same way as it is done in example 1. The dependent clause has more than one phrases, the vertical line is dissociating the subject from predicate and the slanted ones is cutting off the object which is right sides of the slanted lines, from the predicate present on the left sides. In this complex sentence, there is one subject of dependent and independent clause i.e., you. Have to sit is verb of the sentence while, staring, hunched, searching these also function as verb in verb phrases. For hours is an object of the dependent clause whereas, at your computer screen, over your type-writer, and for words, these all perform the role of object in their respective verb phrases.

3) If you| are doing/ it for money or fame,
(You)| don't do/ it.

Again, the independent clause is don't do it, with its assumed subject (you). The structure of dependent one is this; the vertical line is dividing the subject you from the predicate, present on the right side. Again, the slanted line denotes the separation of verb i.e., are doing from the object i.e., it for the money or fame are the object of the sentence.

4) If you| are doing/ it
because you| want/ women in your bed,
(You)| don't/ do it.

The main clause is the same as above don't do it. The structure of dependent clause appears like this wherever the vertical line is shown, it is parting the subject, which is on the left side from its predicate, which is on its right side. The slanted line is playing the role of cutting off verb from its object. The dependent clause, if you are doing it has one more clause, you want women in your bed within it, which is connected with the help of a conjunction that is because. Hence, in the dependent clause are doing and want are verbs whilst, it and women in your bed are the objects.

5) If you| have to sit there and rewrite/ it again and again,
(You) |don't/ do it.

The main clause is don't do it and it has been analyzed in the example 1. In the dependent clause, the vertical line separating you, the subject of the

clause from its predicate, have to sit there and rewrite. Whereas the slanted line is separating the object, it again and again from the verb.

6) If it| is/ hard work
just thinking about doing/ it,
(You) |don't/ do it.

Again, the independent clause is don't do it. The dependent clause, if it is hard work just thinking about doing it has an embedded clause with shared subject which is it. Is and thinking about doing is predicate which is separated from their objects, hard work and it respectively.

7) If you| are trying to write/ like somebody else, (You) |forget/ about it.

Don't do it again is a main clause here. In dependent clause, the subject is you present on the left side of the vertical line and predicate (verb) is are trying to write and the phrase, like somebody else is an object which is separated from the verb with slanted line.

8) If you| have to wait/ for it to roar out of you, then wait patiently.

This sentence has two subjects, you. The first one is separated with the help of a vertical line from the predicate which is have to wait. Then the slanted line is separating the object, for it to roar out of you, from the verb of the sentence. This if-clause is linked to the next part wait patiently with the help of preposition, then. Here wait patiently in this verb phrase is verb and adverb respectively.

9) If it| never does roar out/ of you,
(You)| do /something else.

The main clause is do something else, in which the supposed subject is you, which is parted with vertical line from the predicate i.e., do and the slanted line has parted the object i.e., something else with its verb. In dependent clause, it is a subject disjoined with vertical line from its predicate (verb) i.e., never does roar out. The slanted line has separated the object i.e., of you from the verb.

10) If you first| have to read/ it to your wife or your girlfriend or your boyfriend or your parents or to anybody at all,
You| are not/ ready.

You are not ready is a main clause. Analytically, you is a subject, are not is a predicate and ready is object which is completing the clause. In the dependent clause, the vertical line is breaking up the subject you from its predicate have to read. Whilst the slanted line is separating verb from the object i.e., it which is connected to the other prepositional phrases and these prepositional phrases are joined with one another with the assistance of conjunction i.e., or.

As in the introduction of conditional sentences, it is aforementioned that for the negative sentence construction, unless is used as an equivalent of 'if'. So, the sentences starting with unless are shown in the

Figure 5. The word unless has appeared about 4 times in the text. The word has been selected to be looked for its occurrence and position in the lines of the text. These 4 sentences can help the students in the formation of novel sentences having the same pattern. The structure of conditional sentences is difficult than the other types of structure. If the students memorize the poem then, they will definitely memorize the structure too and they will keep this structure as a template in their minds while making new conditional sentences.

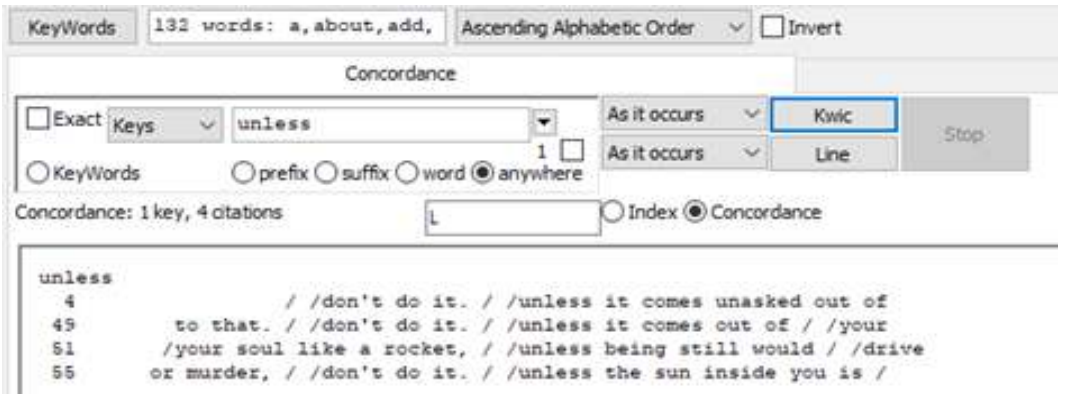


Figure 5 . The concordance of “unless”

The pattern of the following sentences is same as that of if. They start with conditional structure and end up at imperative. Once again, in these lines, the poet has chosen the method of creating assumed situation first and then in the next part has forbidden his reader and new writers from doing that. The important thing which should be noted here is that these sentences have negative construction but are talking about the positive aspect which the writers who are new in this field should know. On the contrary to this, in if sentences no negative equivalent is used but the picture which poet has drawn from that is what the writers should not follow. The poet has started with conditional and suggested the situation in which the new writers are required to respond and take actions. He has recommended this situation. “Unless it comes unasked out of your heart and your mind and your mouth and your gut, don't do it” (Bukowski, 2008). Then he adds that it should come out without applying an external force. If the writer's remaining still makes it difficult for holding his literary thought then he should realize that it is time to write something great. “Unless it comes out of your soul like a rocket, unless being still would drive you to madness or suicide or murder, don't do it” (Bukowski, 2008). In the end, he says, he should write when he has sensation of burning, the sensation one has in excitement. “Unless the sun inside you is burning your gut, don't do it” (Bukowski, 2008).

Traditional grammar analysis. Just like if-statements, these sentences with “unless” in their beginning also have complex structure formed with the combination of multiple phrases embedded in them. These sentences will be analyzed in the same way. The

main clause will be identified and analyzed before the dependent one. These sentences are also zero conditional, having simple present tense in both clauses. The analysis is given below:

1) Unless it| comes unasked out/ of your heart and your mind and your mouth and your gut, |don't do/ it.

The main clause in this sentence is don't do it and it will be analyzed the way it has been done in above examples. The vertical line is separating the element present on the left side subject i.e. it from the verb, which is on the right side of the vertical line. The slanted line is dividing the object present on the right side, from the verb, present on the left side of the line. The verb in this sentence is the phrase, comes unasked out while the object is, of your heart and your mind and your mouth and your gut. In this object part, the noun phrases are connected with the conjunction and.

2) Unless it| comes out/ of your soul like a rocket, unless being still would drive/ you to madness or suicide or murder, |don't do/ it

This sentence has three clauses. So it will be dissected into two steps. First one is:

i. Unless it| comes out/ of your soul like a rocket,

This sentence is a dependent clause of the other one. The vertical line is breaking up the subject, it from its predicate, comes out. The slanted line is separating the object of your soul like a rocket from its verb.

ii. Unless being still would drive/ you to madness or suicide or murder, |don't do/ it.

This is the second part of the sentence 2 with main clause don't do it in it. In this part, the subject is not written, but it is clear that the subject here is it, which is mentioned in the first part. The slanted line is separating the verb unless being still would drive from the object you to madness or suicide or murder. It is to be taken into account that the object has other noun phrases which are joined with each other with the help of conjunction, or.

3) Unless the sun inside you| is burning/ your gut, |don't do/ it.

The main clause is don't do it. While the structure of dependent clause is, it has a subject on the left side separated from the predicate present on the right side. In this sentence, the subject is, the sun inside you, verb is, is burning and your gut is the object. In all these sentences, unless and if perform the function of preposition.

This poem of Charles Bukowski is full of conditionals and imperatives. The ratio of conditional sentences is greater as compared to the imperatives. He says that if the writer has to pass through these situational stages before writing a piece of work then, he must read the signs and start working for them. If he keeps his mind jumbled between 'ifs and thens' then, he will not be able to write anything in his life. He must not keep on thinking,

procrastinating and making the sketch of work. He must actually put his thoughts into actions.

Text # 2: "King of the River" by Stanley Kunitz

The "King of the River" is another poem which has been selected for teaching conditional sentences to the students. This poem is selected for its particular property and that was the excessive use of Type 2 conditional sentences. The Type 2 of conditionals are referred to a hypothetical condition and its probable result. Structurally, simple past is used in the if-clause and present conditional or present continuous conditional in the main clause.

The text of the poem "King of the River" is taken from the internet and pasted on the Microsoft word. After that the line break of the document is done and file is saved in plain text document form, to be run in the Simple Concordance Program (Scp 4.09). After running the document, the word list appears on the screen. This poem has 344 tokens (total word count) and 191 types (vocabulary). For analysis, 4 sentences have been taken from the poem. The information of word list and type and token can be seen in the Figure 6&7.



Figure 6 . The word list of "King of the River



Figure 7 . The word list of "King of the River"

The Figure 7, shows the frequency of the occurrence of "if" in the text which is, 5. The word "if" has been selected from the word list to be looked for its occurrence and position of "if" in the text. The results are shown in Figure 8 stated below.

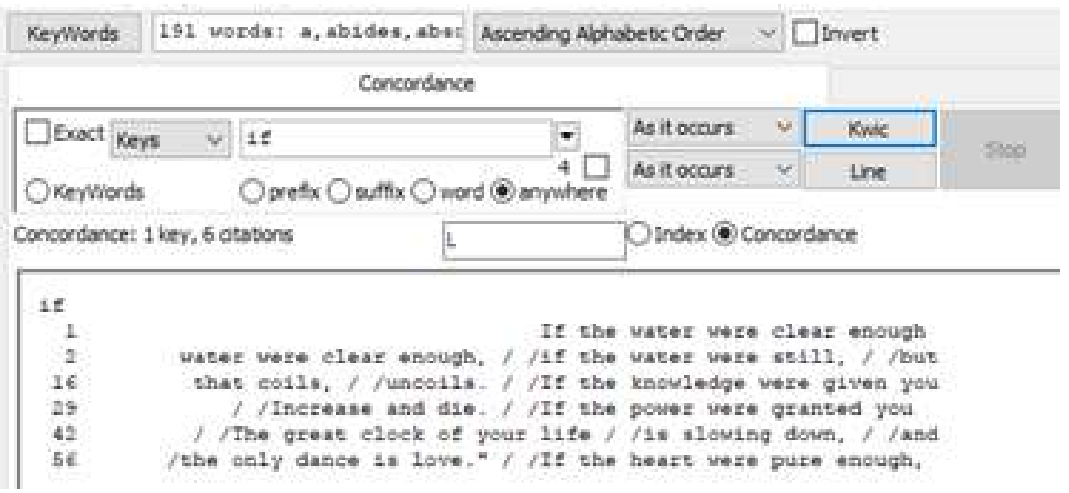


Figure 8 . The concordance of "if"

Traditional grammar analysis. The poet has made use of "if" in his poem about 5 times. The conditionals which he has used have numerous embedded phrases and clauses. In all his "if" sentences, he has tried to create a hypothetical situation and along with it he has given the probable results too. He is addressing the reader and presenting him the presuppositions of having the clear water to see one's inner soul clearly and know oneself deeply. He is asking if the power is given to him, he would try to change himself. If a pure heart is given to him, nothing will ever compel him. The sentences are too long and have many extensions and elaborations that they have to be analyzed in many steps.

1) If the water were clear enough, if the water were still, but the water is not clear, the water is not still, you would see yourself, slipped out of your skin, nosing upstream, slapping, thrashing, tumbling over the rocks till you paint them with your belly's blood. (Kunitz, 2000)

This sentence is a complex one and has 6 clauses embedded in it At first, the main clause is identified which is, you would see yourself, slipped out of your skin, nosing upstream, slapping, thrashing, tumbling over the rocks till you paint them with your belly's blood while, the rest of it comes in dependent clause. In the following steps, it will be analyzed.

At first, the dependent clause is dissected. This clause has 4 embedded clauses:

i. If the water| were/ clear enough,

The vertical line is decoupling the elements present on its left side i.e., subject from the elements present on its right side i.e., predicate. The slanted line here shows that it is bifurcating the verb and object. In this clause, the water is a subject, were is verb and clear enough is object whereas if is a preposition.

ii. if the water| were/ still,

This clause has the same structure and will be labelled in the same way. The water is a subject here, were is a verb and still is object hence, completing the sense, and if is preposition.

iii. but the water| is not/ clear,

In this clause, the water is subject being separated from its predicate is not, by the vertical line whereas, clear is an object. This clause is connected with the previous clause, with the help of a conjunction, but.

iv. the water| is not/ still,

This clause is ending the dependent clause with the water as a subject, is not as verb and still as an object.

v. you| would see yourself, slipped out/ of your skin, nosing upstream, slapping, thrashing, tumbling over the rocks

This clause is a main and

independent one. The vertical line is breaking up the subject, you from the predicate, would see yourself slipped out of your skin is object which is linked to other 4 verb phrases i.e., nosing upstream, slapping, thrashing, tumbling over the rocks.

vi. till you| paint/ them with your belly's blood.

This is the second part of main clause. On the left side of vertical line subject is lying and on its right side predicate is present whilst, the slanted line is cutting off the object from its verb. You is subject, paint is verb and them with your belly's blood is object. This clause is linked to the previous one with the assistance of a preposition till.

2) If the knowledge were given you, but it is not given, for the membrane is clouded with self-deceptions and the iridescent image swims through a mirror that flows, you would surprise yourself in that other flesh heavy with milt, bruised, battering toward the dam that lips the orgiastic pool. (Kunitz, 2000)

Before starting the analysis, the main and dependent clauses are required to be identified. The main clause is the one which has present conditional tense. It is starting from you would and last till orgiastic pool. The dependent clause is the one with if. This sentence has 5 embedded clauses which will be analyzed gradually.

i. If the knowledge| were given/ you

The knowledge is subject which is kept apart from the predicate, were given, by the vertical line. You is object being separated from the verb with the help of slanted line and if is preposition here.

ii. but it| is not/ given,

This clause is connected to the preceding one with the help of conjunction, but. It has it as a subject, is not as a verb and given as an object.

iii. for the membrane| is clouded/ with self-deceptions

This is a third embedded clause which is linked to the former one with the help of a preposition, for. The membrane is subject, is clouded is a predicate and with self-deception is an object, as it is complementing the sentence.

iv. and the iridescent image| swims/ through a mirror that flows,

In this clause, the subject is the iridescent image which is being separated from the predicate, swims by a vertical line and through a mirror that flows is an object of this clause whereas, and is a linking word here.

v. you| would surprise/ yourself in that other flesh heavy with milt, bruised, battering toward the dam that lips the orgiastic pool.

This clause is an independent and main clause in which, you is a subject, would surprise is a verb and yourself in that other flesh heavy with

milt, bruised, this all come under the object part. Furthermore, the object is further connected to two verb phrases which are: battering toward the dam that lips the orgiastic pool.

3. If the power were granted you to break out of your cells, but the imagination fails and the doors of the senses close on the child within, you would dare to be changed, as you are changing now, into the shape you dread beyond the merely human. (Kunitz, 2000)

In this sentence, the clause beginning with you would dare and ending up at merely human is an independent clause while, the one with if is a dependent clause. This sentence has total 6 embedded clauses in it.

i. If the power| were granted/ you to break out/ of your cells,

This is a first part of dependent clause, in which the power is subject, were granted is predicate and you to breakout of your cell is object. If is a preposition here.

ii. but the imagination| fails

This is a second part of dependent clause, the imagination is a subject which is separated from the predicate, fails, with the help of a vertical line. This clause is connected to the previous one with the help of a conjunction, but.

iii. and the doors of the senses| close/ on the child within,

The doors of the senses is subject which is disjoined from its predicate, close by a vertical line. On the child within is object which is separated from the verb by a slanted line. This clause is linked to the second one with the help of a conjunction, and.

iv. you| would dare/ to be changed,
This is a main clause, where you is a subject, would dare is a predicate and to be changed is its object.

v. as you| are changing now,

In this clause again you is a subject while are changing now is a predicate.

vi. into the shape you| dread/ beyond the merely human.

This clause is ending the independent clause. The shape you is a subject which is being kept apart from the predicate dread, with the help of a vertical line. Beyond the merely human is object and this final clause is connected to its previous one with the aid of a preposition i.e., into.

4. If the heart were pure enough, but it is not pure, you would admit that nothing compels you any more, nothing at all abides, but nostalgia and desire, the two-way ladder between heaven and hell. (Kunitz, 2000)

This is a Type 2 conditional sentence. The main clause begins from is you would admit that ends up at heaven and hell whereas, the dependent one is, If the heart were pure enough,

but it is not pure. This sentence has 4 embedded clauses which will be analyzed step by step.

i. If the heart| were/ pure enough,
In this clause, the heart is subject, were is a verb and pure enough is object.

ii. but it| is not/ pure,

This is a second clause with it as a subject, is not as a predicate and pure is functioning as an object here. In addition to it, a conjunction, but is helping to link it to the previous one.

iii. you| would admit/ that nothing compels you any more,

This is a main clause. The vertical line here is breaking up the subject i.e. you from its predicate i.e. would admit and that nothing compels you anymore this all will be taken as object.

iv. nothing at all| abides, but nostalgia and desire, the two-way ladder between heaven and hell.

This is where the main clause ends. Nothing at all is a subject which is being separated from its predicate, abides, with the help of a vertical line. Whereas, but nostalgia and desire, the two-way ladder between heaven and hell, these two phrases are noun phrases and this portion is connected to the clause with the help of a linking word i.e. but.

Text # 3: "Air and Light and Time and Space" by Charles Bukowski

The third poem which has been selected is "Air and Light and Time and Space", which was published in Charles Bukowski's book of collection of poems, named The Last Night of the Earth Poems in 1992 written by Charles Bukowski. In this poem, the poet has used the present indefinite, present continuous tense (to talk about the events which are going to take place in future) and present perfect tense. These characteristics became the purpose behind the selection of this poem. The text, like other poems, has run in the Simple Concordance Program. The wordlist which is produced tells that there are 175 tokens (the total word count) and 93 types (the word vocabulary). From this poem, 8 sentences have been highlighted for analysis. The wordlist is given below:



Figure 9 . The wordlist of "Air and Light and Time and Space"

Present indefinite tense. In English, the structure of simple present tense is Subject+ Verb 1st form+ Object (S.V.O). The wordlist presents that there is a verb 'have' which has assisted in the formation of simple present tense.



Figure 10 . The concordance of "have"

Traditional grammar analysis. In this figure the concordance of 'have' is given. This figure shows that "Have" has been used in two ways. Here, only the present indefinite form will be analyzed. The sentence reads as follows: "light and time and space have nothing to do with it". This will be analyzed in this way,

1) Light and time and space| have/ nothing to do with it. (Bukowski, 1992)
The light and time and space will act as a subject whereas, the verb is have which is being separated from the



Figure 11 . The concordance of "sold" and "found"

Traditional grammar analysis. The sentence is I've sold my house, I've found this place... (Bukowski, 1992). This will be analyzed as:

1) I| have sold/ my house,

The subject is I which is being separated from the verb have sold with the aid of vertical line. The slanted line is separating the predicate from its object which is my house.

2) I| have found/ this place.

This sentence will be analyzed in the same way. I is subject whereas have found is verb and this place is object.

Present continuous/progressive tense. Present continuous tense along with talking about an action in progress, also talks about the future plans and arrangements. This tense is excessively used in this poem. The poet has used this tense, in order to share his future plans with the reader. Its structure is as follows: Subject+ 'be'=verb-ing. The verb "going" is the one, which has helped in the formation of present continuous tense. The verb 'going' has been selected and looked for its occurrence and position in the text. The concordance of "going" is given below.



Figure 12 . The concordance of "going"

Traditional grammar analysis. The poet has used the verb 'going' along with the infinitive verb 'create' in this poem. He has talked about his future plans and arrangements in this particular poem. As the poem proceeds, he adopts the suggestive tone. As he addresses to his readers, he advices them that if you are determined to create your own time and place, you are not supposed to make excuses and stop doing hard work. One who is willful to get his work done, does not look for the excuses. He completes his job and creates time and place, in every circumstance available to him. Whether he is working 16 hours a day in a coal mine, or looking after his 3 kids who are living in a small room, or he is having a mind and body broken down with the workload, or his city is trembling from natural disasters. In short, whatever the situation he is having, if he has made up his mind, he will create time and place for him.

These 6 sentences are: 1) I| am going to have/ a place and the time to create. 2) You| are going to create whether you work 16 hours a day in a coal mine. 3) You| are going to create in a small room with 3 children… 4) You| are going to create/ with part of your mind and your body blown away. 5) You| are going to create/ blind crippled demented. 6) You| are going to create/ with a cat crawling up your back while the … (Bukowski, 1992)

The above-mentioned sentences have the same pattern and same verb is used, so, in order to avoid repetition, only the first two sentences will be analyzed.

1) I| am going to have/ a place and the time to create.

The subject is I, which has been separated from the verb which is am going to have by vertical line. The object is a place and the time, which is answering the question 'what'.

2) You| are going to create whether you work 16 hours a day in a coal mine.

In this sentence and the next 4 sentences, the subject is you, which is separated from the verb are going to create while, the object is the same a place and time which is not mentioned this time.

The students can take these sentences as an example and make their own sentences, in which they will talk about their plans for their friend's birthday party.

Text # 4: "The Illumination" by Stanley Kunitz

Stanley Kunitz's another poem, "The Illumination", published in his book of poems, named The Testing Tree in 1971 has been selected to teach the structure of simple past tense to the English language learners. The poem is written in a descriptive style by using the simple past tense. The text of the poem has again gone through the procedure which has been used for the previous poems. The wordlist which has been produced by the Scp program shows that the verbs, mainly the mental

and material have been used in the poem. The poem has 118 tokens (total word count) and 80 types (vocabulary words). The wordlist of the poem is given below.



Figure 13 . The wordlist of "The Illumination"

From this poem, it appears that the poet is living the last days of his life. It is depicted that he is having the recollection of his past, the mistakes he did and the people whose expectations he failed to meet. Then at once, the door opens and a ghost like image enters and comes towards him. He calls out Dante's name, to seek his help. The poet seems to be inspired by the Italian writer, Dante Alighieri who is the writer of Inferno which is about Dante's journey from Hell. Here, the ghost like image can be taken as an angel from Hell who has arrived to put an end to his miserable life. The apparition holds up a key which blinds him or in other words, ends the poet's life.

In English, the simple past tense is one of the easiest tenses. It is chiefly used to narrate a story, an incident or event. It is used to talk about something (incident or event) which has started and finished at a definite time or a specific point in the past. The structure of simple past tense is as follows: Subject+ verb in the past form+…+ adverb of time+… S.V.O (The adverb of time can be placed in the beginning while, the rest of the sentence follow the same pattern). From this poem, the total no. of sentences that have been taken for analysis are 5.

In "The Illumination" the keywords like rolled, rose, denied, failed, spoiled, cried, came, held and blinded have been used. These keywords have successfully assisted in the formation of simple past tense. The frequency of these keywords is 1, as they appeared only once in the text. Their frequencies of first four words are shown in the following figures.

Traditional grammar analysis.

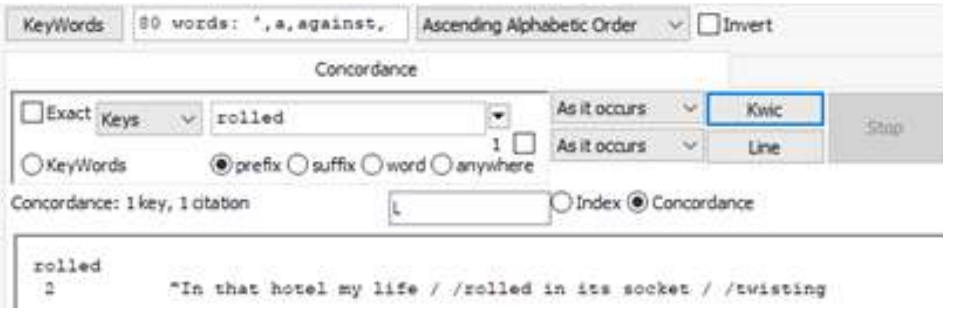


Figure 14 . The concordance of "rolled"

1) In that hotel my life |rolled/ in its sockets… (Kunitz, 1971)

In this sentence, the vertical line is separating predicate rolled from its subject my life whereas, in that hotel is an adverb of space. The slanted line is separating verb from the object which is Sockets.

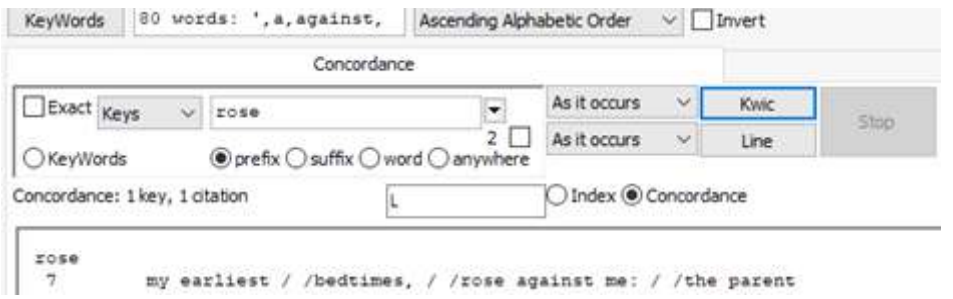


Figure 15 . The concordance of "rose".

1) All my mistakes, from my earliest bedtimes, rose against me: the parents I denied, the friends I failed, the hearts I spoiled… (Kunitz, 1971)

This sentence has 4 independent clauses, which are written in simple past tense. These will be analyzed as:

i. All my mistakes, from my earliest bedtimes, | rose/ against me

The words which have been separated by vertical line, from the predicate rose, on the right side, are forming a noun phrase, while the slanted line is keeping the object me, which is lying on the left side, from the verb.

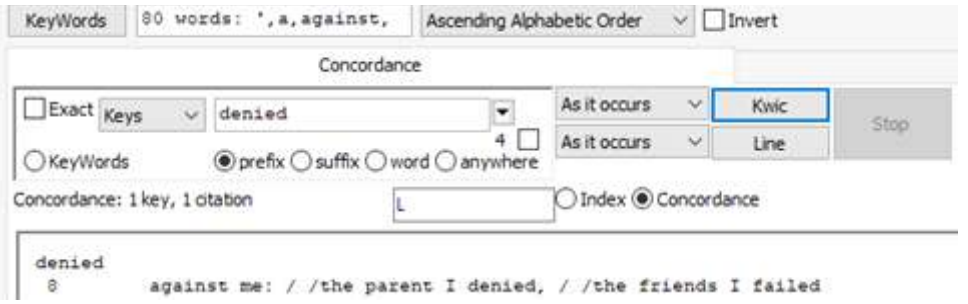


Figure 16 . The concordance of "denied" and "failed"

i. the parents I| denied,

The I is a subject here which has been disjointed from the verb denied. The object is the parents. The sequence of object here has been changed from S.V.O to O.S.V. This structure is also followed in the following two sentences.

ii. the friends I| failed,

This sentence also has the same structure as above. I is a subject and failed is verb, being separated with a vertical line, where the friends is an object, on which the action has been done.

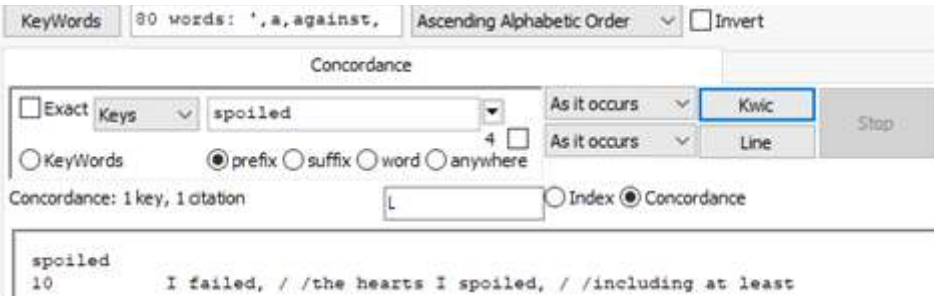


Figure 17 . The concordance of "spoiled".

i. the hearts I| spoiled…

Here, I is a subject and spoiled is a verb which is making it a simple past tense and the hearts is an object.

There are other three sentences which contain the structure of past tense, these are:

1) Dante! I| cried/ to the apparition entering the hall… (Kunitz, 1971)

I is acting as a subject of the verb cried. The verb is being separated from its object which is the apparition with the help of a slanted line.

2) "Out of mercy you| came/ to be my Master and my guide!" (Kunitz,

1971)

Here, you is a subject of the verb came and my Master and my guides are the objects of the transitive verb.

3) And he| held up/ in his hands the key, which |blinded/ me. (Kunitz, 1971)
This sentence he is a subject, which is being separated from its verb held up by a vertical line. The slanted line shows the object in his hands the key has been segregated from the verb. In its second part, the relative pronoun has been kept apart from the verb blinded with the help of a vertical line and me is functioning as a direct object here.

The students will take these sentences as a sample and try to make their own sentences by following the rule. As simple past tense is learnt best while narrating an incident happened in past. Students can be asked to write a story or the best thing that had happened to them in the past, for practice.

Findings

The findings of this study are illustrated in the table given below:

Text	Imperative	Conditional	Present Indefinite Tense	Present Perfect Tense	Present Continuous Tense	Simple Past Tense	Total No. of Sentences
No. 1	16	14					14
No. 2		5					4
No. 3			1	1	6		8
No. 4						5	5
Total No. of Sentences							31

This table demonstrates that the total number of sentences which were taken for analysis for this study were 31. The total no. of sentences that were taken from text no. 1 for analysis were 14. Out of those 14 sentences, there were 16 imperatives and 14 conditional sentences. From text no. 2, in total 4 sentences were taken. The findings reveal that there were only conditional sentences which appeared 5 times in those selected sentences. From text no. 3, total 8 sentences were taken, in which three kinds of tenses were found. Present indefinite and present perfect tense appeared only 1 time and present continuous tense appeared 6 times. From text no. 4, 5 sentences were selected, and all of them contained the structure of simple past tense.

Conclusions

In this study, at first the literary texts i.e., four poems were selected which were written by two different writers. The focus was on the teaching

grammar with the help of these literary text, not to do the comparative stylistic analysis of the writers. These selected poems were run through the program called Simple Concordance Program (Scp 4.09). When the texts went through that program consequently, lists of vocabulary were produced which is termed as word list. The words with higher frequency were sorted out of the given word list. Then the selected words in the word lists were viewed and it was observed that the words which were making the imperative, conditional sentences, present (indefinite, continuous, perfect) and past tense were in higher frequency. After that, the concordances of those words were evaluated individually. Their concordance result showed the citation of that particular word in the text. Then the grammatical structures of the sentences were individually drawn and analyzed according to the Traditional Grammar rule. The findings of this study are: the text no. 1 is rich in imperative and conditional sentences, where imperative appeared 16 times and conditional sentences appeared 14 times. The text no. 2 has only 5 conditional sentences. The text no. 3 has 1 present indefinite and present perfect tense and 6 present continuous tense, whereas, the text no. 4 comprises of 5 simple past tense only. From the findings, it can be deduced that the use of Scp (4.09) has proved to be very beneficial pedagogical tool in ELT classrooms, as it helped in taking out the concordances of the main words which played their primary role in the creation of these tenses. Moreover, the selected poems can be used in the classroom for the pedagogy of English grammar. The analysis has been done to show the students how the sentence structures are different in imperative and conditional sentences and how the present and past tenses are used.

Future Recommendations

Further studies can be done in this area include finding out the word collocations by using the same tool. Besides it, the literature (i.e., the selected poems) which have been used in this paper can be analyzed through other corpus tools. This study can also be expanded to the stylistic analysis of the poems. The literary devices used by both poets can be studied, compared and taught to the students.

References

Alduais, A. M. S. (2012). Sentence analysis from the point of view of traditional, structural and transformational grammars. International Journal of Academic Research in Business and Social Sciences, 2(12), 214.

Al-Rawi, M. (2017). Using AntConc: a corpus-based tool, to investigate and analyse the keywords in Dickens' novel 'A Tale of Two Cities'. International Journal of Advanced Research (IJAR). doi: 10.21474/IJAR01/3158

BBC world service. Present continuous for future arrangements. Retrieved from https://www.bbc.co.uk/worldserv

ice/learningenglish/flatmates/episode73/languagepoint.shtml#:~:text=English%20speakers%20often%20use%20the,3%20o'clock%20tomorrow%20afternoon

Breyer, Y. (2009). Learning and teaching with corpora: Reflections by student teachers. Computer Assisted Language Learning, 22(2), 153-172. doi:10.1080/09588220902778328

Bukowski, C. (2008). so you want to be a writer?. Ecco.Chambers. (2018, February 7). The Illumination by Stanley Kunitz [Blog post]. Retrieved from https://gradychambers.com/notes-on-strategy/2018/2/7/the-illumination

Chujo, K., Anthony, L., Oghigian, K., & Yokota, K. (2013). Teaching remedial grammar through data-driven learning using AntPConc. Taiwan International ESP Journal, 5(2), 65-90. EF. Conditional. Retrieved from https://www.ef.com/wwen/english-resources/english-grammar/conditional/

Christina. (2014, October 15). Air and Light and Time and Space by Charles Bukowski [Blog post]. Retrieved from https://wordsfortheyear.com/2014/10/15/air-and-light-and-time-and-space-by-charles-bukowski/

English club. Present Perfect Tense. Retrieved from https://www.englishclub.com/grammar/verb-tenses_present-perfect.htm

Finch, A. (2003). Using poems to teach English. English Language Teaching. 15 (2), 29–45. English Language Teaching, 15(2), 29-45.

Hunston, S., & Francis, G. (2000). Pattern grammar: A corpus-driven approach to the lexical grammar of English (No. 4). John Benjamins Publishing.

Hunston, S. (2002). Corpora in applied linguistics: The Cambridge applied linguistics series.

Jones, C., & Waller, D. (2015). Corpus linguistics for grammar: A guide for research. Routledge.

Hussein, H. (2004). Using simple poems to teach grammar. The Internet TESL Journal, 10(5), 12-24.

Keck, C. (2012). Corpus Linguistics in Language Teaching. The Encyclopedia of Applied Linguistics. doi:10.1002/9781405198431.wbeal0256

Kunitz, S., & Ego, F. (2000). King of the River. Collected Poems. New York: Norton, 170-72.

Kuzyakov, A. (2020) Simple Concordance Program 4.0.9.88. Retrieved from

https://drp.su/en/catalog-soft/other/simple-concordance-program-113696

Liu, D., & Jiang, P. (2009). Using a Corpus-Based Lexicogrammatical Approach to Grammar Instruction in EFL and ESL Contexts. The Modern Language Journal, 93(1), 61-78. doi:10.1111/j.1540-4781.2009.00828.x

Meunier, F. (2002). The pedagogical value 0f native and learner corpora in EFL grammar teaching. Computer learner corpora, second language acquisition and foreign language teaching, 6, 119.

Oghigian, K., & Chujo, K. (2010). An Effective Way to Use Corpus Exercises to Learn Grammar Basics in English. Language Education in Asia, 1(1), 200-214. doi:10.5746/leia/10/v1/a17/oghigian_chujo

O'keeffe, A., McCarthy, M., & Carter, R. (2007). From corpus to classroom: Language use and language teaching. Cambridge University Press.

Römer, U. (2006). Where the computer meets language, literature, and pedagogy: Corpus analysis in English Studies. How Globalization Affects the Teaching of English: Studying Culture Through Texts, 81-109.

Reppen, R. (2008). O'Keeffe, A., McCarthy, M. & Carter, R.(2007). From Corpus to classroom: Language use and language teaching. International Journal of Corpus Linguistics, 13(4), 564-566.

Saricoban, A., & Metin, E. (2000). Songs, verse and games for teaching grammar. The Internet TESL Journal, 6(10), 1-7.

Susikaran, R. S. A. (2013). Teaching grammar with playful poems. International Journal on

Studies in Language and Literature (IJSELL), 1(4), 17-21.

Tang, W. (2007-2021). Corpus Linguistics-A Short Introduction [Blog post]. Retrieved from https://wmtang.org/corpus-linguistics/corpus-linguistics/

Tsagalis, C. (2009). Poetry and poetics in the Hesiodic corpus. Brill's Companion to Hesiod, 131-78.

Woodward English. (2021). Simple Past Tense. Retrieved from https://www.grammar.cl/english/past-tense.htm

Journal of English Language Literature and Education
Vol.2 Issue 3 (January - March 2021) pp 55-64
ISSN: 2710-4923 (Online)
ISSN: 2663-3485 (Print)

A Study of Alienation in Toni Morrison's Love: Poverty, Patriarchal Institution of Marriage and Female Friendship

Dr. Shabbir Ahmad[1]
Muhammad Mushtaq[2]
Dr. Fariha Chauhdari[3]

[1]*Assistant Professor – Department of English Language and Literature – University of Sahiwal, Sahiwal – Pakistan*
[2]*Lecturer in English – Government Post Graduate College, Sahiwal – Pakistan*
[3]*Assistant Professor – Department of English Language and Literature – Bahauddin Zakria University, Multan – Pakistan*

Abstract

This paper analyses the theme of mutual female bonding of black women in Toni Morrison's novel Love (2003). Sisterhood might be a weapon against alienation experienced by black women created by various factors as racial, gender and class injustices. However, this female friendship of black women in Morrison suffers a serious setback and changes into an alienated relationship in the long run because of powerful temptations under the canopy of the patriarchal structure of marriage and class strata. While highlighting the healing power of female companionship which may allow women to survive in the face of challenges and injustices, this study brings forth an argument that this female friendship is ultimately damaged by explicit or implicit patriarchal forces working under the platform of social institutions of marriage and class. Through this failed female friendship, Morrison warns her female readers to be on guard against the omnipresent fatal patriarchal forces in operation against them.

Keywords: Alienation, Sisterhood, Marriage, Black Women, Love

Authors E-mail: shabbirahmad@uosahiwal.edu.pk

Introduction

Toni Morrison (1931-2019) was a well-known fiction writer and the first African American writer who won Nobel Prize for literature. She had written ten novels. Her global fame is attributed not only to her presentation of the black issues, but also to the universal quality of her works. Critical studies dealing with her fiction reveal a vast range of critical standpoints and theoretical outlooks namely: African American studies under racism, Marxist approaches underclass issue, comparative literary studies, and psychological investigations of her work. The current study brings into focus Morrison's novel Love published in 2003 for analyzing the themes of alienation and female friendship about the Poverty and Patriarchal implications of Marriage.

Alienation is an important subject in the discussion of modernist/ postmodernist literary works, but the theme has been given insufficient consideration by critics. The writers as Homer, William Shakespeare, James Joyce, T. S. Eliot and Albert Camus have presented the theme of alienation in their works, and therefore alienation is a universal topic moving through different literary ages. This study brings into analysis Morrison's focus on the theme of alienation and her presentation of alienated characters in her novel Love. The researcher believes that the concept of alienation, truly analyzed in a certain framework in Toni Morrison's fiction, can give us vital insights about African Americans living in America. Alienation is an experience or the feeling of being an "alien" or detached from one's self, from others, from one's work and one's creations/products. Alienation is defined in different ways in different disciplines of knowledge and appears under different names such as estrangement, detachment and isolation. This study has been connected with the concepts of female friendship, poverty and marriage in black people in Morrison's novel Love.

Female friendship or woman companionship is a source of mutual support and assistance for one other beyond the concerns of self or family. It is an effort to assist and elevate each other in the time of crisis. It is a weapon against patriarchal forces as mentioned about women group struggle in "Veiled Courage: Inside the Women's Resistance against Violence Through Their Writings" (Imran et al., 2020). Morrison is a writer who brings into limelight such a relationship in her writings such as Sula, Love, and Paradise where the women characters are shown making associations among themselves for mutual growth and moral support. Here this female friendship is being studied in Morrison's novel Love where this sisterhood is shown in facing new tensions and conflicts. The female friendship in this novel does not prove durable and invincible but is easily vulnerable to outside pressures, and thus suffers from crises of one kind or the other. The major factors that become a challenge for the sisterhood of black women in this novel and are analyzed here are poverty and the patriarchal institution of marriage.

Theoretical framework

Morrison brings fore various channels and associations in her fiction as possible strategies against various challenges created by patriarchal and other social forces, as Obioma Nnaemeka observes, "Works by black women writers also show that there are other channels, such as writing and sisterhood" (Nnaemeka, 1997, p. 19). Here both writing and sisterhood are blended in Morrison's novel Love in connection with the theme of alienation in black women. Female bonding is very valuable in the views of female critics. Elizabeth Abel declares female friendship as a powerful connection that gives "form, expression, and reality to the ways in which women have been for our Selves and each

other" (Abel, 1981, p. 434). But what is meant by female friendship? Firstly, it is a non-sexual connection based on caring and sharing. Clenora Hudson declares this relationship as a channel for "Enjoying, understanding, and supporting each other" (Hudson, 2004, p. 65). This form of sisterhood usually" extends to female solidarity, which involves more women who benefit from this care and nurturing" (Kadidia Sy, 2008, p. 2). Many "critics highlight female friendship and women's solidarity" in African American literature (Dubek, 2001, p. 212) and Morrison's works have been discussed by critics in detail but not so much on the theme of alienation. This is bringing into analysis the theme of alienation in connection with female friendship, poverty and implicit patriarchal workings of the institution of marriage. Through this study, Morrison is being studied as a writer who seeks, through her writings, the survival of women as true human beings and freedom from patriarchal oppression by various means out of which one is the female friendship.

Morrison's texts bring fore the lives of the black women in America for highlighting various important issues such as the female friendship of black women. She highlights the complexities and intricacies of women relationships in black people in the American social context. The researcher is examining the black female friendship and the challenges it faces by analyzing a useful combination of characterization, settings and plot development of her novel Love. Black women have been suffering from racial discrimination, but this issue is being studied here in link with the class issue as most black women are from the lower class, unfairly treated and appropriated in a patriarchal structure that oppresses women. The researcher brings into discussion various issues related to female friendship and social complexities by going into the psychological depths of the female characters in this novel.

Discussion

Love is the story of Bill Cosey, a dead hotel landlord, and all those people who are affected by his presence even after his death. Thus, the narrative of this novel has similarity to Beloved and Jazz as the communication is between living and dead. The dead Bill Cosey haunts the lives of characters just like Beloved in Beloved and Dorcas in Jazz. Cosey, at age of 52, marries Heed, an illiterate 11-year-old child who is a friend of his granddaughter, Christine. His daughter-in-law May, jealous of Heed, uses all her power to save her daughter, Christine, from Heed: Heed and Christine are good friends but became enemies because of this marriage. They grow hating each other and fight endlessly for Cosey's affection. He remains a bone of contention between them even after his death. Bill Cosey, the protagonist, has been dead for twenty-five years, but still, his absence is his presence for influencing the women in his circle. The friendship bond between Heed and Christine in Love is threatened by the

force of powerful patriarchy. Bill Cosey is not a passive patriarch in his role rather he exhibits an active and strong description of patriarchy. Cosey manipulates his status for ending the friendship of Christine and Heed, making Heed's parents agree for their younger in age daughter to marry an older man Cosey. He takes the unfair benefit of their being poor by compelling an eleven-year-old girl to marriage him. Through Cosey, Morrison highlights a highly effective "active" patriarchy and the system of oppression of the poor by the rich. What is at stake and ultimately destroyed, as an output of this marriage, is female friendship. Here the destructive force for female friendship is patriarchy working through the patriarchal institutions of class and marriage.

The novel is depicting the problems of society where wealth and power are sought to get respect in society. The myth of nationalism which is enchanted by the capitalists is also to be explored. The study is exploring the answers of the following questions: How class difference is a cause of pursuits of wealth and success at every cost by the people of lower classes? How capitalism is a cause of deterioration of moral values? Class difference is the outcome of capitalism, and it brings the concept of state with the national army, national games, national economy, national dressing and ironically national flowers and foods. This not only creates a gap between the nations of the world but also brings oppression in society. As a result of the progress and development of capital, the gap between the haves and have not kept on widening. They capitalists rule the country and thus offer nothing to the workingclass people but an illusion of love of their nation. Marx's and Engels' The Communist Manifesto explains in detail how ideals of capitalism corrupt the moral values of people. In his Manifesto, Marx points out "two great classes directly facing each other: Bourgeoisie and Proletariat" (Marx and Engels, 2002, p 80). He further talks about the "Communistic revolution" as an output of this confrontation (ibid, p 120). The conflicts are the result of class struggle. The more the gap between the classes increases, the more conflicts arise. Capitalism provides a chance for the upper class to serve their own needs and thus the gap between the poor and the rich increases. This divide of the class also creates complex among the masses and the peace of the society gets ruined.

Love is a Marxist text highlighting the class issues in American society. The Marxist framework of class difference can easily be found out while discussing the social and cultural reality of America. The text captures the dark, drab and naked reality of America by focusing on the so-called shining economy of the country. The text of Love is a cultural study of different institutions of the society which are shaped into a variety of forms. It depicts the cultural, social and economic issues of society where people are suffering from extreme poverty. The high class is depressing the lower strata of society. The text is a

manifestation of Marxist point of few; description of the village, the animals and landlords are examples of behavior of aristocratic behavior of the people. The issue of class difference is not a new phenomenon but it is still a center of discussion in the text where society is divided into the rich business community and the laboring class. The research is significant in the sense that it will not just highlights the Marxist point of view of class difference in Love but also digs the root causes of it.

Here, Cosey's patriarchal influence over Christine and Heed is powerfully indicated. The destructive power of patriarchy not only destroys the friendship between the two girls but affects them even after Cosey's death. Marriage is the key factor here for the destruction of female bonding. As soon as Heed becomes Cosey's wife, their friendship changes into animosity. Furthermore, the class issue is responsible for this breakdown of friendship. Cosey uses the power to manage the affairs of Heed and Christine as he wishes to keep them alienated from each other. Portraying the way Cosey makes her parents agree to them for this marriage; Heed recalls the amount of deal that is "two hundred dollars" (Morrison,2003, p.189). By bringing an eleven-year-old girl into a married relationship, Cosey the paedophile uncaringly watches the development of alienation in Christine and Heed and enjoys seeing them declaring war on each other. Cosey delineates a very powerful destructive propensity for surrounding himself with "needy, wild women" with his seductive talk and wayward attention. Ullah et al highlight that the result of living in a dream world makes one alienated from the realities around (Ullah, Sami et al., 2020), so it becomes necessary that one becomes aware of the forces that bring alienation. One such dreamy world is the institution of marriage where the situation before marriage and after marriage is necessarily different. The thoughts of Mr. Cosey about women are mean and indicative of his sick mind about women. Mr. Cosey is talking about his son Billy and his marriage with a girl named May: "I used to wonder why he picked a woman like May to marry" (ibid, p.42). Thus, the women in Cosey's family are betrayed by Cosey: they wage war against each other for Cosey but he respects none of them in his life. The women could not succeed in heterosexual love nor sisterhood love.

Even though love is absent from Love, the title word is spoken only once by a living person. Like the ghosts haunting Morrison's fictional houses, however, love lingers in a distorted form. The central love is between the two child girls, Heed and Christine, and is destroyed by the marriage of Heed. "Love is the weather; Betrayal is the lightning that cleaves and reveals it" (Morrison, 2003). Morrison's work is a continuance of themes explored in her other fiction works. The foundational plots of Morrison's novels typically consist of African American characters that are in a continuous struggle to develop an identity in a world full of discriminations on the basis of race and

gender. The alienation in heterosexual love is a subject central to Morrison's works that demonstrate the need for a powerfully developed female relationship for women characters whose identities are devastated by their struggle in finding love for one another in the face of challenges of abandonment. However, the cycle continues and the estrangement in heterosexual love is replaced by the estrangement in sisterhood and female friendship. The lives of these characters are shaped by betrayals of various kinds. The problematic nature of the relationship among the different members of the Cosey family displays how strongly the destructive influence of patriarchy has exerted its influence upon women within the family structure.

Love exemplifies Morrison's investigation of African American female characters who have failed to surpass patriarchal oppression because their identities are intricately linked with the systems that suppress them. Heed, Christine and Junior are associated with each other in a triad friendship, but they are also associated with Bill Cosey in a system of sexism, racism, and classism that destroy their self-development and mutual associations. Before the introduction of characters, the narrator mentions that the women in this novel, passes through similar stories "about dragon daddies and false-hearted men," (Morrison, 2003, p. 4-5). Their families catch the trauma; they experience it and so depend on their sexuality to avoid the torturing feels of their disturbed childhood.

In this novel, identity formation depends on heterosexuality. The women pursue Cosey as an agent of fulfilment of the desire to attain agency and power through misleading heterosexual affiliations. Aoi Mori asserts that Morrison formulates her female characters for the exploration of self-hood development "specifically African-American concerns". Morrison, Mori argues, presents her female figures as "subjects that emerge from an oppressed situation and who seek survival" (Mori, 1999, p. 29). Morrison's delineation of female characters in search for love, for right sexual interactions and for gaining a sense of worthiness as human beings are manifested in female characters of this novel Love.

Barbara Christian points out that a problem exists in the creation of an "idealized African American family" and "the actual hard struggle within such a family" (Christian, 2007, p. 127). Bill Cosey deals with his family in a way that he becomes the major paternal figure who is the provider of material wealth to his family as compensation for the lack of affection or love from his side. Through the exploration of the psychological aspects of the women in this novel, Morrison gives a lesson to the readers to see how the system of oppression affects the growth of a female individual. The resultant estrangement in female friendship in this novel has its roots in the feelings of abandonment experienced by each female member of

the family unit. In this novel, the link between class subjugation and the spoiling nature of marriage on women is very much evident. Thinking that Cosey will be a continuous source of money for them, her parents agree to give a sacrifice of Heed, but they get to know that Cosey would not give them anything after the accomplishment of the task.

Besides, the giving of Heed to Cosey by her mother shows the existence of an alienated mother-daughter relationship. Like Nel and Sula in Sula, Heed and Christine are left to themselves because of the inattention of their mothers as they do not have much time for caring for their daughters. Like Nel and Sula, Heed's character highlights that "the parents should not fail in fostering daughters" (Ahmad, S. et al, 2020, p.120). This lack of mother-daughter care makes these daughters defenseless and thus they form a mutual bond in to fill that gap of mother-daughter love. Thus, this novel highlights how the problematic mother-daughter relationship produces a negative impact on these daughters. Meanwhile, Christine also proves a failure in understanding that it is Cosey and his representation in the patriarchal institution of marriage and class that terminate her friendship with Heed. Struggling with her friend seems to be easier for Christine than challenging the patriarch Cosey, especially because she has a hope of inheriting someday her grandfather's treasure. It is this skirmish for wealth that eventually averts any kind of reconciliation between Christine and Heed.

If the epiphany in Sula occurs twenty-five years after Sula's death in Sula, it does not occur to Christine and Heed, even long after the death of the agent of their oppression. When reconciliation lastly occurs for Christine and Heed, it happens under desperate circumstances and is too late to produce any fruitful result. Heed dies after her strong hostility with Christine. Then there occurs a partial reconciliation and for the first time since Heed's marriage, they come to understand Cosey's responsibility for their alienation from each other, as Christine responds, "We could have been living our lives hand in hand instead of looking for Big Daddy everywhere" (Morrison, 2003, p. 189). But this understanding comes too late, "He took all my childhood away from me, girl" (ibid, p. 194). As in Sula Morrison brings forth a final moment of reconciliation but very much late as the friendship between the women could not be saved in time for their mutual growth and development. Morrison dramatizes the possibility of clearing up differences but meanwhile makes it clear that this possibility is not easily ready. Morrison's novel suggests that living under the influence of patriarchal institutions may delay, prevent or stop sisterhood. Although Morrison herself seems to be a full supporter of female friendship, she does not bring fore the example of a fruitful sisterhood. Rather, Morrison exemplifies failed female friendship strongly affected by the patriarchal power structure. Like in Sula, in this novel Love, patriarchy is shown very much effective that breaks up female bonds making women

detached and estranged from each other.

The apparent unity at the end of the novel seems unauthentic due to the final dysfunction of the triad. Junior, a member of this triad, is a significant character in Love. She is only 11 years old when she goes away from "the Settlement," and after continuous struggle for years, she is hired by Heed to compose the past story of the Cosey's family. Junior's abandonment of Heed and Christine and the ambiguity of Junior's fate suggest open-endedness in this novel. Unity only occurs between the two older women, demonstrating that Junior has not understood the significance of female bonding as she chooses her relationship with her "Good Man" over Heed and Christine. Jean Wyatt points out that Morrison's main purpose behind such stories is "to expose the male-centered norms of love stories" (Wyatt, 2017, p. 104). Junior becomes a dual function doing a character. She is an agent of unity between Heed and Christine, but she also spoils the unity within the triad. These are her actions that cause Heed's death. This ending shows that the problem prevalent in the sixties as the reliance on patriarchal values is still affecting women today. The women should have focused on homosocial bonds among them in solidarity with each other to shatter the damaging effects of heterosexual relationships and dangerous patriarchal influences and values.

Conclusions

Morrison points out the difficulties that bring the failure of this friendship. The major factors are self-centeredness and material motives along with the patriarchal institution of marriage and class exploitation. Throughout her fiction, Morrison makes it clear that female bonding is most indispensable for black women to combat the negative impact of discrimination based on race and class differences. However, the peculiarity of Morrison is that she goes on to tell her black readers that this female bonding is not an easy-going relationship. Though female friendship heals to varying degrees of wounds resulting from patriarchal forces and secures women's survival, it faces challenges that threaten its accomplishments. Besides patriarchal structures, problems as self-centeredness, failure to handle differences and unconscious psychological drives as mother hunger, threaten the stability of female friendship which may change into an alienated relationship. This situation presents a challenging picture of women fighting for their deliverance from the alienation caused by the patriarchal forces.

References

Abel, E. (1981). (E) merging identities: The dynamics of female friendship in contemporary fiction by women. Signs: Journal of Women in Culture and Society, 6(3), 413-435.

Ahmad, S., Chaudhary, F., & Murtaza, G. (2020). Parental Hunger and Alienation in Toni Morrison's The Bluest Eye. International Review of Literary Studies, 2(1), 22-31.

Bowles, G., Keizer, A. R., Fabi, M. G., & Christian, B. (2007). New Black feminist criticism, 1985-2000. University of Illinois Press.

Dubek, L. (2001). Lessons in solidarity: Buchi Emecheta and Mariama Bâ on female victim (izer) s. Women's Studies: An Interdisciplinary Journal, 30(2), 199-223.

Hudson-Weems, C. (2004). Africana womanist literary theory (Vol. 838, No. 5). Africa Research and Publications.

Imran, M., Chen, Y., Wei, X. M., & Akhtar, S. (2020). Veiled courage: Inside the women's resistance against violence through their writings. Asian Journal of Women's Studies, 26(1), 74-93.

Marx, K., & Engels, F. (2002). The Communist Manifesto. London: Penguin Books, Print.

Mori, A. (1999). Toni Morrison and womanist discourse (Vol. 16). Peter Lang Pub Incorporated.

Morrison, T. (2003). Love. New York: Alfred A. Knopf

Nnaemeka, O. (Ed.) (1997). The Politics of (M)othering: Womanhood, Identity, and Resistance in African Literature. Ed. Obioma Nnaemeka. London: Routledge, 1-26.

Sy, K. (2008). Women's Relationships: Female Friendship in Toni Morrison's Sula and Love, Mariama Ba's So Long a Letter and Sefi Atta's Everything Good Will Come.

Ullah, S., Imran, M., Afzaal, M., & Akhtar, A. (2020). The Legacy of Living in a Dream World; A Sense of Alienation and Exile in “Dream china” By Jonathan Locke Hart. Alqalam, 25(1), 269-272

Wyatt, J. (2017). Love and Narrative Form in Toni Morrison's Later Novels. Athens: University of Georgia Press, 95-122.

Journal of English Language Literature and Education
Vol.2 Issue 3 (January - March 2021) pp 65-80
ISSN: 2710-4923 (Online)
ISSN: 2663-3485 (Print)

Move Structure Analysis of Pakistani Newspaper Columns

Haleema Majeed[1]
Syeda Fizza Batool[2]
Javeria Maqsood[3]

[1]*MS Scholar – Department of English – Air University, Islamabad – Pakistan*
[2]*MS Scholar – Department of English – Air University, Islamabad – Pakistan*
[3]*MS Scholar – Department of English – Air University, Islamabad – Pakistan*

Abstract

Newspaper is an important genre and a source through which people can get information related to different topics and issues. In the newspaper columns, authors express their viewpoints through their writing. Many studies have been conducted on the move structure analysis of different genres. But there is limited significant work done on the move structure of the columns. The current study aims at exploring move structure in the newspaper columns and to analyze function of these move patterns in the text of newspaper columns. The data for the current study was collected from two Pakistani English newspapers; The Pakistan Today and The Nation. A total of fifty columns were randomly taken for the current study, twenty five columns from each newspaper. The selected columns were written by different authors and these were published in November, 2018. Then, these newspaper columns were analyzed manually by using the theoretical assumptions of Swales' (1990) and Bhatia' (1993) concept of genre analysis and different moves were identified in the selected columns. The findings of the study showed that there were five most frequently occurring moves; title, introduction, discussion, conclusion and recommendations. It was also found that the writers employed these moves as different strategies to engage readers in the text and convey information and their stand point about an issue. At last, the researcher came up with the proposed model for move structure in newspaper columns. The current study will be significant for the novice writers who want to produce their own writing effectively in the newspaper columns and will broaden the horizon of genre analysis of different newspaper sub-genres.

Keywords: Genre, Newspaper Columns, Move Structure Analysis.

Author's E-mail: haleemamajeed1410@gmail.com

Introduction

There are various approaches used for genre analysis such as Rhetoric Genre Studies (Miller 1984/1994), Systemic Functional Linguistics (Martin, 1984) and English for Specific Purpose (Swales 1990). Since the emergence of the field, English for specific purpose (ESP) in the last half of

20th century, it has become important to use conventions of writing English language in different genres. The term genre is defined in different ways in the field of linguistics keeping in view the stance in which a genre is used. It came from the French genre which means 'kind or sort'. However, Merriam Webster defines genre as a category of artistic, musical or literary composition categorized by a specific style, form or content. Furthermore, Swales (1990) defines genre as a set of communicative events, the members of which share some set of communicative purposes. So, communicative purpose is important in genre analysis which shapes the text's internal structure. A typical approach to genre analysis starts with recognizing communicative purpose of the genre and analyzing it in series of different moves. In genre studies, a term move is introduced by Swales (1990) as a particular rhetorical or linguistic pattern or structure that is conventionally found in a text or in a segment of a text. Therefore, Move Structure Analysis is a top- down approach to analyze the discourse structure of texts from a genre; the text is described as a sequence of 'moves', where each move represents a stretch of text serving a particular communicative function.

Among the different types of genre, professional genre is a well-developed genre and newspaper is a kind of professional genre where professional writers write different texts. Newspapers are important source of information for the people. Although electronic media has made its own way to spread news and information but still newspaper has its own role and significance. Newspaper performs different functions, for example, to inform, to interpret the news, to provide a service to readers, and to entertain. These functions explain what the newspaper does, and why people read it. Newspapers helps readers become informed citizens and make better decisions by providing lots of facts. The most important parts and sub-genres of the newspaper are headlines, current stories, opinion section, editorials, and newspaper columns and so on. These different sub-genres may include the opinion of the writer or newspaper management. Editorials, opinion articles, columns, news analysis, and reviews are some examples. The newspaper column is the sub-genre of the newspaper. Column is defined as a recurring piece or article in a newspaper, magazine or other publication, where a writer expresses their own opinion in few columns allotted to them by the newspaper organization. A column is written by a columnist, editor or other select individual on a topic of their own choice or may be on current issues. It is the expression of one person's opinion or standpoint about the topic under discussion.

There are various studies conducted on the move analysis of different sub-genres of newspaper like editorials (Bonyadi, 2012), news reports (Jabbari & Farokhipour, 2014) etc. but limited work has done on the move stricture analysis of newspaper columns. The current study identifies

different moves used by the writers in writing newspapers columns.

Statement of Problem

Professional achievement to a great extent depends on the production of writings that have predetermined content association while writers are frequently found not to hold fast to the traditions of composing certain professional genres, including newspaper columns. Writing newspaper column is a practice of following a particular outline which is recognized by the move structure. Many language specialists and researchers have emphasized on the importance of studying the organizations of such genres. Many studies have been conducted on the move analysis of different genres. But there is limited significant work done on the move structure analysis of newspaper columns and this specific research is also not yet conducted in the Pakistani context. This study will provide the learners to learn how to write columns by following certain moves and will have pedagogical implications for teaching English in the field of journalism, ESP learners and teachers.

Research Objectives:

The current study aims

1. To explore different moves in the newspaper columns

2. To analyze the moves' functions in the text of the newspaper columns

Research Questions

The current study addresses the following research questions:

1. What specific moves are followed in the newspaper columns?

2. How these moves functions in the text of newspaper columns?

Significance of the Study

The current study aims at identifying move patterns that writers use while writing newspaper columns. It also focuses on what function and purpose is performed by moves in columns and why are they used. The study will be significant for novice writers to write columns by giving them a pattern of writing columns or opinions. It will help new learners who are studying journalism and any other such kind of professional genre, to know the basic pattern of writing columns. The current study aims to provide basic framework to learners that how to write newspaper columns. This research is also significant for academic discourse community and will have pedagogical implications for teaching English in the field of journalism, ESP learners and teachers.

Delimitations of Study

The current study is delimited to the Pakistani English newspapers. From which only two newspaper were selected for the research purpose, The Nation and The Pakistan Today. Only 25 columns from each newspaper that

are published in November, 2018 were selected for the analysis of the move structure.

Literature Review

In the field of linguistics, discourse analysis is the domain that has become the most studied, researched and the relevant body of its subject (McCarthy, Matthiessen & Slade, 2013). Discourse can be spoken and written both, therefore, discourse analysts focus on the both the types of the discourses to study their various characteristics and features. Discourse analysis is peculiar from the other various domains of linguistics in terms of its focus on the real-life situations. Discourse analysts take discourse to a deep level beyond the sentence structure in order to dig out the meaning embedded in the whole text. As discourses are of different types, therefore, discourse analysis discloses a concept knows as genre. Genres can be written and spoken; they are also further categorized in many ways the language is used that follows certain discourse patterns. Spoken genre consists of the language found in speeches, stories, conversations, interviews and so on whereas, written genre consists of the language that is found in documents, letters, articles, newspaper editorials, fictional and non-fictional books text messages and emails. All these varieties of the genre follow a specific discourse pattern in which they are used (Genetti, 2004, p. 202).

As mentioned, written genre consists of the language found in the various documents. One of them is the newspaper where different genres can be found because of the different written style and the different real-life situation it addresses. Following Genetti (2004), it is evident that the newspaper columns are also an important genre of the written discourse and more specifically an important sub-classification of the newspaper. Newspaper columns are written by the expert journalists that address life and its happening worldwide owing to its importance and current affair. Consequently, the current deals with the newspaper columns in order to study its specific and explicit qualities and moves present in it which will highlight as to why it is named as a genre and what function it possesses in the text.

Numerous studies have been conducted till date that focuses on the different types of the genres and their structures. However, Swales' (1990) work was the first to analyze the schematic structure of an academic genre. The analysis, based on a corpus of forty-eight research article introductions from three fields of biology, medical science and social sciences, reports the dominance of four schematic stages, or 'moves' as he calls them, in the introduction sections: (1) Establishing the Field, (2) Summarizing Previous Research, (3) Preparing for Present Research, and (4) Introducing Present Research. Hence, the Swales' work initiated and paved new ways to conduct the researches and explore the various other forms of the

discourse genres and their characteristics.

A study on the analysis of the move structure of the textbook prefaces had also been done (Kuhi, D; 2008). The study took 21 textbook prefaces sections in applied linguistics for the analysis of its moves. To classify the moves from the selected data, textual clues and surface signals were taken as indicators. The analysis of the study revealed a consistent existence of a 4-move schema in the data that was realized through different textual devices. The researcher after the analysis proposed that data of such kind can be beneficial for teachers of English for specific purposes (ESP), English for academic purposes (EAP) and applied linguistics. Moreover, the findings of the study can be favorable in terms of raising the awareness regarding applied linguistics in students to get a better access of the content they need from textbooks on their subjects of study.

Kongpolphrom (2014) conducted a study on the 'Move Analysis on Argumentative Essay of English for Tourism' with the aim to identify the essential components needed to write a comprehensive argumentative essay. This study involves at identifying the move structure of the argumentative essays. 100 essays were taken as a data for this purpose that were written in the topic "Ecotourism should be promoted". All the selected essays were written by the students. The findings of the study revealed that most of the students could write their general statements in introduction section of the essays followed by a generalization and a Hook. In the essay body, students produced a topic sentence on which the whole paragraph was concerned followed by supports and concluding statements. In the conclusion section of the essay, majority of the students produced their restatement clinchers and final closing of the argumentative essay. Overall the study shows that the students are well aware of starting the essay as the study showed a very significant and encouraging percentage of the students. Each of the move applied by the students have its own purpose and functions.

Can, Karabacak and Qin (2016) conducted a research on the move analysis of the research article abstract sections in applied linguistics. The study was aimed to examine move structures in AL abstracts and compare the results with previous studies both synchronically and diachronically. For this purpose, fifty abstracts of articles were taken from the journal English for Specific Purposes (ESP) published between 2011 and 2013. The findings presents by comparing from the previous studies that the most AL abstracts give information on the sections related to purpose, methodology, and findings, while about half of the articles omit introduction of the topic and discussion of the findings. It was also found after the study that some of the writers often violate the move sequence in the abstract sections. The findings after comparison with the previous conducted researches showed a consistency in the move structure.

Newspaper is no exception when it comes to genre analysis. Jabbari and Farokhipour (2014) worked on the contrastive genre analysis of the news reports of Iranian and American English newspapers. The researchers took 120 news reports from the two sets of the newspapers in order to study the contrastive rhetorical and the structural organizations of the news reports. The study revealed that the news reports of the American and the Iranian newspapers were different in their rhetorical and the structural organizations. Iranian news reports were different because of the difference in their institutional practice, position and purpose.

Umrani, Memon and Memon (2017) conducted a genre based research on the move structure of the letters to the editors taken from the English newspaper of Pakistan. The three newspapers selected for the data collection were the dawn, the nation, and the daily times. After the study and analysis of the letters, the researchers came up with a conclusion that the editorials usually consists of six moves; each having different steps. The first move was found to have heading and salutation and the last move tend to have the personal details of the writer. The moves found in the middle of letters tends to have reference, response, narration of the incident or statement of the problem, presentation of facts and figures, argument for or against the notion and suggestion or opinion. Some of the letters also show some variation in their steps. This study is helpful for the novice writers to write letters. It is a kind of guideline for them. However, the study has many benefits but it is not generalizable because it is based on only three newspaper. And such a limited corpus is not enough to make generalizations in findings and results.

Any sort of discourse and topic can be addressed through the genre analysis. Genre analysis is also helpful with the English for Specific Purpose courses that intends to explore the structures, strategies and social functions of newspaper editorials through genre analysis. Bonyadi (2012) took editorials from The New York Times exploring the moves employed in them and the communicative purpose they serve.

As seen, newspaper reports, editorials and the letters to the editors have been explored with respect to the genre analysis. There can also be some other works on the newspaper. Owing to the gap and the need what needs to be explored. The researches in this study aimed to explore the moves structure employed in the newspaper columns of The News and the Pakistan Today. The study will also explore the functions moves performed in the text.

Research Methodology

As the rationale for this research was to find out the move structure in the newspaper columns for this purpose, the data was collected from two Pakistani English newspapers, namely, The News and Pakistan Today. Through convenient

sampling technique, 25 English columns from each newspaper which were published in November, 2018, were selected on various topics like some were related to current affairs, and some are related to history and so on. The identity of the writers was kept confidential in order to meet ethical considerations. Moreover, convenient sampling technique provided the basic information quickly and efficiently. After sampling, the sample size became 50 newspaper columns, 25 from each newspaper to have a better representation of the population.

Mix method approach was used in this study, as the qualitative data in the form of newspaper columns and quantitative data in the form of frequencies of occurrences of different moves and sub-moves were used and then analysis of the data was conducted. Exploratory research design was followed in the current study to explore moves and their functions in the text.

Theoretical Framework

As the current study aimed to conduct the move structure analysis of Pakistani English Newspaper columns. To attain this purpose, the current study was based on theoretical assumptions of Swales (1990) and Bhatia (1993) models of genre analysis as theoretical framework. Swales (1990) proposed a genre move analysis model which described the structure of any genre text in the series of different moves. He recommended a systematic approach to analyze genre using different moves within a text which comprised a variety of linguistic components like, lexicon, syntax along with illocutionary propositions that provide consistency to the parts and indicate the discourse content. Thus, the functional constituents of genres are likely to demonstrate textual as well as lexico-grammatical characteristics to simplify the recognition of genres.

As the present study was concerned with the investigation of moves in the structure of newspaper columns and the socio-cultural aspects linked with the choices of structure and linguistic features. Therefore, the current study was also based on theoretical assumptions derived from Bhatia's (1993) genre analysis approach. According to him, genre analysis not only explains the structure of the text but it also explains the way it is used, interpreted and exploited in the specific contexts to attain certain goals. Thus, the rationale behind using these model lies in their wider applicability across academic genres in diverse linguistic settings.

Findings and Discussions

This section of the study discussed the moves and their functions in the newspaper columns. As mentioned earlier there were two newspapers from where the columns were selected for the research namely, Pakistan Today and The Nation. Both were well known newspapers and available online. For the better understanding of the genre, samples from both newspapers were analyzed separately and then compared in order

to get authentic findings.

Move Analysis of columns taken from "Pakistan Today"

In the move analysis, certain move patterns were found in the columns taken from the newspaper "Pakistan Today". In the columns, after the title move, most of the writers have started the columns by introducing the topic through giving general overview of the topic. Then, discussion move has been followed in which writers have given their own opinions. In the discussion move, the writers have followed different strategies and sub-moves. Sometimes, the topic has been discussed by highlighting negative and positive aspects related to the topic while in some samples everything has been explained by giving examples from the past acts and also by criticizing on the issue. Moreover, in some samples, writers have also shown doubts about the future and have given their own perspective about the facts discussed in the columns. In some samples, the complimentary statements have also been given and writers have done the analysis of the topic step by step, they mentioned one statement then gave the analysis of statement then gave second statement and then its analysis and so on. Some writers also given expected results and followed the conclusion move and few have used question raising process to engage readers in the text. After the conclusion move, recommendation move has been followed in which recommendations have given related to the topic under discussion. All the writers have carefully arranged and balanced the text to make the text more interesting and clearer for the readers. At the end of every column, the writers mentioned the results in more explicit language and ended the column with recommendation statements.

General moves found were:

- Title
- Introduction
- Discussion
- Opinion
- Analysis
- Conclusion
- Recommendations

The language and expressions used by different writers in the columns were easy to comprehend and the ideas were also conveyed in very clear way.

Move Analysis of Columns Taken from "The Nation":

The move analysis of the columns taken from the newspaper "The Nation" revealed that after mentioning the title of the columns, the writers have started the columns from introduction, then in some samples, the writers have followed the background move. By giving the background knowledge of the topic discussed in the column is very worthy technique to inform the readers about the topic to make the coming discussion of the topic easy to tackle for the readers. Then, after the background move, discussion move has been followed. In this move, the writers discussed the topic in detail by using different tools and sub-moves. Like, in few samples, writers have given their own opinions about the topic and in most of the

samples, different questions have been addressed to attract the attention of the readers and after that the results of those questions have been mentioned to make the circumstances better understandable. In some samples, the explanation of the whole topic and critical analysis has been given. Mostly, the writers have mentioned their own experience and have given suggestions related to the topic. Lastly in the discussion move, the evaluation of the topic and the significance of the topic has also been mentioned. Then, at the end the conclusion and recommendation moves have been followed.

General moves found were:

- Title
- Introduction
- Background
- Discussion
- Question raising
- Analysis
- Evaluation
- Significance
- Conclusion
- Recommendations

The language and expressions used by different writers in the columns were easy to comprehend and the ideas were also conveyed in very vibrant way.

Comparison of Columns Taken from Two Newspapers

The move analysis of the columns taken from Pakistan Today and The Nation revealed that mostly the main moves followed were same but there were slight differences found in the sub-moves of discussion. This is due to the fact that the writers of the column being selected for this study were different and every writer has his own writing style, so variations are common thing to accept and also to expect. Therefore, in the columns taken from 'Pakistan today' some moves such as background knowledge about the topic, explanation of the topic and significance of the topic were less likely to find.

General Move Structure Of The Newspaper Columns

By comparing the columns taken from two different newspapers, the analysis revealed five major moves with sub-moves. Following table 1 shows the major moves found.

Table 1. Moves of the newspaper columns

Move 1. Title
Move 2. Introduction Sub move 1. Background
Move 3. Discussion Sub move 3. Evaluation + information Sub move 4. Significance
Move 4. Conclusion
Move 5. Recommendations

Following section discussed the moves both quantitatively and qualitatively.

Table 2. Frequencies of moves and sub-moves of the columns

Moves	**Pakistan Today**	**The Nation**
Move 1 Title	25/25 (100%)	25/25 (100%)
Move 2 Introduction	24/25 (96%)	23/25 (92%)
Sub move 1. Background	9/25 (36%)	19/25 (76%)
Move 3 Discussion	25/25 (100%)	25/25 (100%)
Sub move 3. Evaluation	12/25 (48%)	22/25 (88%)
Sub move 4. Significance	10/25 (40%)	16/25 (64%)
Move 4 Conclusion	25/25 (100%)	25/25 (100%)
Move 5 Recommendation	19/25 (76%)	21/25 (84%)

· **Move 1: Title**

The frequency of the title move was 100% in the samples of the current study. The writers have followed this move to attract the attention of the readers and stated the topic on which they are going to write. The title consisted of different interesting statements about the issue to be discussed, for example,

"A journey of U-turn" (Pakistan Today)

"Additional benches of the High Court?" (The Nation)

· **Move 2: Introduction**

Introduction is categorized as the convention followed by almost every writer of the column selected for the analysis. In the introduction section, writers introduced the whole topic and made generalizations to make readers better understand about the main idea of the title. Almost 96% writers have given the brief introduction of the topics of the columns written in 'Pakistan Today' newspaper while in 'The Nation' newspaper 92% writers have focused on giving the elaborative introduction of the topic of their columns.

For example,

"Terrorising migrant labourers from other states has become a common phenomenon in India." (Pakistan Today)
"Healthcare in Pakistan resembles corporate culture. With the only difference that, unlike a marketplace, the healthcare functions like a casino…" (The Nation)
Usually, the present perfect and simple present tense has been used in this move in order to discuss the issue in the real time and engage readers in writing.

Sub Move 1: Background

The writers of the columns have used different strategies to accomplish introduction move and follow background sub-move. It was clearly seen as the writers of 'Pakistan Today' newspaper, only 36% writers have given the background knowledge related to the topic and the columns taken from 'The Nation', 76% writers have given background knowledge. The percentage showed that the writers of 'The Nation' mostly used this move to tell the readers about the overview of the topic.
For example,
"Around forty years back – say in 1978 – Chinese economy was smaller than that of the Netherlands." (Pakistan Today)
"Currently, syllabi in Pakistani universities follow those of the educational institutions of the west…" (The Nation)
In this move, the past and simple present tense has been used in order to give background of the issue under discussion.

· **Move 3: Discussion**

It is shown according to table that 100% of the writers have discussed their topics descriptively. In the discussion section, most of the writers, as already mentioned above have discussed the topic by following different sub-moves such as some have given opinions about the topic some have raised questions to attract the attention of the readers while some have also done analysis by mentioning negative and positive points related to the topic. Some have given the background related to the topic. In this move, the present perfect or simple present tense has been used in order to describe the facts about the issue under discussion.

Sub-Move 1: Evaluation

It was shown that the evaluation move followed by the writers in the newspaper columns written in 'The Nation' was 88% than in the columns present in 'Pakistan Today' which was only 48%. It showed that the writers follow this sub-move in the newspaper 'The Nation' as convention to make readers attentive about the facts present in the columns.

Sub-Move 2: Significance

The table 2 above showed that 40% of the writers in 'Pakistan Today' have mentioned the significance of the study while in 'The Nation' 64% of the writers have given the significance. The writers mostly gave the significance of the study to increase the weightage and value of their work.

· **Move 4: Conclusion**

In both of the newspapers, the conclusion move was found 100%. In conclusion move, the writer gave all the results concluded from the whole discussion. The writers summed up the whole discussion to make the reader clear about what has talked about and what are the final remarks of the whole discussion. Usually, present tense has been used in this move.

For example,

"So, even though newspapers may not be a conventional aid to literacy, nothing prevents them from being a creative and viable route towards achieving it…" (Pakistan Today)

"Summing up the discussion, Good governance is a prerequisite for social harmony, public order, political stability, economic prosperity…" (The Nation)

· **Move 5: Recommendations**

Recommendations are the general ideas the writer give to the readers and other institutions and authorities about the issue according to his own opinion and analysis that what will be favorable to do according to the present situation and present circumstances of the situation. According to the table (76%) writers have given recommendations at the end of the columns written in 'Pakistan Today' and (84%) writers have given recommendations in 'The Nation' newspaper columns.

For example,

"Hopefully he fully understands that merely opening an office will not be incentive enough for investors. For that the government will have to review its present strategy" (Pakistan Today)

"Pakistan's national security policy should strive to strike an optimum balance among its political…" (The Nation)

Usually, writers gave suggestions and used model verbs like, should must, etc. in the recommendation move so that readers must consider their opinion and follow

that advice.

Discussion

Through following Swales' (1990) genre theory and Bhatia's (1993) concept of genre analysis, it was revealed that the writers followed certain moves in writing newspaper columns and formed a comprehensive text structure. The main communicative purpose and function was to convey information about the topic and to deliver their point of view about the issue to the audience.

Firstly, the title move was followed in which the main topic or an issue was reflected (Jabbari & Farokhipour, 2014). Then, writers introduced the topic by employing different strategies. In introduction section, author introduced the topic by giving general background about the related area and/or by giving overview of a specific topic, so that reader become aware of the basic knowledge of the topic. They gave brief overview to the topic in order to develop the basic understanding of the readers towards the topic (Boyandi, 2012). Another technique which writer employed to persuade his readers was to give his own experience related to the topic. The writers tried to attract the attention of the reader by sharing some own personal experience about the topic under discussion. Through sharing real life experiences, the writers intended to catch the attention of the reader and developed the sense of relatedness. In the second major move, i.e. discussion, writer discussed the topic by giving information and meanwhile analyzing the issue under discussion. While analysis, writer gave his opinion about the issue and tried to convince his readers. The interesting strategy that writer employs while discussion was 'question raising'. Through raising different questions writer engaged readers into the text. By raising questions, writers want their readers that they pay more attention to certain topic. Another reason of question raising was to give more importance to the specific topic. The authors employed such techniques so that their audience pay more attention on specific information or aspect of the topic. Question raising have function to divert readers' attention on some important issue or aspect. Another sub-move in the discussion section was 'evaluation and information' in which writer evaluated certain phenomena and also gave information about it. While evaluating, writer gave positive and negative aspects about the phenomenon under discussion in order to give clear picture to the reader. In the next move, i.e. conclusion, writers concluded their discussion by summarizing the whole discussion on the issue. The last move was of giving recommendations about the topic or an issue. Through these moves of recommendations and significance, writers wanted to convince their readers on their standpoint on the topic or an issue.

After the detailed analysis of the data the researchers purposed the following model for move structure of the newspaper columns.

Table. 3 Proposed model for move structure of newspaper columns

Move 1. Title
Move 2. Introduction Sub move 1. Background / Overview Sub move 2. Own experience
Move 3. Discussion Sub move 1. Analysis + information Sub move 2. Question raising Sub move 3. Evaluation + information Sub move 4. Significance
Move 4. Conclusion
Move 5. Recommendations

Conclusions

The study was conducted to perform move structure analysis of the columns of Pakistani newspapers. In this regard, a sample of 50 columns was collected through convenience sampling techniques from two Pakistani English Newspapers: The News and Pakistan Today. The analysis of data was carried out to explore move patterns of the newspaper columns. In the light of the findings of the current study, a model has been proposed for the move structure of columns which consisted of five major moves with sub-moves: title, introduction (Background/ Overview and Own experience), discussion (Analysis + information, Question raising and Evaluation + information), conclusion and recommendations. It was revealed that every move in the text of columns performed specific function and contributed in developing the stricture of the text. Their main function was to convey information and analysis on the issue.

Pedagogical Implications

The present study will be significant for the novice writers as it will help learners who are studying journalism and any other such kind of professional genre, to know the basic pattern of writing columns. This research will also significant for academic discourse community, as the current study has provided the basic framework to the genre analysts to conduct the analysis of other such kind of genre. This study will also beneficial for the ESP learners and teachers to

better understand the language of the newspaper columns.

Recommendations

The further in-depth study can be conducted on the columns of other Pakistani newspapers. The sample size can be increased by collecting data from more than two newspapers. The results of this study can be compared with the results of other such studies. Moreover, the proposed model can be employed for investigating other columns for different newspapers. Furthermore, the current is very significant keeping in view the experience of novice writers as well as other writers who want to produce their own writing effectively. The study in hand is highly recommended for the people of professional genre writing. Newspaper is a separate genre having its distinct features and characteristics, this study is recommended for those writers who are interested in columns and want to produce it in a good way.

References

Bhatia, V. K. (1993). Analysing genre: Language use in professional settings. New York: Routledge.

Bonyadi, A. (2012). Genre analysis of media texts. Procedia-Social and Behavioral Sciences, 66, 86-96.

Can, S; Karabacak, E & Qin, J. (2016). Structure of moves in research article abstracts in applied linguistics. Publications, 4 (23), 1-16.

Genetti, C. (Ed.). (2018). How languages work: An introduction to language and linguistics. Cambridge University Press.

Jabbari, M., & Farokhipour, S. (2014). A contrastive genre analysis of Iranian and American English news reports. Global Journal of Interdisciplinary Social Sciences, 3(1), 22-30.

Kongpolphrom, N. (2014). Move analysis on argumentative essay of English for tourism. Voices in Asia Journal, 1(1), 70-89.

Kuhi, D. (2008). An analysis of the move structure of the Textbook Prefaces. The Asian ESP Journal, 4, 63-78

Martin, J. R. (1984). Language, register and genre. In F. Christie (Ed.), Language studies: Children's writing: Reader (pp. 21–30). Geelong, Victoria: Deakin University Press.

McCarthy, M., Mattiessen. C., & Slade, D. (2013). Discourse analysis. In N. Schmitt (Ed.), An introduction to applied linguistics (2nd ed.). Abingdon: Routledge.

Miller, C, R. (1994). Rhetorical community: the cultural basis of genre. In A. Freedman & P. Medway (Eds.), Genre and the new rhetoric (pp. 67-77). London: Taylor & Francis

Miller, C, R. (1984). Genre as social action. Quarterly journal of speech, 70, 151-167

Swales, J. (1990). Genre analysis: English in academic and research setting. Cambridge: Cambridge University Press.

Umrani, S., Memon, N., & Memon, S. (2017). Genre analysis: Move structure in letters to editor from English newspapers of Pakistan. ARIEL-An International Research Journal of English Language and Literature, 26, 43-60.

Journal of English Language Literature and Education
Vol.2 Issue 3 (January - March 2021) pp 81-90
ISSN: 2710-4923 (Online)
ISSN: 2663-3485 (Print)

Anglicization of Urdu Proper Names: A Corpus-Based Study

Yasar Iqbal[1]
Adeel Ahmad[2]
Muhammad Riaz Gohar[3]
Sharjeel Ashraf[4]

[1]*Lecturer in English – Govt. Islamia College Civil Lines, Lahore – Pakistan*
[2]*Lecturer – Department of English Language and Literature – Lahore Garrison University, Lahore – Pakistan*
[3]*Assistant Professor – Degree College Gujranwala, Gujranwala – Pakistan*
[4]*Lecturer – Department of English Language and Literature – Lahore Garrison University, Lahore – Pakistan*

Abstract

This paper aims to explore the impact of English on Pakistani names making them Anglicized. The local names are abbreviated in order to look modern or to show prestige on the part of the users. This phenomenon presents a discrete variety of Pakistani English (PE). The researcher conducted a corpus-based analysis (The Newspaper Analysis of 'The News', September 2017) to show the frequency of the Anglicized names. For the data analysis, the AntConc 3.2.1 was used to handle the corpus. The data were presented in the form of tables to show their frequency and percentage. The study proved that such Anglicized names in the abbreviated forms had their role in creating a new variety of Pakistani English. The results were generalized with reference to the understandability and habitual usage of such abbreviations.

Keywords: Language, Variation, Anglicization, Abbreviations, Frequency, Corpus

Author's Email: yasir.iqbal00007@gmail.com

Introduction

Nouns are the specific words in the language of some specific area or locality. They are the common nouns, proper nouns, material nouns, abstract nouns, compound nouns, and collective ones. A further branch of nouns is called proper names. According to Joseph, E. (2004) the differences among the individuals help shape national, sub-national, ethnic, and regional identities. The individuals once mark their identities; tend to sustain them in different ways. They take a start from their personal names from their peers and try to justify the meanings to the names. The social and cultural identity of the name is the one direction that is taken for granted and is then justified or

is tried to justify later on. In this way, the names are the signifiers that have social and cultural parameters as the signified ones. On this level, the meaning of one's name is the outcome of a particular idea or concept behind it.

The idea that the names possess identities of the bearers is quite recent and it has attracted so many linguists. The linguists working in this area are called Onomasticians. Names are usually the choices of the parents and the peers, and they stay with the children as their identity markers all their lives but the abbreviations or nicknames have the element of choice on the part of the name bearers. Personal names are markers of identity in groups. They indicate race, caste, ethnicity, class, and even the level of modernization. (Rahman, 2015:3).

Apart from personal names, there are the names of political parties, institutions, organizations, brands, educational degrees, and so on. Their names are also abbreviated partly to be convenient in writing and speaking and partly to look modern. The study of proper names helps in understanding the relationship between names and objects. It is perhaps the shortest route to reach the surface linkage between word and object or the objective reality.

The names are shortened in the form of clipping or abbreviation. Clipping involves the process of shortening a term or a name in three or four letters at the initial position. Both the processes occur for the sake of convenience, modernization, or Anglicization. The latest trend in SAE and particularly in PE is that the names are abbreviated to look modern and Anglicized. Such sort of mimicry is the result of the colonial experience which still has its imprints on the minds of our people. Moreover, the followings are the objectives of the study:

1. To show that the Anglicized names occur in our English newspapers as an important feature of PE.

2. To show the frequency of habitual occurrence of such names.

Significance of the Study

The present study is important because it finds out how the Anglicized names in the abbreviated forms are contributing to the formation of a new variety of Pakistani English. It particularly focuses on the ways and categories of such abbreviated names. Furthermore, this study will work as an interface between sociolinguistics and onomastic as it will highlight some of the social factors leading to the formations of such names.

Delimitations

The researcher has delimited his research into two ways;
Firstly, only the names of persons, places, political parties, academic degrees, and academic institutions and organizations have been selected for research as:

i. Names of Persons: M. Gohar, T. Singh, Ali, N.M. Rashid, etc.

ii. Names of Places: T. T. Singh, KPK, D.G. Khan, etc.

iii. Names of Political Parties: PTI, PAT, N- League, PPP, Q- League, etc.

iv. Names of Organizations: WAPDA, OGRA, NEPRA, NADRA, etc.

v. Names of Educational institutions: UOG, BZU, PU, UOS, NUST, NUML, etc.

Secondly, The News of September 2017 has been taken for corpus study of such names.

Literature Review

Pakistan is the land of four provinces, Punjab, Sindh, Balochistan, and Khyber Pakhtunkhwa, and some tribal areas and Gilgit Baltistan. The estimated population of the country is about 220 million. People from different ethnic backgrounds with their language and culture live here. Many different languages are spoken in the country. About 56 languages are spoken in the country; among them, Urdu and English are the two main official languages, and Punjabi, Sindhi, Pashto, Saraiki, and Balochi are the main regional languages of Pakistan. The remaining are the minor regional languages, and most of the minor regional languages are on the verge of extinction because of the part of the people of Pakistan and the government of Pakistan no steps have been taken to boost the status of regional languages of the country. The educated, elite, and ruling class of the country has attached massive prestige to English, so the new generation of the country likes to speak English and act according to western ways of living (Rahman 2002 p.1). Hence, the Anglicization of the names of the people organizations, political parties, etc. has become a common practice.

About 3/4th of the world including Indo-Pakistan areas underwent the British colonial experience which dented not only the socio-cultural and geopolitical fabric of the colonies but affected the lingual patterns of the people. Pakistan is also with no exception. It is a fact that the language of the powerful always imprints its prominent marks on the language of the powerless. Right from the sound patterns to syntax, everything is changed to some little or great extent and the names of the people i.e. the personal names also find divergence in the flow of becoming modern. In this way, a new variety of English emerges in the form of onomastic Anglicization in Pakistan.

According to the constitution of Pakistan, 1973, Urdu was given the status of the national language of the country, with the passage of time along with other regional languages; the national language of the country could not achieve as massive prestige as achieved by English. After the independence of Pakistan, English was given the status of the official language. The researchers like Abbas (1993) argue that English like in many countries that were once British colonies, has become a status symbol in

Pakistan, the educated and elite class of the country use English as a sign of prestige and as a source to enter different power sectors, for example, military and bureaucracy. Abbas (1993) further states that English is thought to be the language of the elite class which is dominant in all the major sectors of the country, such as commerce, judiciary, education, parliament, and business. Moreover, the emerging middle class has also started the following suit in this regard and the people are leaving their mother tongues. Hence, in this regard, the names which are originally part of Urdu or the other regional language of the country are being made English.

Phillipson (1992: 46) states that inequalities such as gender, language, class, race, nationality, and income, are very common in the world. In this regard, he defined Linguistic Imperialism particularly English Linguistic Imperialism. He argues that the western world, the English-speaking countries, has maintained and asserted numerous cultural and structural inequalities between English and other languages of the world. The inequalities are mostly non-material things, for example, it has been maintained by the English the best knowledge exists in English, and without teaching and learning English, people cannot acquire scientific knowledge. Similarly, they have developed pedagogical principles for English teaching to maintain the supremacy of their language over all the languages of the world.

If we look at the study of World Englishes in Asian, South Asian, and Colonial Englishes and particularly in Pakistani English, there have been two levels of studies; macro- and micro-levels. At a macro level, there has been a discussion on the status of Pakistani English and the attitudes of the local and international community about PE variety. And at a micro level, there have been studies concerning the linguistic differences of lexis, syntax, phonology, and pragmatics.

At the macro-level, B. Kachru (1985) talks about PE as a different variety and includes it in outer-circle countries. These varieties in the outer circle are considered as norm developing. Kachru (1992) considers Pakistani English as an 'institutionalized second language variety. According to Kachru, the institutionalized second language varieties have a long history of acculturation in new cultural and geographical contexts; they perform a variety of functional ranges in the local education, administrative and legal systems (p.19). PE is a sub-variety of South Asian English. It shares some of the general features with Asian and South Asian English but is still an independent variety.

Y. Kachru and Nelson (2006) believe that the local usages as the elements of Pakistani are of legitimate interest (p.128). Baumgardner (1987, p.242) is of the view that English in Pakistan is a nativized, institutionalized variety of English. It performs internal as well as external functions like other

SAE South which form a 'pan-regional Variety'. Baumgardner (1990, 1992 & 1993) says, "To be able to read a local Pakistani English Newspaper thoroughly and with complete understanding, the reader must be familiar with both the Urdu language and Islamic culture" (p.242).

At the micro-level, many researchers studied Pakistani English on different linguistic levels. The major work on Pakistani English has been done by Robert J. Baumgardner (1990, 1992 & 1993). He published many articles on this topic. Talaat (1999) studies the 'phenomenon of change' and opines that "Pakistani English is not a stable system". The focus of her study is not the product rather the process of change. Mahboob (2004) has studied the cultural aspect of Pakistani English. He studies the relationship between Islam and English in the Pakistani context. He shows that Islam, being the dominant force in the cultural tradition of Pakistan, is also reflected in the English produced by Pakistanis.

Mahboob (2004), Baumgardner (1990, 1992 & 1993), Kachru (1975), Rahman (1991), Talaat (1993) have discussed the processes of formation of the lexis of different categories. They have pointed to such novelty which emerged in PE through code-mixing, translation, and retranslation of the innovative lexis of Pakistani English. These unique lexical items show the different socio-political cultures of the country. Furthermore, it was added that code-switching affect the psyche of its users which lead them to make a certain impact in various task performance. (Gohar, Ashraf, Sarfraz, Nazir, & Javaid, 2020)

Newspapers are the ways of communication at a local level. Their language manifests almost all the linguistic features of the local users of the area (Grover, Nishi, Deepak, 2004). The same is the case with Pakistani English newspapers which carry the linguistic features of the users of the English language in the informal setting. Along with the successful communication of day-to-day news to the people, they depict the cultural and social attitudes of the people. As the names are the most frequent lexical items in everyday communication in the form of newspapers, they can present relatively more appropriate data for the research on onomastics.

The book by Rahman (1999) "Pakistani English" gave a detailed variety of PE as non-native variety. He gave a vivid description of the variety and discussed the features of Pakistani English in comparison with Standard English. He tried to dispel the popular notions about English in Pakistan.

Rahman (2015:107) says, "The process of modernization is not influenced only by Western norms and onomastic fashion. In addition to these influences, it is also influenced by the process of urbanization, ethnicity and contemporary interpretations of Islam". In this way, Rahman discusses the concept of Anglicized names in

their social, ethnic, and religious contexts and states that it is more a fashion than need. He further studies the ethnic and religious contexts of the names but he believes that such a trend is more a fashion than needs. He even does not differentiate between abbreviated and simply westernized names.

The present research is based on the idea that the abbreviated names though used for any reason in society, present a new trend in PE. Furthermore, the researcher has categorized the abbreviated into three heads. In each category, the names have been shown as per their frequency and percentage. These categories have been analyzed through the corpus of English Newspapers.

Methodology

The data have been observed and divided into three categories regarding their possible patterns of formation such as full name abbreviation, two words abbreviation, and one-word abbreviation. Their total occurrence with full words, their abbreviated occurrence, and their percentage have been calculated through a corpus analysis of Pakistani English Newspapers of September 2017. The analysis has been shown through tables.

Data Analysis

Data have been categorized into three heads of the abbreviated words marking PE.

Category I: Full Name/ String Abbreviation

Item/Name	Abbreviated Name	Full word occurrence (A)	Abbreviated Occurrence (B)	Total occurrence (A+B)	% of Abbreviated occurrence
Pakistan Tahkeek-e-Insaaf	PTI	01	8850	8851	99.9%
Pakistan Awami Tehreek	PAT	129	470	599	78%
Pakistan International Airlines	PIA	124	842	966	87%
Khyber Pakhtoon Khwan	KPK	Nil	264	264	100%
Compressed Natural Gas	CNG	23	406	429	94.6%
National University of Modern Languages	NUML	Nil	108	108	100%
Oil and Gas Regulatory Authority	OGRA	76	347	423	82%
National Electric Power Regulatory Authority	NEPRA	102	586	688	85%

The detailed analysis of the table shows that the frequency in the form of percentage ranges between 76% and 100%. It shows that abbreviated names have an important role in communication at a public level. People prefer to communicate in abbreviated forms rather than in full names. We see that mostly the names of political parties, universities, and public departments have a high frequency in their usage.

In the above table eight short forms have been used; two names, such as KPK and NUML, have never been used in their full forms in the newspapers, so their use as short forms is 100%. The name of Pakistan Tahreek-e-Insaaf is at the second position in its abbreviated usage which is 99.9% which shows that only once the full name of this political party has been used in that period. If we look at the name of Pakistan Awami Tahreek, its name has been used 599 times totally in that period; in which the abbreviated form has been used 470 times and 129 times the full form has been used. This shows that among eight names the name of this political party as a short form has used less than the short form of other names which is 78%. Moreover, the names of National Electric Power Regulatory Authority Oil and Gas Regulatory Authority Compressed Natural Gas, and Pakistan International Airlines show the following percentage respectively85%, 82%, 94.6%, and 87%. This analysis clearly shows how rapidly the names in Pakistani English are moving towards Anglicization.

As mentioned in the literature review that it is a personal choice of the individual or the organization to be called themselves by the abbreviations, and the second choice to be made either it is an acronym or abbreviation. The difference between the abbreviation and the acronym is that the first letters of the complete name of the individual of the organization are pronounced separately, for example, the name of the organization is Pakistan Tarkeek-e-Insaaf and its abbreviation is PTI and each letter of it is pronounced separately as P then T and then I. On the other hand as an acronym, the whole short form is pronounced as a single unit of the sound of or as a complete word, such the name of the organization is National Electric Power Regulatory Authority and its short form is NEPRA. Hence as an acronym when it is pronounced, it is pronounced as a complete word like any other word of the English language; we do not pronounce each letter separately. Moreover, again it is the personal choice of the individual or the organization to select their short name as an acronym or an abbreviation. Furthermore, it also depends upon the convenience to select the name as an acronym or an abbreviation; in other words, mostly that form is selected which is easy to pronounce. Similarly, the other trend is that if the letters of the short form are less than three or four it's mostly abbreviated. Hence the longer short forms are used as acronyms, such as PTI or PIA are three letters so they as used as abbreviations the other hand NEPRA consists of five letters so it is used as an acronym.

There is another trend in the use of short forms in Pakistani newspapers; where the short form is very common or known to everyone, its first use is a short form with giving the complete name, but when the name is not very common, the newspapers use its complete name when used first in the script of a newspaper. For example, PTI or CNG is very common; they are used without using their full forms in the newspapers. This trend shows how common English short forms are used in Pakistani English.

Category II: Two Words abbreviation

Full Name	Item/Name	Full word occurrence (A)	Abbreviated Occurrence (B)	Total occurrence (A+B)	% of Abbreviated occurrence
Union Council	UC	441	531	972	54%
Bachelor of Sciences	BS	01	382	383	99.7%
Punjab University	PU	23	406	429	94%

The names in category II are mostly related to education. The nomenclature of the degrees in the table is particular to PE and they are not used in Standard English. In the above table total of three names have been used, and all of them do not belong to standard English, but their use is very common in the educational sector of Pakistan. The detailed analysis of the table shows that among these three words the word Union Council is less academic and at the same time the percentage of its usage as a short form is far less than that of the other two words which are purely academic. The word Union Council has been used 972 times in the period, its full form has been used 441 times and on the other hand, the abbreviated form has been used 531 times; this shows the abbreviated usage of this name is 54%. On the other hand, the percentages of the abbreviated usage of the other two names Bachelor of Sciences Punjab University are 99.7% and 94% respectively. This analysis clearly shows that the educational sector of the country is more tilted towards anglicization than the other people of Pakistan. The percentage of all the names is above 90 which means the people prefer to communicate in abbreviated forms rather than in full names. The newspapers which are the common way of communication at the local level exhibit such names indicating that it is a discrete variety of Pakistani English.

Category III: One Word abbreviation

Full Name	Abbreviated Name	Full word occurrence (A)	Abbreviated Occurrence (B)	Total occurrence (A+B)	% of Abbreviated occurrence
Muhammad …	M. (Name)	10865	629	11494	5.4 %
……Ali	Name (A.)	1648	25	1673	1.5 %
Hafiz	H. (Name)	92	08	100	7%
Pakistan Muslim League Nawaz	N.	07	722	729	99%
Master of Commerce	M.Com	00	03	03	100%
Bachelor of Commerce	B.Com	01	50	51	98%

In category III, the lexis Muhammad (M), Ali (A), and Hafiz (H) belong to the political category and their % is relatively low which indicates that the people prefer to use full names rather than abbreviated names. The frequency ratio of Pakistan Muslim League Nawaz (N) is the highest one in the table which shows that the names of a political category are abbreviated more frequently than religious names.

The last two names as M.Com and B.Com present the unique patterns of shortening names as the first letters are abbreviated but the second words are clipped. Such names set an interface between abbreviation and clipping. This category of the names has so many other words and hence demands separate research.

Conclusions

The local names are Anglicized through abbreviations in Pakistani English. These names are abbreviated through three different processes such as whole name abbreviation, two words abbreviation, and single-word abbreviation. Sometimes there is an interface between abbreviation and clipping such as M.Com and B.Com. The abbreviated local names in English are used for the sake of prestige and modernity. Moreover, nicknames need to be explored regarding an important indicator of PE. The religious/sectarian names need to be analyzed as a unique feature of PE. The caste names need to be studied regarding a unique factor of PE. There is an interface between abbreviation and clipping such as M.Com and B.Com. This category demands separate research.

References:

Abbas, S. (1993), The Power of English in Pakistan. World Englishes, 12: 147-156. https://doi.org/10.1111/j.1467-971X.1993.tb00017.x

Baumgardner, R. (1992). English in Pakistan. Islamabad: National Book Foundation.

Baumgardner, R. J. (1990). The Indigenization of English in Pakistan. English Today, 6, 59-65.

Baumgardner, R. J. (1993). The English Language in Pakistan. Karachi; Oxford: Oxford University Press.

Bednarek, M. (2006). Evaluation in Media Discourse: Analysis of a Newspaper Corpus Continuum. International Publishing Group.

Gohar, S., Ashraf, S., Sarfraz, S., Nazir, S., & Javaid, H. (2020). Code Switching and its Imapct on Pakistani Advertisements. East African Scholars Journal of Education, Humanities and Literature, 3(12), 555–558. https://doi.org/10.36349/easjehl.2020.v03i12.002

Grover. I, Nishi. S, Deepak. G (2004). Hand of Communication and Media. Udaipur: Agrotech Publishing Academy.

Joseph, E. (2004). Language and Identity: National, Ethnic, Religious. Houndmills, Basingstoke, Hampshire & New York: Palgrave Macmillan,

Kachru B. and Y. & C. Nelson (2006). The Handbook of World Englishes. Wiley-Blackwell

Kachru, B. B. (1985). Standards, Codification, and Sociolinguistic Realism: The English language in the Outer Circle, English in the World, London, Cambridge University Press.

Mahboob, A. (2004). Pakistani English: morphology and syntax. In: BerndKortmann, Edgar Schneider, Kate Burridge, Rajend Mesthrie, and Clive Upton (eds.), A Handbook of Varieties of English, 1045–1056. Berlin: Mouton de Gruyter.

Phillipson, R. (1992). Linguistic imperialism. Oxford: Oxford University Press.

Rahman, T. (1990). Pakistani English: The linguistic description of a non-native variety of English. Islamabad: National Institute of Pakistan Studies.

Rahman, T. (2002). Language, ideology and power. Karachi, Pakistan: Oxford University Press.

Rahman, T. (2015). Names: A Study of Personal Names, Identity and Power in Pakistan. Oxford University Press, Pakistan

Talaat, M. (1999). Lexical Variations in Pakistani English: English in Pakistan. Islamabad: National Book Foundation.