Editorial Board Balochistan Journal of Linguistics (BJL)

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Balochistan Journal of Linguistics is a journal published annually by the Department of English Language and Linguistics, Lasbela University, Uthal, Balochistan. It accepts papers for consideration on any aspect of theoretical and applied linguistics. The authors are requested to send their papers according to the following guidelines.

I. **All manuscripts in English should follow the following format:**

The first page should contain title; author(s)'s name(s), affiliation, E-mail address; and abstract of 150-350 words, followed by three to five key words, main text, acknowledgment, endnotes, and references in subsequent pages. Key words should be given in italics.

II. **Manuscripts in English should use the following style for headings and subheadings:**

1.

1.1

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2

The main heading should be written bold in font size 14. All other headings should be written bold in font size 12. DONOT underline any headings at all.

III. Tables, figures, and maps should have headings and be numbered consecutively and should be clearly presented. Notes and sources should be placed under each table and figure. Photo will be treated as figures.

Format

Use Letter size paper with Times New Roman writing style font size 12 for the main text with line spacing 1.5 and 10 for the abstract with 1.15 line spacing. Left margin should be 3.5 but all other margins should be 2.5 mm. Tables and figures should not be split on two pages.

Other requirements

Give one paragraph introduction of all authors in five to seven sentences (for each author) describing their educational background and research achievements in a separate file. But do not use hyperlinks.

Plagiarism

Authors should submit similarity index along with the manuscripts of the papers. They are also required to submit an affidavit declaring that the material in the paper is their own and it has not already been published. Quotes should be properly acknowledged.

References

1) Use APA style of referencing.

Contents

Pashto Stops: VOT Duration and Effects on Vowel Length

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Abstract

This research study aimed to examine the voice onset time (VOT) duration for Pashto stops of the Yousafzai dialect and their impact on the subsequent vowel length. Following a descriptive approach, the study involved recording stops, including bilabials, dental, retroflex, velar, and uvular, from five Pashto speakers of the Yousafzai dialect aged 18-30 selected through convenient sampling. The recordings were made in a CVC pattern, focusing on the initial consonants. The study found that the retroflex /ʈ/ had the shortest VOT duration of 0.015 ms, while the dental /ḏ/ had the longest VOT duration of -0.127 ms. The study also found that among voiceless stops in Pashto, the retroflex /ʈ/ had the shortest VOT duration of 0.015 ms, while the velar /k/ had the longest VOT duration of 0.054 ms. In voiced stops, the retroflex /ɖ/ had the shortest VOT duration of -0.104 ms, while the dental /ḏ/ had the longest VOT duration of -0.127 ms. The study also revealed that vowel sounds were shorter after voiceless stops but longer after voiced stops. Overall, the findings of this study provide insight into the phonetics of Pashto stops in the Yousafzai dialect and how they impact vowel length. These results may have implications for language learners and researchers interested in Pashto phonology.

Keywords: Stops, VOT, Vowel Length, Pashto, Yousafzai dialect

1. Introduction

All languages of the world have their phonemic inventories. These inventories have some sounds in common, while some sounds are language-specific. Stops are found in most languages of the world; however, there are some exceptions, i.e. colloquial Samoan lacks the coronal [t], whereas northern Iroquoian (North American Language) lacks bilabial [p] and [m] (Habib & Saeed, 2016). According to Lado's (1957) Contrastive Analysis Hypothesis (CAH), learners acquire similar features of L1 and L2 easily and face difficulties acquiring different features in L1 and L2. When acquired as L2, the English language is influenced by the learner's L1. English and Pashto both have oral stops. Both English and Pashto have common bilabial voiceless /p/, bilabial voiced /b/, velar voiceless /k/ and velar voiced /g/. In contrast, English has alveolar voiceless /t/ and alveolar voiced /d/, while Pashto has dental voiceless /t̪/, dental voiced /d̪/, retroflex voiceless /ʈ/, retroflex voiced /ɖ/ and uvular voiceless /q/ which are not found in English.

The sounds of L1 play a vital role in acquiring L2. This notion is presented by Brown (1998; 2000) in his Feature Model (FM), which predicts that problems in the acquisition of new L2 sounds originate in the feature geometry of L1. The current study is based on the acoustic features of Pashto (L1), and English (L2) stops produced by Pashto speakers of the Yousafzai dialect. In the features of sounds, Voice Onset Time (VOT) is the most important feature to identify them clearly (Lisker & Abramson, 1964). The present study concerns the VOT duration and its effects on the following vowel duration.

1.1 Focus language

The focus language of the present study is the Pashto language. Pashto is descended from the East Iranian group of languages. Ossetia and Yaghnobi are the other family members of the Pashto language.

Indo-European Language Family

| Celtic (Welsh) | Germanic (English, German) | Italic (Italian, French) | Hellenic (Greek) | Baltic (Latvian, Lithuanian) | Slavic (Russian, Polish) | Indic (Hindi. Urdu) | Iranian (Persian, Pashto) |
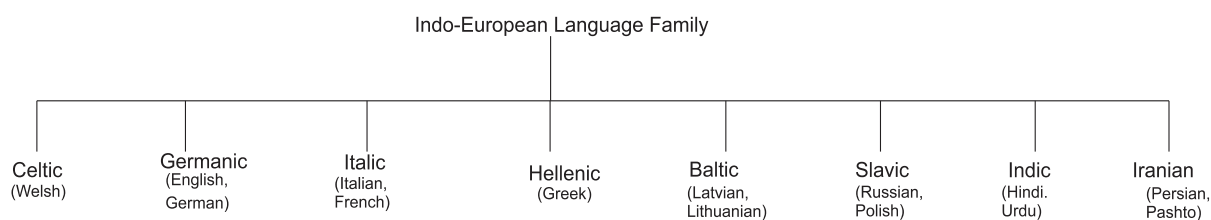
Figure 1 shows the Indo-European language family

Pashto (Pushto, Pakhto or Pukhto) is spoken in many countries across the globe but is a major language in Afghanistan and Pakistan. According to Iqbal and Rahman (2016), the total number of native speakers of Pashto globally is estimated to be around 50 million. It is the mother tongue of 52.3% of the overall population of Afghanistan. It is also one of the official languages of Afghanistan. In Pakistan, it is spoken in Balochistan and Khyber Pakhtunkhwa provinces. According to the 2017 census of Pakistan, Pashto has the second-highest native speakers (18.24%) after Punjabi (38.78%) in Pakistan. In Khyber Pakhtunkhwa, Pashto is the mother tongue of 70 – 80 % of the province's population (Rahman, 1995).
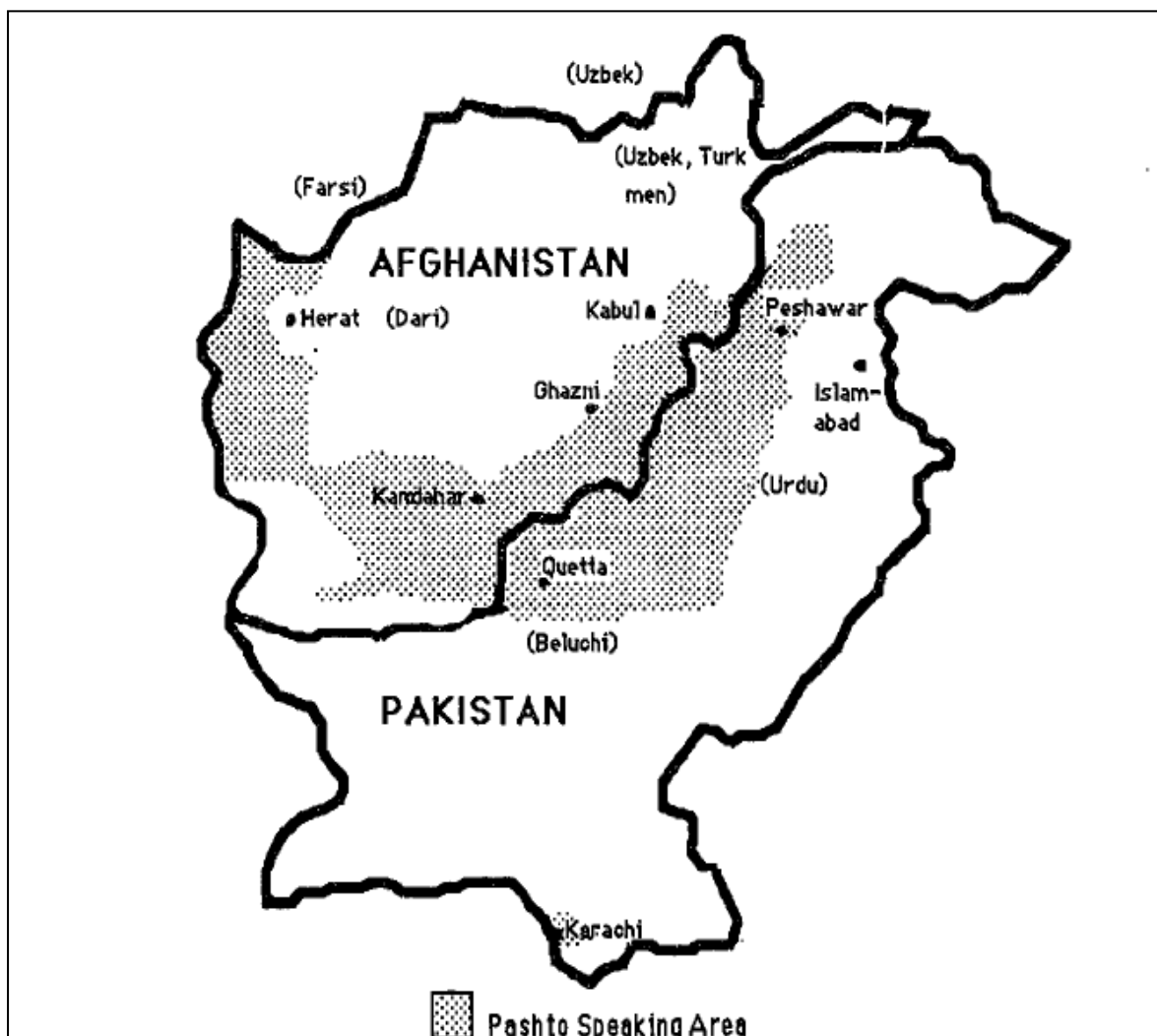
Figure 2 (adopted from 'A Reference Grammar of Pashto by Tegey and Robson, 1996) shows Pashto-speaking areas in Pakistan and Afghanistan.
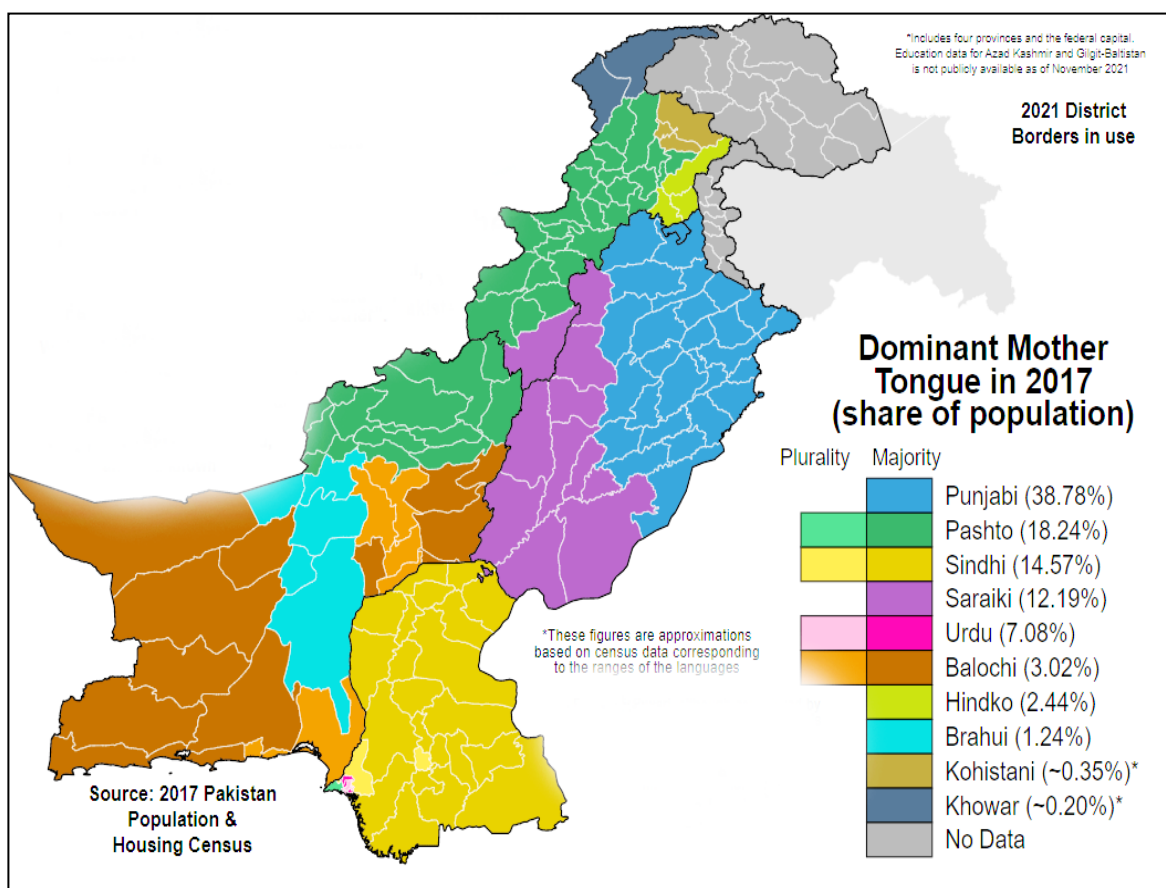
Figure 3 shows the linguistic map of Pakistan according to the 2017 Census of Pakistan
Pashto is written in Perso-Arabic script. Pashto has five main dialects, i.e. Qandahar dialect, Quetta dialect, Central dialect, Middle tribal dialect and Yousafzai dialect (Shahabullah, Rahman & Khan, 2020). The Yousafzai dialect of Pashto is the prestigious, standard and prominent dialect, among others. It is spoken in northern Khyber Pakhtunkhwa. The focus of the present study is the Yousafzai dialect of Pashto. Like other languages, Pashto also has its phonological system. There are 27 consonant and nine vowel sounds in the Yousafzai dialect of Pashto (Hallberg, 1992).

The consonant chart of the Yousafzai dialect proposed by Hallberg (1992) is presented below.

Table 1 shows consonant sounds of the Yousafzai dialect of Pashto proposed by Hallberg (1992)

	Bilabial	Labiodental	Dental	Post alveolar	Retroflex	Velar	Uvular	glottal
Stops	p		t		ʈ	k	q	
	b		d		ɖ	g		
Fricatives		f	s	ʃ		x		h
			z			ɣ		
Affricates				tʃ				
				dʒ				
Nasals	m		n		ɳ	ŋ		
Laterals			l					
Flaps			r		ɽ			
Semivowels	w			j				

Table 1 indicates nine stops, seven fricatives, two affricates, four nasals, a lateral /l/, two flaps and two semivowels in the Yousafzai dialect of Pashto. Hallberg (1992) proposed the consonant inventory of the Yousafzai dialect based on a standard list of 210 lexical words collected from Pashto speakers from various locations to represent the regional varieties. Ijaz (2003) conducted a study to verify the consonant inventory of the Yousafzai dialect of Pashto proposed by Hallberg (1992). She confirmed that there is no uvular stop /q/ and nasal velar /ŋ/ in the Yousafzai dialect of Pashto. Her study confirmed twenty-five consonant sounds in this dialect, excluding uvular stop /q/ and nasal velar /ŋ/.

1.2 Research Objectives

1. To measure the Voice Onset Time (VOT) of Pashto stops.
2. To see the influence of stops on the vowel length.

1.3 Research gap

Despite previous research on the phonemic inventory of Pashto sounds, a gap exists in the literature regarding the voice onset time (VOT) of Pashto stops. While some studies have

analysed Pashto stops, such as Penzle (1955), Bell and Saka (1983), Hallberg (1992), Tegey and Robson (1996), and Ijaz (2003), there is a need for a systematic investigation of the VOT duration and its effects on the vowel length of Pashto stops. Therefore, the present study aims to fill this gap by examining the VOT duration of Pashto stops and their effects on the following vowel length. This study will contribute to the existing literature on Pashto phonetics by comprehensively analysing the VOT duration of Pashto stops and its impact on vowel length. Additionally, this study will be significant for second language acquisition (SLA) as it will provide valuable insights into the challenges Pashto speakers may face when acquiring English stops, which differ significantly from Pashto stops regarding VOT duration.

2. Research Methodology

The present descriptive study examines the duration of voice onset time (VOT), vowel length, and voicing of Pashto stops. The study employs a quantitative research approach that is appropriate for the study. The target population for the study consists of all speakers of the Yousafzai dialect of Pashto. A representative sample of five participants was selected for the study using a convenient sampling procedure. The participants were all undergraduates between the ages of 18 and 30 years. They were chosen because they are likely to represent a good cross-section of the target population. The data was collected from these participants using a high-quality voice recorder named Zoom H5. The voice-recorded session was conducted in a soundproof room to ensure no external noises could affect the recordings. Five male speakers were recruited for the study and presented with a written list of minimal sets of words. The participants were physically and mentally fit and had no difficulty perceiving and articulating. The minimal set contained ten words, each with a target stop sound at the initial position followed by the same vowel sound. The researchers opted for the minimal set of words because it provides the same environment for all the stops and leaves no room for the adjacent sounds (vowels) to affect the target sounds.

The set of words used in the study included the following:

Table 2 shows the list of words selected for the recording and analysis of the present study

S. No.	Phoneme/stop		Word containing target stop	Meaning
1	/p/	پ	**/p** a l/	Grinding stone
2	/b/	ب	**/b** a l/	Another
3	/t/	ت	**/t** a l/	Forever
4	/d/	د	**/d** a l/	Butchered/cutting into pieces
5	/ʈ /	ټ	**/ʈ** a l/	Fraternity
6	/ɖ/	ډ	**/ɖ** a l/	Fats/type of oil
7	/k/	ک	**/k** o r/	Home
8	/g/	ګ	**/g** o r/	Grave
9	/k/	ک	**/kaar/**	Work
10	/q/	ق	**/qaar**/	Annoyed/angry

After the list of minimal sets was presented to the participants, they were instructed to pronounce each word at a normal pace. The researchers then recorded the participants' pronunciation using a high-quality voice recorder called Zoom H5. The voice recorded session was conducted in a soundproof room to ensure that no external noise could interfere with the recording. The five male speakers were physically and mentally fit and had no difficulty in perceiving and articulating the words.

Once the recordings were completed, they were analysed acoustically using computer-assisted speech analysis software called PRAAT. This software generated waveforms and digital spectrograms that allowed the researchers to analyse the VOT duration and voicing of the stops in each word. The collected data was analysed to determine the VOT duration, the time interval between the release of the stop closure and the onset of the following vowel, and the voicing of the stops, which refers to whether the vocal cords vibrate during the production of the sound.

The analysis results are presented in the following section of the study. By analysing the data, the researchers aimed to understand better the characteristics of Pashto stops, specifically the VOT duration, vowel length, and voicing. This information could be useful for linguists and speech therapists who work with Pashto speakers. The study results are

intended to apply to all speakers of the Yousafzai dialect of Pashto, as they constituted the population for the present study.

3. Analysis and Findings

3.1.1 Voiceless Stops

The data collected were analysed through PRAAT. Table 3 shows the average VOT values for the voiceless stops and the vowel length pronounced by the five selected participants of Pashto speakers of the Yousafzai dialect.

Table 3 shows the VOT for voiceless Pashto stops and the vowel length

Sound	p	ṭ	t	k	q
VOT	0.021	0.030	0.015	0.054	0.050
Vowel Length	0.095	0.105	0.105	0.241	0.222

Table 2 contains only five voiceless stop sounds /**p, ṭ, ṭ, k, q**/. The words containing these target stops were analysed through PRAAT. Their VOT values are given in table 3 above. The spectrograms of the words containing the target sounds were taken respectively. Those spectrograms are shown in Figure 3, which shows the physical properties of individual sounds and clarifies their distinctive features. The table shows that the retroflex voiceless / **ṭ /** has the shortest VOT, whereas the velar voiceless / **k** / has the longest VOT value. The sounds / **p, ṭ, and ṭ** / were followed by similar vowel sounds /a/. The table shows variations in vowel length after / **p, ṭ, ṭ** /. The velar voiceless / k / was followed by the long vowel / ō /, and / q / was followed by the long vowel /a:/.

The spectrograms in Figure 4 show the VOT values of five voiceless stops. They all have positive VOTs and are marked with square brackets for more clarity. They have a range from 0.015 to 0.054. Among the five stops, /ṭ/ has the shortest VOT (0.015) and /k/ has the longest (0.054).

3.1.2 Voiced Stops
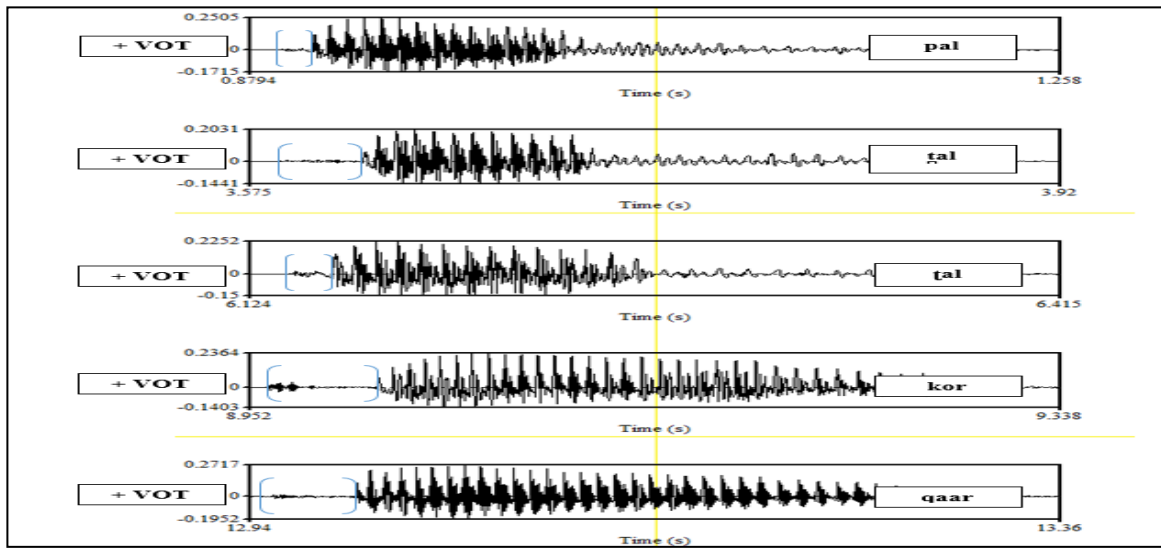
Figure 4 shows the Spectrograms of Five Voiceless Stops /p, ṯ, ṭ, k, q/ along with their VOTs

Pashto has four voiced stops /b, ḏ, ḍ, g/. All four stops were analysed through PRAAT for VOT values and vowel length. Their VOT values and vowel length, are given below in Table 4.

Table 4 shows VOT values for voiced Pashto stops and vowel length

Sound	B	ḏ	ḍ	g
VOT	-0.111	-0.127	-0.104	-0.106
Vowel Length	0.110	0.110	0.109	0.242

Table 4 shows the VOT of voiced stop sounds and the length of the following vowels. Pashto voiced stops are /b, ḍ, d̪, g/. These sounds have negative VOTs, which are shown clearly. These VOT values were recorded after analysing the data through PRAAT. The duration of the following vowels was also recorded to confirm whether the stop affects the vowel length. Among the voiced stops, / ḍ / has the shortest VOT, while / d̪ / has the longest. The sounds /b, d̪, and ḍ/ were followed by the same vowel /a/. The table shows that the vowel length is similar after /b/ and /d̪/but a bit short after / ḍ /. The spectrograms for the voiced stops are given below in Figure 5.
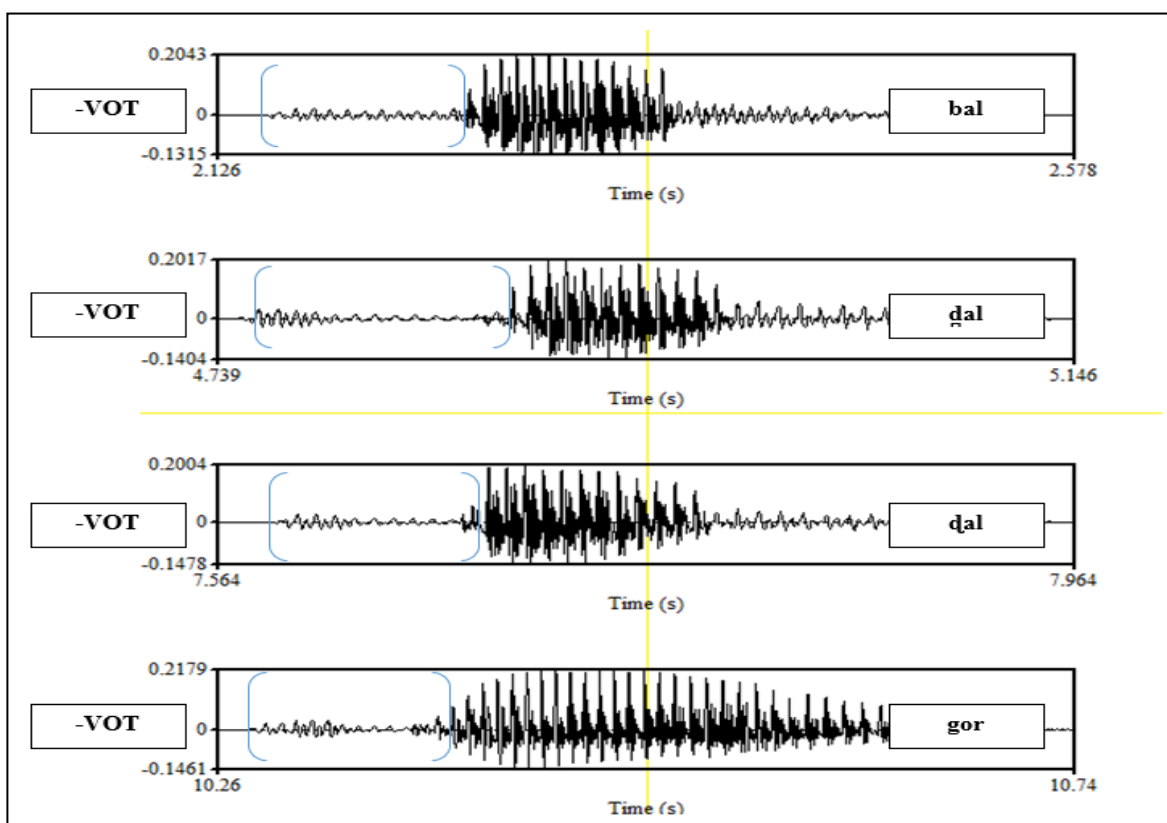
Figure 5 shows Spectrograms of Voiced Stops /b, d̪, ḍ, g/

Figure 5 shows the physical representation of voiced stops and their VOT values. The durations of VOT are marked through square brackets. All four voiced stops have negative VOT. They range from -0.104 to -0.127. Among the four voiced stops, / ḍ / has the shortest VOT (-0.104) and / d̪ / has the longest (-0.127).

3.1.3 Voiced and Voiceless Stops

Table 5 below shows VOT values for both voiceless and voiced stops of Pashto for comparison. The table shows that / ṭ / has the shortest VOT while / d̪ / has the longest. The table also shows the vowel length. Both the bilabials, dental and retroflex, have similar vowel sounds after them. The vowel length is minimum after bilabial voiceless stop /p/,

whereas it is maximum after bilabial voiced stop /b/ and dental voiced stop / d̪ /. The velar stops /k/, /g/, and uvular stop /q/ have long vowels after them. The length of the vowel after velar stops /k/ and /g/ is almost the same.

Table 5 shows the VOT for Pashto stops and the vowel length

Sound	p	B	ṭ	d̪	ṭ	ḍ	k	g	q
VOT	0.021	- 0.111	0.030	- 0.127	0.015	- 0.104	0.054	- 0.106	0.050
Vowel Length	0.095	0.110	0.105	0.110	0.105	0.109	0.241	0.242	0.222

Graph 1 represents all Voiced and Voiceless Stops of Pashto
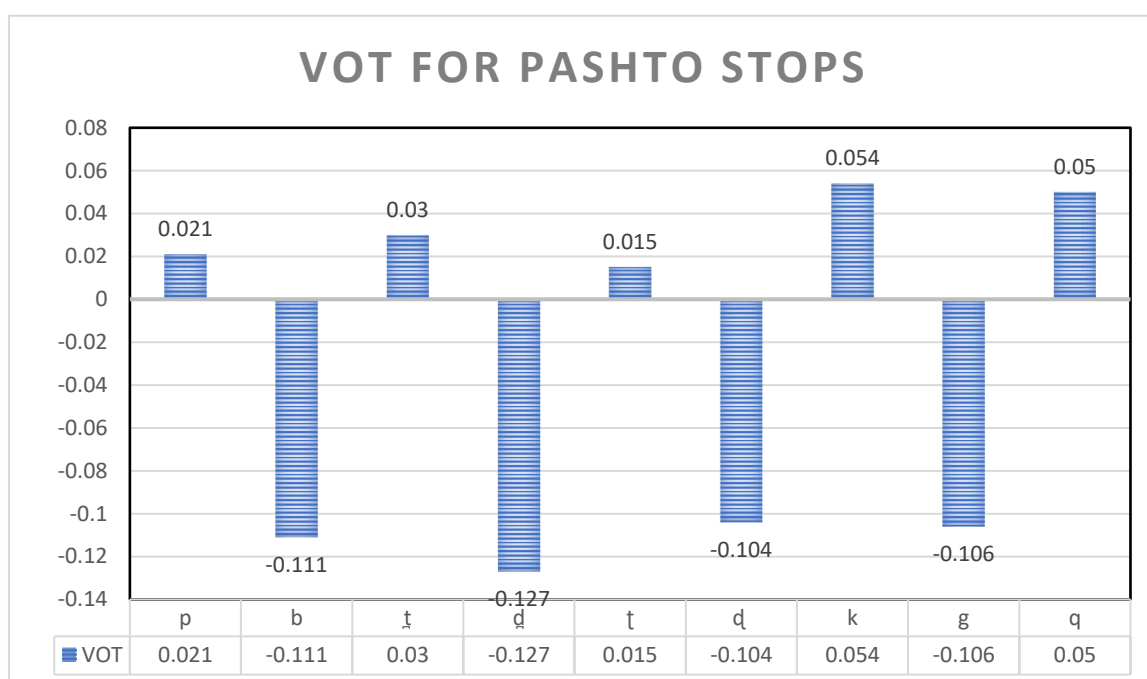
Graph 1 above represents average VOT values of Pashto stops pronounced by Pashto speakers of the Yousafzai dialect. The Figure contains values below the average line and above the average line. All the values above the line are positive VOTs, and negative VOTs are below. In voiceless, the sound /ṭ/ has the shortest and /k/ has the longest VOT. In voice, /ḍ/ has the shortest and the /d̪/ has the longest VOT. The dental voiced stop / d̪ / has the longest VOT, whereas the retroflex voiceless stop / ṭ / has the shortest VOT.

4. Conclusion

The present study focused on the VOT duration of Pashto stops and their effects on vowel length. The analysed data showed that among all the nine stops of Pashto, the retroflex voiceless /ṭ/ has the shortest VOT duration, while the dental voiced /d̪/ has the longest VOT duration. The result also revealed that the vowel sounds are shorter after voiceless stops and

longer after voiced stops. The study also demonstrates no aspirated stops in the Yousafzai dialect of Pashto. The scope of the present study is limited to the VOT duration and vowel length of Pashto stops. Nevertheless, it can provide a base for further studies regarding the Pashto stops. Furthermore, the present study also provides a base for a comparative study of Pashto and English stops.

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Linguistic Variation Across Political Press Reportage in Pakistani and British Print Media: A Multidimensional Analysis

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Abstract

Multi-Dimensional Analysis is the approach which provides a comprehensive description of the patterns of register variation to identify underlying linguistic parameters of variations, expressed as "dimensions". It also specifies the similarities and differences among registers based on these dimensions. This research work focuses on investigating the variations in linguistic characteristics of the corpora collected from Pakistani and British press media based on the subcategory of international political press reportage. The objective of the study is to work out the deviation of the English Language characteristic between Pakistani English and the standard British one. Pakistani English with its distinct registers is different from British English and there is not any single particular factor or parameter of linguistic variation that differentiates these two varieties based on their registers. The current study focused on distinguished linguistic identity of Pakistani international political news press reportage register by observing the co-occurring linguistic features and their functional variation in Pakistani and British print media by applying the Douglas Biber's register variation model, Multidimensional Analysis (MDA). This research was conducted to mark register variation by developing special purpose Corpora of Pakistani International Political News Reportage and British International Political News Reportage. It also aimed at determining the unique individual identity of Pakistani English as exhibited in its different registers that distinguish it from the British English with its registers. Based on representative Corpus of Pakistani and British International Political Press Reportage sub register, the present study reveals the significant statistical linguistic differences on Biber's five textual dimensions. Pakistan International News press reportage register showed higher frequency of attributive adjectives, prepositions and nouns on dimension one being more informational, more narrative than British IN PR on dimension two, more explicit on dimension three, on dimension four least argumentative language and higher use of covert expressions of persuasion than British IN PR and finally on dimension five, less abstract than British IN PR. This study is among the few studies in the domain of register exploration of Pakistani print media by constructing special purpose corpora of International Political News Pres Reportage of Pakistani print media and special purpose corpora of International Political News press reportage of British Print Media.

Key words*: Multidimensional Analysis, MDA, register variation, International Political Press Reportage, Pakistani English, British English.*

1. Introduction

English language has been unanimously accepted as international language around the world. This world is squeezing into a global village and English language is working as bridge to reduce the distances and differences among different cultures and societies of the world. Since the Second World War English language has become a more dominating source of communication among different nations. According to Hutchinson & Waters (1991), it foreshadowed a period of massive and extraordinary development in different fields such as economics, science, and technical education and investment on a mega level. A unified world, tied with two powerful forces of commerce and technology was the result of this huge and massive expansion, demanding an international language to meet the goals of inter-nation communication for the sake of trade and business.

Over the past 50 years, English has spread more widely and penetrated more deeply than any language. None of the previous cross-frontier lingua francas such as Greek, Latin, Sanskrit had anything like its currency. What is certain is that many more people are speaking English as an additional language than as a native tongue. Non-natives outnumber native speakers possibly by as much as four to one. Kachru calls it, "a unique phenomenon in the history of language diffusion" (Skapinker, 2017). Britannica (1974) throws light on different established varieties of English. 1st of them is British English that includes Irish English too, second variety is American English along with Canadian English, and Australian English is listed together with New Zealand English. Like Australia and New Zealand are grouped together, so is the case of Pakistani and Indian English, and lastly it describes African English with the reference of South African English language specifically.

Various reasons to study print media language are very interesting. The way of language used in print media, varying from situation to situation and from category to category is first reason. Secondly, print media generates a lot of the language that is read, heard, discussed and it affects society in several ways. Thirdly, language is the essential tool of print media and situation dependent language variation is the ultimate research area of sociolinguists.

The language of press reportage in general and specifically with its sub-categories in Pakistani print media has been the focus of studies from many perspectives including discourse analysis by Nadia (2008), and Sadaf, (2011). The language of press reportage register has been investigated by certain renowned Pakistani scholars (Anwar & Talat, 2011;

Uzair et al., 2012; Muhabat et al., 2015). They all focused on individual linguistic features only to determine the characteristics of press reportage register. Previously the focus was on variation based on individual linguistic features, while the functional interpretation of co-occurring linguistic features was not included in the studies being conducted. It was required to incorporate the variation based on co-occurrence of linguistic features and their functional interpretations to find unique identity of Pakistani English with the reference of Political Press reportage register. One recent study (Ahmad, 2016) investigated press reportage discourse of Pakistani English newspapers with its different sections based on co-occurring linguistic features. The language of press reportage in Pakistani printed news media embodies several certain linguistic characteristics in explicit and direct way, causing systematic disparity in press reportage discourse; one of the important register of Pakistani English.

Cross cultural differences, social activities and indigenous customs & norms have been immersed and become part and parcel of Pakistani English, exhibited well in print media's discourse on daily basis. Grover and Deepak (2004) cast the light on the fact that certain features of Pakistani print media's language are required to be explored due to absorption of indigenous norms and cross-cultural differences. Pakistani newspapers discourse conveys various linguistic characteristics reflecting native linguistic features to achieve the target of successful communication with target readers.

The multidimensional approach (MDA) was originally developed by Professor Douglas Biber of Northern Arizona University, USA in 1988 to conduct a comparison between available written and spoken registers of English language. Onwards, this approach got popularity among researchers who have been interested to study diachronic and synchronic variation in different register of English language. It has been a focus of researchers working on non-Western languages. Application of Biber's (1988) MDA model has been narrowed to grammatical categories in most cases generally so far. He announces the approach of multi-dimensional analysis as the most authentic and proper method to inspect the linguistic disparity. As this approach is corpus-based therefore to be quantitative, objective, impartial, and comparable are its distinctive characteristics. The idea of co-occurring linguistic features was known by some of other linguists by this time, but Biber is credited to introduce and regularize this theory properly in his 1988 work. This feasible multi-dimensional analysis model works statistically by distinguishing different sets of co-occurring features. These sets

of linguistic features based on co-occurrence existence, are defined as dimensions based on their common & shared communicative purpose. The multidimensional approach (MDA) weighs the fact that to investigate co-occurring linguistic features in studies focusing on register variation is of prime and vital importance and cast light on the fact that investigation of individual linguistic features to study register variation is not reliable.

The Functional interpretation of linguistic features is considered soul of register-based studies. According to Ahmad (2016), whose research work is solo flight with the functional interpretation of co-occurrence of linguistic features with the reference of press reportage language so far, register variation-based research work involves corpus compilation therefore its nature is quantitative, objective, and comparable. Therefore, the present study uses multidimensional approach of Biber's (1988) model, aiming at linguistic variation exploration across international political news reportage register in Pakistani newspapers, collecting, for the first time, equal number of corpus from Pakistani and British newspapers.

Ahmad and Ali (2014) studied the use of Urduized words and its influence on creating a cultural impression in the Pakistani English fiction. According to this research, frequent code switching between Urdu and English has led to new innovations in the domain of lexical items and thus creating the unique identity of Pakistani English. Data analysis showed the use of lexical items such as jammadaar instead of Sweeper, Phoolwala that is flower man, jammadaarni as female sweeper, chowkidaar as watchman, and Diays as lamps. It showed the impact of Urduised words used in the Pakistani English fiction reflect diverse characteristics of Pakistani English such as unique innovations at the lexical level. This work concludes that the characteristic of having independent linguistic norms in Pakistani English fiction mirror rich culture of Pakistan. This reflection of culture and customs strengthens the fact that Pakistani English is an independent variety with its own distinctive and diverse features.

All the studies on register variation consider the participants, the relationship between these participants and how these participants react towards communication. Another important element is of setting, including the extent to which time and place are shared by the participants. Point of formality is important pillar in research on register exploration that how participants communicate. If they are very formal or informal. Situation demands this formal or informal attitude. What these participants wish to achieve from their conversation, the function of the talk. (Biber et al., 1999)

Corpus linguistic approaches enable examination of large bodies of language data based on computing power. These bodies of data, or *corpora*, facilitate investigation of the meaning of words in context. The semiautomated nature of such investigation helps researchers to identify and interpret language patterns that might otherwise be inaccessible through manual analysis. According to Baker, Computer-aided analysis of large amounts of electronic data, collected to be representative of a particular text or register is an approach to analysing discourse (Hert, 2020).

The current study aims at investigating international political news category of Pakistani press reportage by comparing it with that of British press reportage taking leading English newspapers from Pakistani and British print media respectively and determining its individual characteristics by conducting corpus-based multidimensional analysis model. Further, this study examines the internal register variation of international news reportage of Pakistani print media through identification of linguistic differences found in major Pakistani English newspapers.

This research is of great significance in terms of developing foundation for a standard and representative Pakistani international news press reportage register that ultimately will shape Pakistani English.

The present research work, with the objectives to examine comparison between Pakistani and British International Political News Press Reportage, to analyze the internal variation of selected Pakistani Newspapers and to study the validation of current data, aims to use multidimensional approach. This approach will be used for register analysis of International Political Press Reportage in Pakistani and British Print Media by adopting register variation model which was introduced by Biber (1988) in his multiway influential and decisive work. Ahmad (2016) states that "multidimensional analysis was actually developed to indicate the prominent linguistic co-occurrence patterns in a language." Furthermore, the present study scrutinizes the statistically significant linguistic differences among the selected Pakistani newspapers across Biber's 1988 textual dimensions identified in this research work.

2. Research Methodology

Research methodology as described in the subsequent section was adopted to achieve the predefined research objectives. The research constitutes of three phases, data collection, data

analysis, and results interpretation. Due to these phases, the research work was conducted in different components. Multidimensional analysis was conducted on the grounds of five textual dimensions (1988) by Biber, using quantitative and qualitative research design.

Two corpora were required to be built in current study in order to compare both registers to investigate linguistic variation between them. Following top five online available newspapers were selected based on their wide circulation across the country for the purpose which are: Daily Dawn newspaper, The Daily Times newspaper, The Frontier Post newspaper, The News International newspaper, The Daily Nation newspaper. The data of International News press reportage register for this study has been taken from the period July 2017 to November 2017. Consecutive data collection was made sure.

The detail description of PINC is given below in Table 1.

Table 1 Pakistani International Political News Corpus

Total no. words of PIPNC	758376
Total number of newspapers	05
Total number of sub-category	01
Name of category	International Political News
Total number of texts per newspaper	100
Average no. of words per text	1516 words
Total texts of PNIC	500

Similarly, to build British corpora and to make it representative of British print media, newspapers with largest circulation and great repute were selected. Selected newspapers from British print media were The Guardian, The Telegraph, and The Independent. The detailed description of British Corpora is given below in Table 2.

Table 2 British International Political News Corpus

Total no. words of BIPNC	791896 words
Total number of newspapers	03
Total number of sub-category	01
Name of category	International News
Average no. of words per text	1583 words
Total texts of BINC	500

First step, includes tagging of Pakistani International News Corpus. All linguistic features Included in different textual dimensions of 1988 MD analysis of Pakistani International news

corpus were tagged by Biber's tagger. The list of relevant linguistic features investigated in 1988 study is given in table 3.4 below. Details of these features can be found in Biber's work (1988) along with Longman Grammar of Spoken and Written English (Biber et al., 1999).

Following 1st step procedure, Step 2 and step 3 constitute of computation of Raw Counts, turning this count into standardized Frequencies, and drawing normalized values out of this whole procedure. The raw value of each linguistic feature was counted and turned into normalized frequency. According to Ahmad (2016) the norming of data is compulsory to refrain from any possible error because of variation in word counting of texts therefore standard format set by Biber (1988) was followed and raw counts of linguistic features were computed out of 1000 words as previous studies did while working on multidimensional analysis. In this process, actual frequency was divided by total number of words in a text multiplied by 1000 to get normalized values.

The process of normalization was followed by the process of standardization. The normalized values were standardized to the mean of 0.0 and a standard deviation of 1.0 and thus it was made sure the equal weightage of all linguistic features on a dimension in computing dimension scores. The individual normalized score was subtracted out of mean values and the resulting score was divided by the standard deviation in order to get standardized values.

In next step, the standardized values of negative features were subtracted from positive features' values to gain the dimension score of each text. The dimensions with no negative linguistic features comprise only sum of positive scores of linguistic features.

Current study is laid on both pillars of research methodology i.e. quantitative as well as qualitative in nature. Statistical results were obtained quantitatively, by building special purpose corpora and getting systematic score of each tagged linguistic item and impartial score of five textual dimensions. All results were obtained objectively, statistically, and on scientific basis. It is qualitative in nature where discussion and interpretation of results is involved, explanation was conducted on set criteria.

3. Results and Discussion

Multidimensional Analysis was conducted using 1988 model developed by Biber (1988) with the objective to explore the variation between Pakistani and British international news press reportage register.

3.1 Linguistic Variation on Dimension 1: Involved vs Informational Production

Data collected from the selected newspapers from both Pakistani and British print media was analyzed on multi-dimensions using the results of 1988 studies conducted by Biber to investigate involved vs Informational production discourse patterns.

	PAK IN PR	BRIT IN PR	
■ D 1	-19.0831	-13.9814	
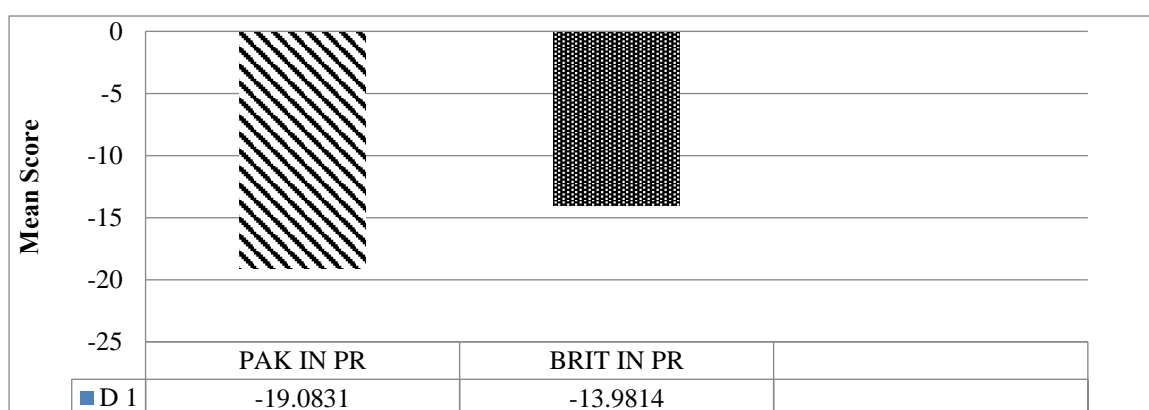
Fig. 1: Comparison of Pakistan and British newspapers in international news press reportage on Dimension 1

Fig. 1 showed the result of mean scores of Dimensions 1 for both corpora. It displayed the fact Pakistani International news press reportage has higher mean score (-19.08) than British International news press reportage (-13.98), thus the register of Pakistani International news press reportage has been found highly informational in nature while comparing it with British International news press reportage register. This graphical comparison endorses the previous studies claims regarding cross-cultural differences between both varieties of English, native vs non-native. These studies can further be verified by sketching the frequencies of informational linguistic features in both registers of Pakistani and British English.

	Nouns	Prepositions	Attributive adjectives	
Pak In Pr	345.98	127.78	56.12	
Brit In Pr	322.68	119.62	52.31	
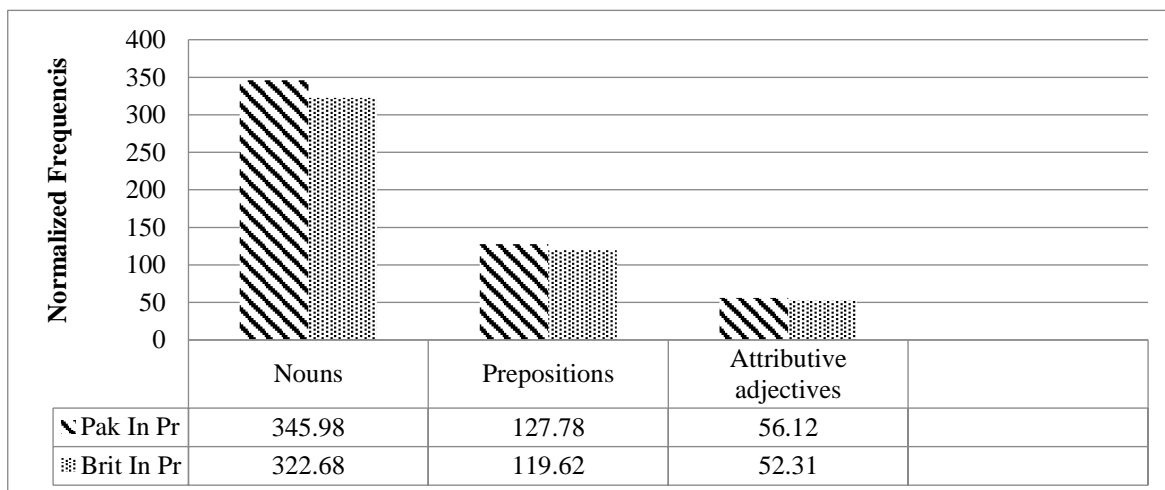
Fig. 2 Informational Features in International News register of Pakistan and British Press Reportage on Dimension 1

Graph shown in Figure 2 describes the linguistic features that are tagged as informational features such as nouns, attributive features, and prepositions. The significant difference between Pak IN PR and British IN PR can be seen in the domain of noun as the score of (345.98) for Pak IN PR is higher than the British IN PR score of (322.68). The positivity of both scores shows an important feature of press reportage of being informational.

Above discussion with the help of graphical comparison proves the status of Pakistan IN PR English. The higher rank of Pakistan IN PR shows this register is more informational than its parent language British IN PR register. This conclusion points out the policy of Pakistani newspapers towards its readers. They consider it their duty to provide their target readers more and more information while covering the international topics in Pakistani society context. Due to lesser literacy rate in Pakistan, newspapers are not only mere a source of news but also a great source of knowledge and Information about worldwide topics.

Though they are present in British newspapers in abundance as well, but it is evident from above texts that these informational features in excerpt from Pakistani English newspaper are more abundant than that of British newspapers.

3.2 Linguistic Variation on Dimension 2 Narrative vs non-Narrative

Collected data from the selected newspapers from Pakistani and British print media was analyzed on multi-dimensions (Biber, 1988) in order to investigate two factors. The first objective was to determine whether Pakistani English newspapers led to narrative pattern or

non-narrative patterns. Secondly, it was aimed to investigate the ratio of narrative or non-narrative between representative English newspapers from Pakistani and British print media.

According to the MDA results, the score of Dimension 2 were used from Pakistani corpora and British corpora to draw a comparison in to find any cross cultural linguistic variation in both registers and to the extent it presents in both varieties.

Fig. 3 exhibits the mean scores on Dimension 2, representing Pakistani and British corpora. These both scores are positive and as according to MDA of Biber (1988) s, positive score represent Narrative feature of press reportage and negative score represent non-narrative feature so 1st interpretation of this graphical analysis proves that both registers; Pakistani International news press reportage and British international news press reportage are narrative in nature, the said feature is part and parcel of press reportage language. Second objective of finding out the ratio of variation between both registers is noticeable from the mean scores. This graph highlights the mean value of (2.028) for Pakistani IN PR and mean score of (1.69) for British IN PR. This result shows the highly narrative feature of Pakistani International Political News Press Reportage as compared to British International News Press Reportage.

	PAK IN PR	BRIT IN PR	
D2	2.028	1.6942	
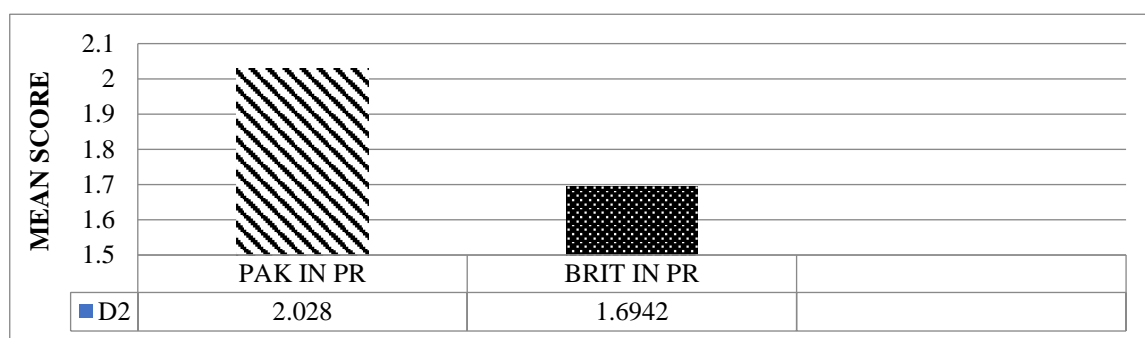
Fig. 3 Comparison of Pak and British newspapers in international news press reportage on Dimension 2

Following the path paved by dimension 1, graphical comparison on dimension 2 endorses the previous studies claims of cross-cultural differences present in native vs non-native variety of English.

These results can further be confirmed by sketching the normalized frequencies of narrative features in both registers of Pakistani and British English.

Graph shown in Figure 4 displays the mean value of linguistic features, tagged as narrative features such as past tense verbs, third person pronouns, public verbs and perfect aspect verbs. The difference found in Pak IN PR and British IN PR can be seen on mega scale in the domain of past tense verbs as the score of (48.45) for Pak IN PR is higher than the British IN PR score of (44.44). The mean score for public verbs carries the almost same difference with Pakistani register earning higher score than the British register as past tense verbs with the average score of (16.2) and (13.19) for Pakistani IN PR and British IN PR respectively can be seen. The mean score in the domain of perfect aspect verb is almost similar with the difference of (.6) only and this time British register is higher than Pakistani register. Though Pakistani IN PR is higher in score than British IN PR overall on dimension 2 but significant differences can be found in the domain of third person pronoun where British register carries the higher mean value of (24.15) as compared with Pakistani register's low mean value of (18.69). This shows that British newspapers use third person pronoun in abundance and Pakistani English newspapers use it less. The positive score of both registers reassures a prominent feature of narration of press reportage.

Normalised Frequencies	Past Tense verbs	Third Person Pronouns	Public Verbs	Perfect Aspect Verbs
Pak In Pr	48.45	18.69	16.2	12.12
Brit In Pr	44.44	24.15	13.19	12.7
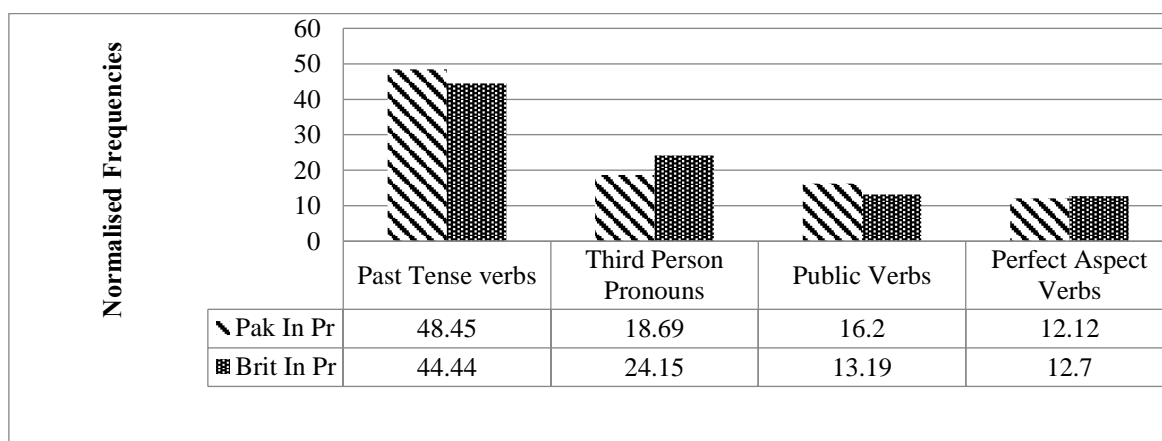
Fig. 4 Narrative Features in International News register of Pakistani and British Press Reportage on Dimension 2 linguistic features

This foregoing discussion with the help of graphical analysis proves prominent individual characteristics of Pakistani IN PR English. The higher score of Pakistan IN PR highlights the fact that this register is more narrative than its root language British IN PR register. These results show the tendency of Pakistani newspapers towards its market demands and readership. They narrate international stories with full details, covering all aspects of an international story, keeping in view their target readers to provide them full access to world-wide topics with details in Pakistani social context. Thus, Pakistani English newspapers are

great source knowledge along with information and news while covering the cross-cultural international stories.

All these features are present in British newspapers but in lesser numbers than Pakistani English newspapers. But higher mean value of third person pronoun in British newspapers is significantly interesting as compared to lower mean score of Pakistani English newspapers.

3.3 Linguistic Variation on Dimension 3: Explicit vs Situational Dependent

Data collected from the newspapers of Pakistani and British print media was analyzed on multi-dimensions using the results of MDA studies (1988) in order to investigate two different objectives. The first objective was to determine the nature of Pakistani print media discourse to find out whether Pakistani International News Press Reportage shows tendency towards explicit or implicit patterns. Second parameter of this analysis was aimed to investigate the ratio of explicit vs situational dependent discourse found in representative English newspapers carefully selected from Pakistani and British print media.

Following the results of MDA (1988), the mean score of Dimension 3 of Pakistani International news press reportage corpora and British International news press reportage corpora were taken to draw a comparison to discover cross cultural linguistic variation in both registers and to the extent this variation occurs in both varieties.

Fig. 5 shows the mean scores of Pakistani and British corpora on Dimension 3. The mean score of Pak IN PR is (4.74) and (4.54) is of British IN PR. Positivity of these both mean values point out the explicit nature of both registers. According to MDA 1988 studies, positive score represents explicit feature of press reportage and negative score represent situational dependent discourse. 1st interpretation of this graphical analysis proves that both registers; Pakistani International news press reportage and British international news press reportage are explicit in nature, a significant characteristic of press reportage language. Second objective of this analysis is to find out the ratio of variation between both registers. Above graph shown in Fig. 5 highlights the mean value of (4.74) for Pakistani IN PR and mean score of (4.54) for British IN PR. This result does not show any significant difference or any noticeable variation in Pakistani International News Press Reportage as compared to British International News Press Reportage.

Like dimension 1 and 2, variation on dimension 3 exists but unlike D1 and D2 this variation is much less with the difference of (.2) only. However, this minor variation assists the previous studies claims of cross-cultural differences present in native vs non-native variety of English.
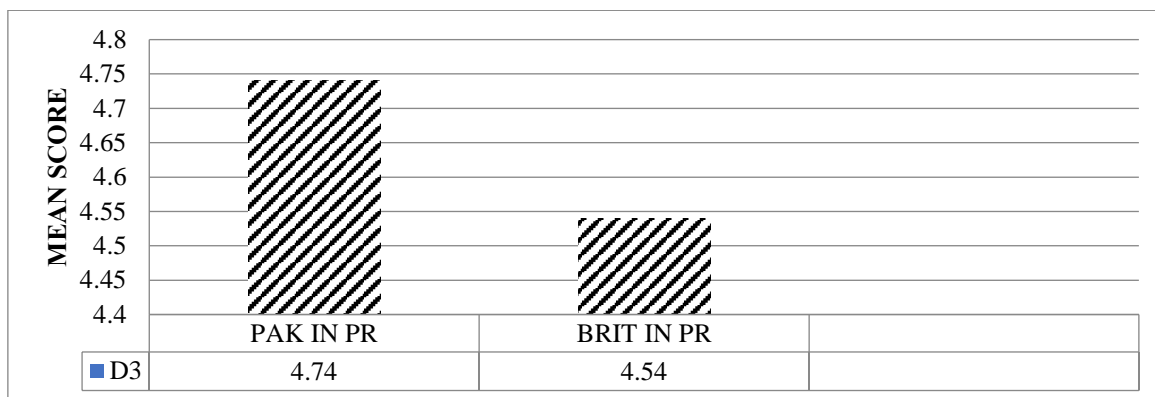
Fig. 5 Comparison between Pak and British Newspapers of International News Press Reportage category on Dimension 3

Above results can further be re-established by sketching the normalized frequencies of explicit features in both registers of Pakistani and British English.

Figure 6 displays the graph with mean scores of linguistic features, tagged as explicit features such as adverbs of time, adverbs of place, nominalization, and adverbs. The difference found in Pak IN PR and British IN PR can be seen on different scales. Mean score of time adverbials (3.97) in British IN PR is higher than the mean score (3.11) of adverbs of time in Pak IN PR. On the other hand, the mean score (8.25) of place adverbials in Pak IN PR is (1.05) higher than the mean score (7.20) of place adverbials in British IN PR. Again, difference is significant in the domain of adverbs where mean score (26.30) of British IN PR is higher than the mean score (23.87) of Pak IN PR. Nominalization in a text means more informative text and a visible significant difference can be seen with the higher mean values of (65.42) in Pak IN PR as compared to British IN PR's mean score (61.81). This depicts the intensive use of nominalization in Pakistani English newspapers. Though Pakistani IN PR shows the result on almost equal level with British IN PR overall on dimension 3 but significant differences can be found in the domain of nominalization and adverbs. Interestingly, this variation occurs in opposite directions; on one hand Pakistan IN PR owns higher score (65.42 of nominalisation) and on the other hand, Brit IN PR earns high mean

score (26.3 of adverbs). The positive score of both registers endorses a prominent feature of explicit discourse of press reportage language.

	Adverbs Time	Adverbs Place	Adverbs	Nominalization
Pak In Pr	3.11	8.25	23.87	65.42
Brit In Pr	3.97	7.2	26.3	61.81
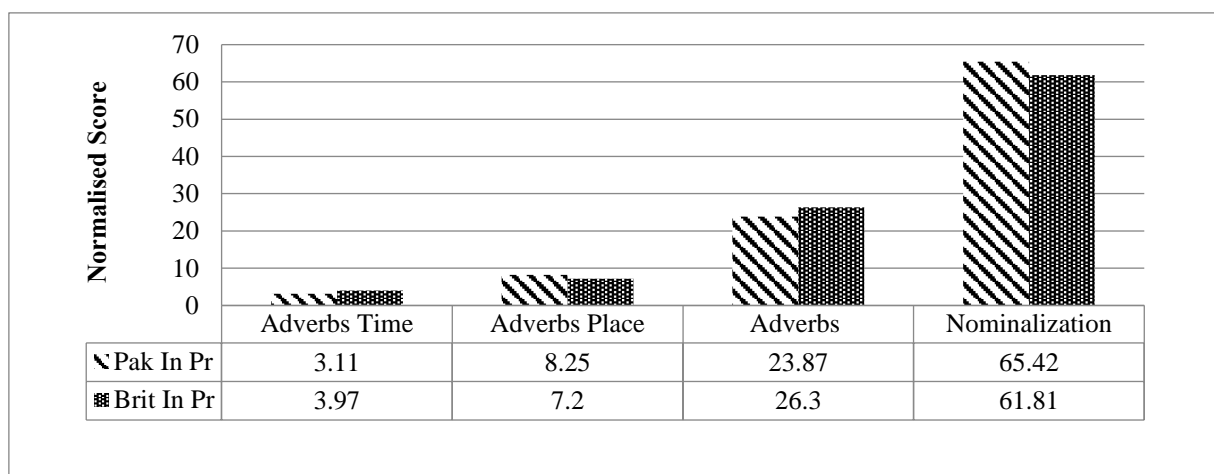
Fig. 6 Features of Explicitness vs Situation Dependent Discourse in International News register of Pakistan and British Press Reportage on Dimension 3

This foregoing discussion with the help of graphical analysis proves individual characteristics of Pakistani IN PR English. The significant internal variation of D3 linguistic features highlights the fact that both registers use different linguistic features in different ratio though apparently, they both are explicit in nature. These results show the tendency of Pakistani newspapers towards its market demands and readership. They narrate international stories with full details, covering all aspects of an international story, keeping in view their target readers to provide them full access to world-wide topics with details in Pakistani social context. Thus, Pakistani English newspapers are great source knowledge along with information and news while covering the cross-cultural international stories.

All these features in both varieties of English vary from one linguistic feature to another linguistic feature. But higher mean value of nominalization in Pakistani English newspapers is significantly interesting as compared to lower average values of nominalization in British English newspapers.

3.4 Linguistic Variation on Dimension 4: Overt Expression of Persuasion vs Covert Expression of Persuasion

Data collected from the selected newspapers of Pakistani and British print media was analysed on multi-dimensions using the results of MDA studies (1988) to investigate two different parameters. The first parameter was to determine the nature of Pakistani print media

discourse to find out whether Pakistani International News Press Reportage use overt expression of persuasion or covert expression of persuasion. Second parameter of this analysis was aimed to investigate the ratio of overt expression of persuasion or covert expression of persuasion discourse found in representative English newspapers carefully selected from Pakistani and British print media.

Following the results of MDA (1988), the mean score of Dimension 4 of Pakistani International news press reportage corpora and British International news press reportage corpora were used to make a comparison to discover cross cultural linguistic variation in both registers and to the extent this variation occurs in both varieties.

Fig. 7 shows the mean scores of Pakistani and British corpora on Dimension 4. The mean score of Pak IN PR is (-2.59) and British IN PR's score is (-1.59). Both mean values are negative, and this fact points out the covert discourse of both registers. According to MDA 1988 results, positive score represents overt expression of persuasion in press reportage language and negative score represent covert discourse.

Firstly, the graphical presentation has proved that both registers; Pakistani International news press reportage and British international news press reportage are covert discourse in nature, a significant characteristic of press reportage language.

Secondly, this analysis highlights the ratio of variation found in both registers. Furthermore, graph shown in Fig. 7 also highlights the mean value of (-2.59) for Pakistani IN PR and mean score of (-1.59) for British IN PR. This noticeable variation is very significant in its nature in Pakistani International News Press Reportage as compared to British International News Press Reportage.

	PAK IN PR	BRIT IN PR	
D4	-2.59	-1.59	
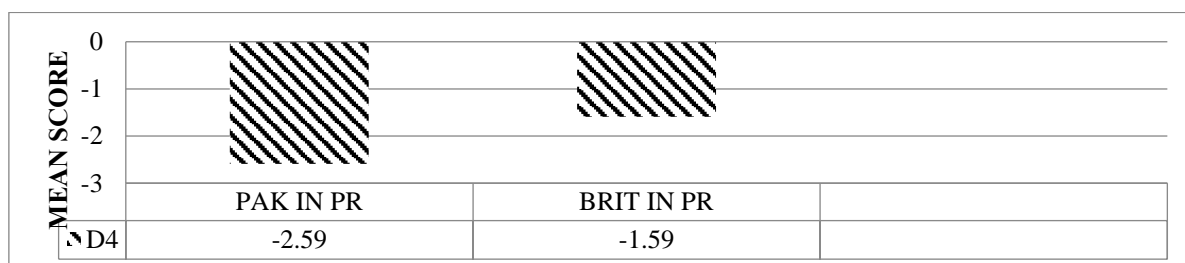
Fig. 7 Comparison of Pak and British newspapers in International News Press Reportage category on Dimension 4

Like dimension 1 and 2, significant variation found in dimension 4 endorses the previous studies claims of cross-cultural differences present in native vs non-native variety (non-native variety is Pakistani English in this study) of English. These results can further be verified by sketching the normalized frequencies of covert discourse linguistic features in both registers of Pakistani and British English.

In Fig. 8, on dimension 4 with reference to International News press reportage category, linguistic features like infinitives, models of necessity and models of possibility are tagged as the features of covert expressions of persuasion. The difference found in Pak IN PR and British IN PR can be seen on different scales.

All these features in both varieties of English vary from one linguistic feature to another linguistic feature.

3.5 Linguistic Variation on Dimension 5: Abstract VS Non-Abstract Information

Data collected from the particular selected newspapers from both Pakistani and British print media was analyzed on multi-dimensions using the results of 1988 studies conducted by Biber (1988) in order to investigate abstract vs non-abstract discourse patterns. It was aimed to determine the pattern of abstract vs non-abstract discourse in the representative English newspapers from Pakistani and British print media.

	Infinitives	Models of Necessity	Models of Possibility
Pak In Pr	12.36	1.12	5.34
Brit In Pr	14.65	1.74	6.5
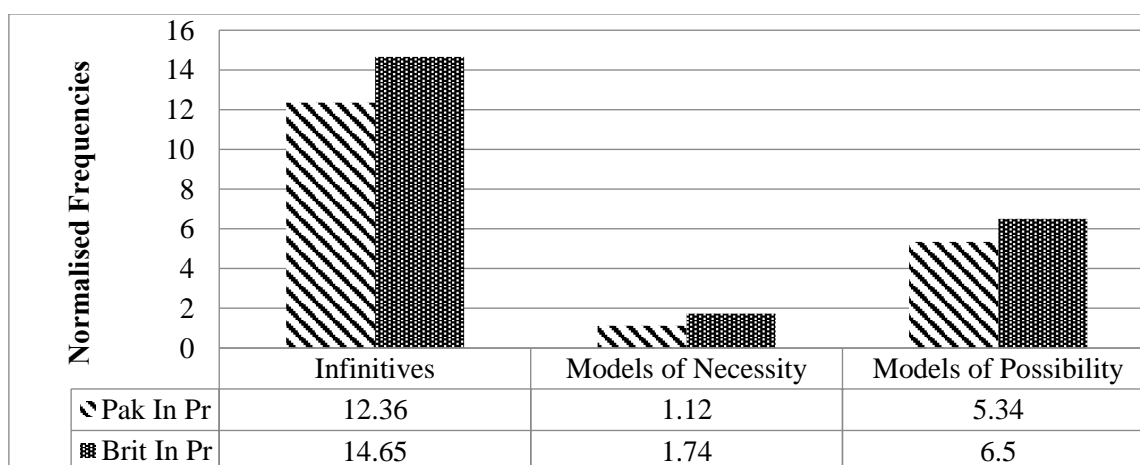
Figure. 8 Features of Overt Expression of Persuasion vs Covert Expression of Persuasion Discourse in International News register of Pakistan and British Press Reportage on Dimension 4

	PAK IN PR	BRIT IN PR	
D5	1.49	1.72	
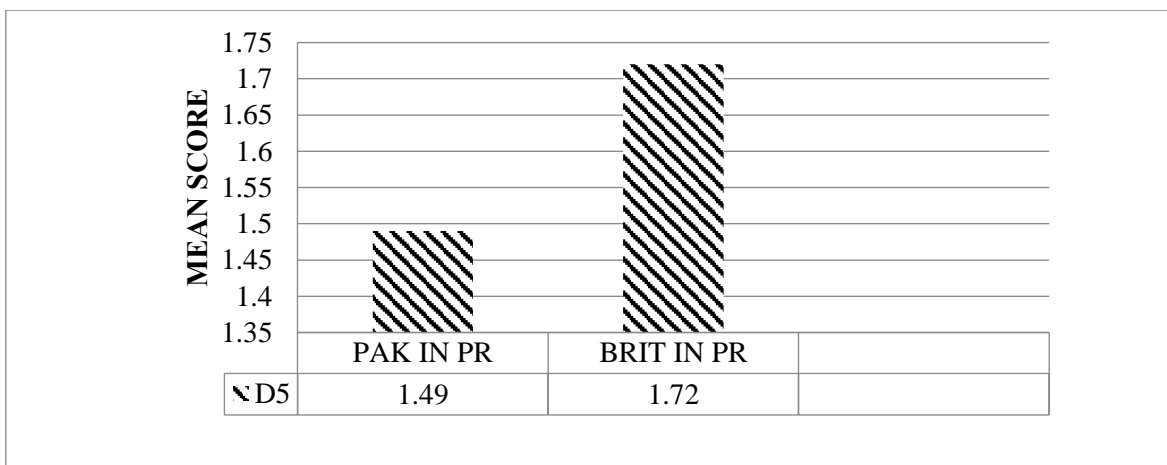
Figure. 9: Comparison of Pak and British Newspapers in International News Press Reportage on Dimension 5

According to MDA (1988) results, the score of Dimension 5 were used from Pakistani corpora and British corpora to draw a comparison to find any cross cultural linguistic variation in both registers and to the extent it is present in both varieties of English language.

Fig. 9 exhibited the mean scores on Dimension 5, representing Pakistani and British corpora. These both scores are positive. According to MDA 1988 studies, positive score represents abstract discourse of press reportage language and negative score represent non-abstract feature so 1st interpretation of this graphical analysis proves that both registers; Pakistani International news press reportage and British international news press reportage are abstract in nature, the objective, impersonal and abstract discourse is said to be an important feature of press reportage language. Second objective of finding out the ratio of variation between both registers is noticeable from the mean scores. This graph highlights the mean value of (1.49) for Pakistani IN PR and mean score of (1.72) for British IN PR. This result shows the less abstract discourse of Pakistani International News Press Reportage as compared to British International News Press Reportage. Though difference of (0.23) is a petty variation between both registers yet it depicts different textual features with different ratio of use in cross cultural context.

Unlike D1, D2, D3 and D4 analysis results where mean score of Pakistani INPR was higher in comparison with lower mean score British INPR, D5 mean score is lower than British INPR and thus (.2) lesser abstract. These results can further be confirmed by sketching the normalized frequencies of abstract vs non-abstract features in both registers of Pakistani and British English.

	Passives	By Passives	Short Passives
Pak In Pr	15.27	1.81	9.66
Brit In Pr	14.13	1.87	9.1
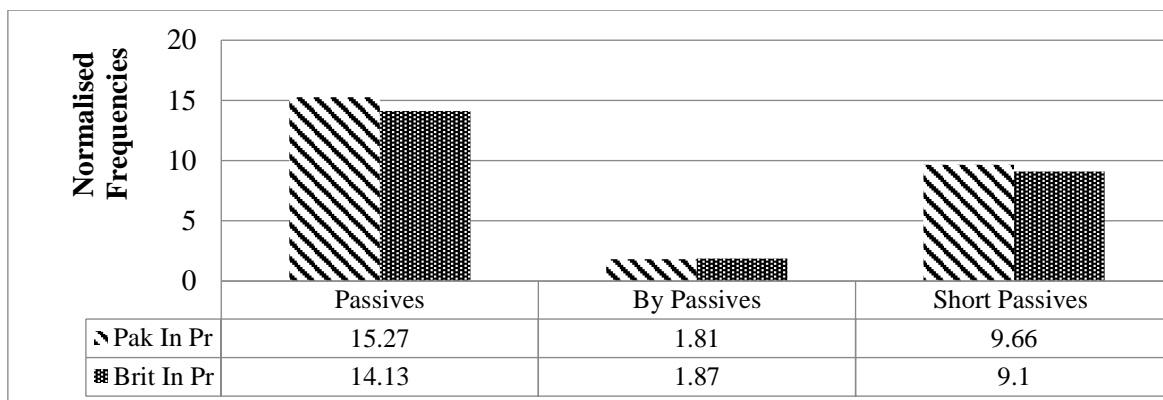
Figure. 10 Abstract Features in International News Register of Pakistani and British Press Reportage on Dimension 5

Graph shown in Figure 10 displayed the mean value of linguistic features such as passives, by passives, and short passives, that are tagged as abstract features of press reportage language The difference found in Pak IN PR and British IN PR can be seen on petty scale in the domain of short passives where mean score difference is (.5). By Passives' mean values are on equal level with the score of (1.8) for both registers whereas the mega difference can be seen in passives with the score of (1.1). Pakistani INPR's score is higher (15.2) than British INPR score (14.1). The positive score of both registers reassures a prominent feature of being abstract in press reportage language.

The above discussion with the help of comparative analysis depicts individual characteristics of Pakistani IN PR English. The equal score of Pakistan IN PR and British INPR does not point out any significant measurements. These results show the policy of Pakistani newspapers towards its market demands and readership. They cover international stories objectively without being personal, narrating all aspects of an international story, keeping in view their target readers to provide them full access to international topics with abstract discourse in Pakistani social context.

Highlighted linguistic features in bold in above text examples display the use of passives, by passives and short passives. All these features in both varieties of English vary from each other very little. But higher mean value of passives in Pakistani English newspapers is significantly interesting as compared to lower average values of passives in British English newspapers. Passives are used to make any piece of writing impersonal, objective and abstract thus higher number of passives makes Pakistani International News Press Reportage abstract. Fig. 11 demonstrated five textual dimensions mean score of both registers.

This comparison showed that Pakistani press reportage with reference of international political news category is highly informational, more narrative, more explicit, with least degree of overt expressions of persuasion and less abstract in comparison with British international political news press reportage.

	D1	D2	D3	D4	D5
PAK IN PR	-19.0831	2.028	4.74064	-2.59208	1.49956
BRIT IN PR	-13.9814	1.6942	4.5479	-1.59018	1.72302
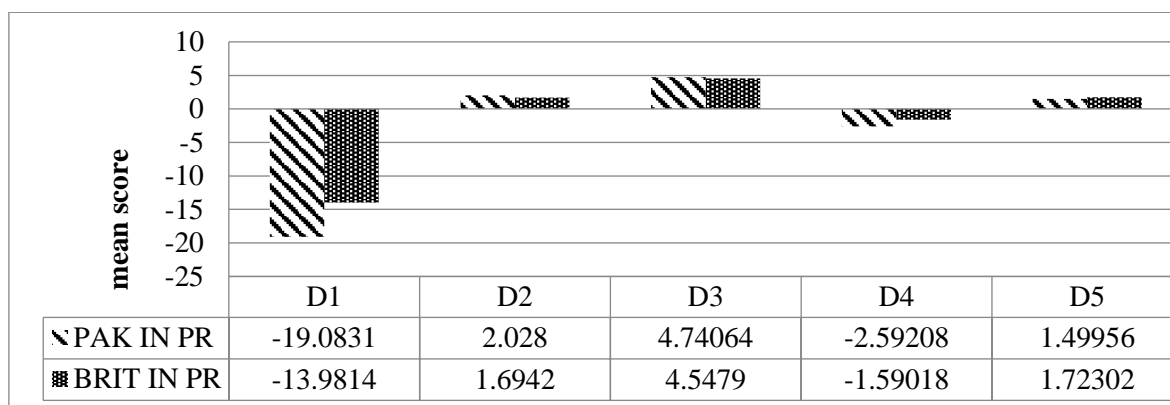
Figure. 11: Comparison of Pak and British International News Press Reportage on Five Dimensions mean score.

Table 3 Details of Statistical analysis of PIPNC

Dimensions	Mean	Min value	Max value	Range	Stand. Deviation
Dim 1	-19.1	44.25	-9.68	34.58	3.177
Dim 2	2.02	-3.8	8.51	12.38	1.52
Dim 3	4.74	-10.2	12.25	22.44	2.54
Dim 4	-2.6	-6.61	15.21	21.82	1.75
Dim 5	1.5	-3.63	9.12	12.7	1.65

Similarly, statistical description of five-dimensional score of British International News Corpus abbreviated as BIPNC can be seen in Table 4 with its maximum values, minimum values, mean score, range, and standard deviation score, the process of which was explained earlier.

Table 4 Details of Statistical analysis of BIPNC

Dimensions	Mean	Min value	Max value	Range	Stand. Deviation
Dim 1	-13.98	-24.79	3.47	28.26	4.41
Dim 2	1.69	8.07	-2.69	10.76	1.71
Dim 3	4.55	-5.58	12.47	18.05	2.56
Dim 4	-1.59	-5.72	4.23	9.95	1.79
Dim 5	1.72	-2.4	6.56	8.96	1.61

4. Conclusion

Based on the results and analysis conducted current research can be concluded as follows.

➢ Dimension one analysis between Pakistani International Political News Press Reportage and British International Political News Press Reportage proved that Pak IN PR register has been more informational than British IN PR register caused by higher frequency of attributive adjectives, prepositions, and nouns which conform to results of British press reportage (1988).

➢ Comparative analysis between Pakistani International Political News Press Reportage and British International Political News Press Reportage proved that Pak IN PR register has been more narrative than British IN PR register on dimension two, which seems apparent norm of Pakistani press reportage genre due to its readership demands.

➢ Multi dimension analysis of Pakistani International Political News Press Reportage vs British International Political News Press Reportage proved that Pak IN PR register has been more explicit than British IN PR register on Dimension three, quiet opposite to the results of Biber's study (1988) that seems to prove the situation dependent nature of British press reportage.

➢ Dimension four analysis between Pakistani International Political News Press Reportage and British International Political News Press Reportage proved that Pak IN PR register has been found with least argumentative language and higher use of covert expressions of persuasion than British IN PR register which also conforms to Biber's 1988 study with similar findings of British press reportage.

➢ Dimension five analysis between Pakistani International Political News Press Reportage and British International Political News Press Reportage proved that Pak IN PR register has been less abstract than British IN PR register contradicting the results of Biber's results of British press reportage. These findings conform to the results of Ahmad's study (2016), according to him, on D3 and D5 in particular, Pakistani press reportage register has been found different from British press reportage register analyzed in Biber's 1988 study, strengthening the claims of the Pakistani press reportage register's independent identity, made by previous studies due to cross-cultural factors.

This MD based study on international political news press reportage register focus the fact that more non-native registers of Pakistani English should be explored on MD based research studies and internal variation comparison of registers will determine and confirm the characteristics of Pakistani English as a non-native variety in comprehensive way.

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Halliday's Metafunction and Galtung's Peace Paradigms: An Interpersonal Metafunctional Analysis of Peace Paradigms in The Selected Political Speeches

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Abstract

The research paper aims to present the linguistic analysis of speeches of selected political leaders in order to analyze their paradigms of peace, as peace has always been the vital requisite and concern at national and global level.For linguistic analysis Halliday's Systemic Functional Grammar is adopted as theoretical framework.The researchers have used Halliday's Interpersonal Metafunction to analyze the concept of peace in political speeches of Donald Trump and Barak Obama in light of Gultangs peace paradigms. The research has endavoured to trace the relationship between interpersonal metafunctional aspects and Peace Paradigms. For this purpose a mixed methodology is usedand a Sequential exploratory design is selected. The detailed and in-depth analysis of the two speeches have been selected as sample study.Modality analysis of sample speech 1 is by President Barak Obama and sample speech 2 by President Donald Trump. The speeches are analyzed using different aspects of Interpersonal metafunction including mood, modality, polarity and attitude (Affect, judgment and appraisal). Using this data, the analysis of Positive and Negative peace paradigms in these speeches is presented. This analysis includes both tabular presentations of data as well as detailed interpretation of the data. The detailed analysis established the fact that different interpersonal metafunctional aspects have different roles in building up the theme of peace paradigms and peace ideologies, as interpersonal metafunction represents the notion of language as a source for the exchange of information (Halliday 1973)The study will provide new perspectives for the researchers in the field of linguistics to analyse political speeches linguistically and unveil the underlying meanings with specific reference to peace paradigms.

Keywords: Interpersonal Metafunction, Ideational Metafunction, Textual Metafuction, Systemic grammar, Peace Paradigms, conflict resolution

1. Introduction

Language is primarily used for multiple communicative purposes. Bennett (1976) mentions that a speaker informs the hearer about some action through communication. Language has variant diverse roles to play in political affairs, organizations, religion and many other fields. It is almost impossible to identify all the functions performed by a language due to the spontaneity and naturalness of its use in society. But overall two significant functions of language are: transactional functions and interactional functions. Transactional functions indicate the use of language to convey accurate, realistic or suggested information. Interactional language is used to ascertain and maintain social ties and common ground. According to Halliday(1976), the functions of language are Ideational, Interpersonal and Textual metafunctions. Language is the network of systems for creating meaning. It works as a mean of communication through its *systemic* and *functional* characteristics: *systemic* regards language as a web of systems, or interconnected sets of choices for creating meaning and *functional* considers language as an evolutionary phenomenon to perform certain functions as are held by Halliday.

When we talk about the multiple functions of language, especially in spoken discourse, emphasis is placed on communicating ideas, facts and messages effectively. In spoken discourse, public speaking and political speeches are the vital means of expressing and transmitting particular thoughts to the listener. The primary role of a political speech can be manipulation or persuasion through rhetorics and making way to the leadership (Klebanov et al.2008; Niedrich, 2011). Political veterans know the importance of the political speeches delivered at different national and international forums so the speeches are very cautiously prepared and delivered to share thoughts about important issues.

After 9/11, war against terrorism became the most important theme of the political speeches of almost all important political leaders specially of all those leaders hailing from countries directly or indirectly affected by peace issues like America, Afghanistan and Pakistan. In order to decode the encoded ideologies and perspectives of peace in their speeches, Halliday's Systemic Functional Grammar is the best tool to be considered for the analysis.

Peace according to all these political leaders, is the concept of harmonious welfare and liberty avoidance of conflict (such as war) and independence from fear of aggression between individuals or diverse (comparatively foreign or divergent) groups. But these leaders talk about peace from their own perspective, keeping in view the needs of their own

society and interest. This specific point of view is called a paradigm. According to a dictionary a paradigm is a world perspective or a faction of suppositions about how things work. Rossman & Rollins define paradigm as "shared understandings of reality". Peace has been defined in many ways. For some it is the absence of war (Herrero,2018; Hashemi,2019; Jacques,2019). While for some it is social, political and cultural justice, equality and progress (Webel,2019). Johan Galtung considered these as Negative and Positive Peace respectively. According to Johan Galtung there are thirty-five theories of peace (Galtung, 1963). While Funk (2002) mentioned five peace paradigms which are Power politics, World peace,Conflict resolution, Nonviolence and Transformation. Mushakoji (1978) analyzed various peace paradigms in his article: **"Peace Research as an International Learning Process: A New Meta-Paradigm."**

As there are multiple peace paradigms and theories, Positive and Negative peace paradigm given by Johan Galtung is used for this research study. Being the founder of peace studies he talks about the difference between 'negative peace' and 'positive peace' (e.g. Galtung 1996).For him negative peace should be taken as the nonexistence of violence. For instance, a ceasefire ensues a negative peace. Here negative means the end of some undesirable action like violence or oppression. While positive peace is associated with positive things such as restitution of bonds, the formation of social structures that fulfill the basic needs of the population and the productive resolution of disagreements. He added the notion of structural and cultural violence in his initial work on negative and positive peace in 1993, in which he further defined positive peace as absence of structural and cultural violence.

In order to analyze Negative and Positive peace paradigms, the speeches of two former American Presidents Barack Obama and Donald Trump(their Remarks on Strategy in Afghanistan Pakistan and South Asia) are selected for this study.The analysis is beingdone using some aspects of interpersonal Metafunction which are mood, modality, polarity and appraisal (attitude).

1.1 Objectives:

1) To underline important and inevitable Halliday's Interpersonal Metafunctional aspects in selected political speeches of Barak Obama and Donald Trump to unveil their peace ideologies.

2) To analyze Peace Paradigms (Negative or Positive) through Gultang's peace theory.

2. Literature Review

As the objective of this paper is linguistic analysis of selected political speeches to observe the notions of positive or negative peace paradigms. Systemic Functional Grammar(SFG) is the approach used for this purpose. SFG was devised and developed by Halliday in1960. According to Halliday "systemic grammar is a particular theory of language in which we treat language not so much as a formal system rather as a resource that people have for meaning, for making meaning and exchanging meanings with other people in speech and in writing". For him language as a resource means that language is not "a set of rules but as a set of choices/different meanings that you can express" (SPELT Newsletter, 1988, 111(4)).

According to Halliday (1994), the name 'systemic' is not the same thing as 'systematic'. A system is a set of options with an entry condition: that is to say, a set of things of which one must be chosen, together with a statement of the conditions under which the choice is available. The second part of the title of his theory is "functional". It is called ``functional" because SFG "gives priority to functional consideration".(Halliday,1994)

2.1 SFG Key Elements

In SFG there are different elements which help in the analysis of a text in different ways. There are four ways in which a text can be analyzed. These are context, semantics, lexico-grammar, and phonology. Context is considered as one of the most integral components in the meaning and sense. For Schiffrin(1994), "the interaction between text and context implies a procedure of combining linguistic meaning with context to derive inferences about messages"(p.15).

As shown in figure 1, language is used in "context of culture" (called genres) and context of situation (called register) (Matthiessen & Halliday, 1997).

Context of situation is further divided into three important strands, as this is actually context of situation where creation of text occurs by the relation of context and actual language used (Matthiessen & Halliday, 1997). They are well presented diagrammatically as:

A-Field: tells what is topic of discussion.

B-Tenor: mentions the person/persons involved in communication. Moreover, it also indicates their relationships.

C-Mode: suggests part of the language in the interaction besides its form (written or spoken).
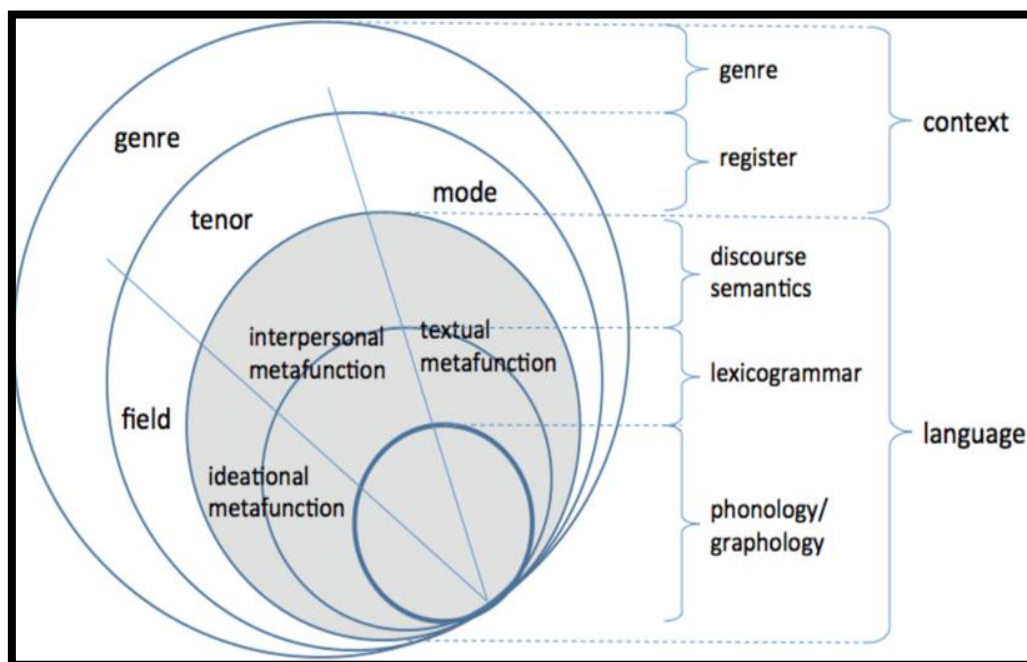
Figure 1 : Stratification and Metafunctions in a Systemic Functional Linguistic framework (Martin: 1992)

2.1.1. Metafunctions

Despite languages variation in structure and function(how and what they do), and their use by humans in their own cultural practices, all languages are thought to be formed and organized in connection to three functions, or metafunctions (Halliaday,2004). These three functions or metafunctions are named as ideational, interpersonal, and textual by Michael Halliday.

For Halliady (1994) meta functions are systemic bundles; they are set of semantic systems that formulate meanings of an associated type.

2.1.1.1 Ideational Metafunction

Ideational Metafunction represents multiple functions which enables us to consider experience an important source for recognizing the "reality" (Halliday, 1994). On the basis of Halliday's work, this function is branched into two more divisions, logical and experiential metafunctions.

Ideational function further comprises of 'transitivity' and 'voice', the two processes which are used in the analysis of a text. Transitivity is fundamentally a systemic system which is very helpful when it comes to the analysis of depictions of reality in a linguistic text and creates multiple lexico-grammatical choices due to the influences of different mind sets or dominant and governing ideology (Fowler,1986).The constituents of transitivity system are: material, relational, mental, verbal, behavioral and existential processes as stated by Zhuanglin(1988).
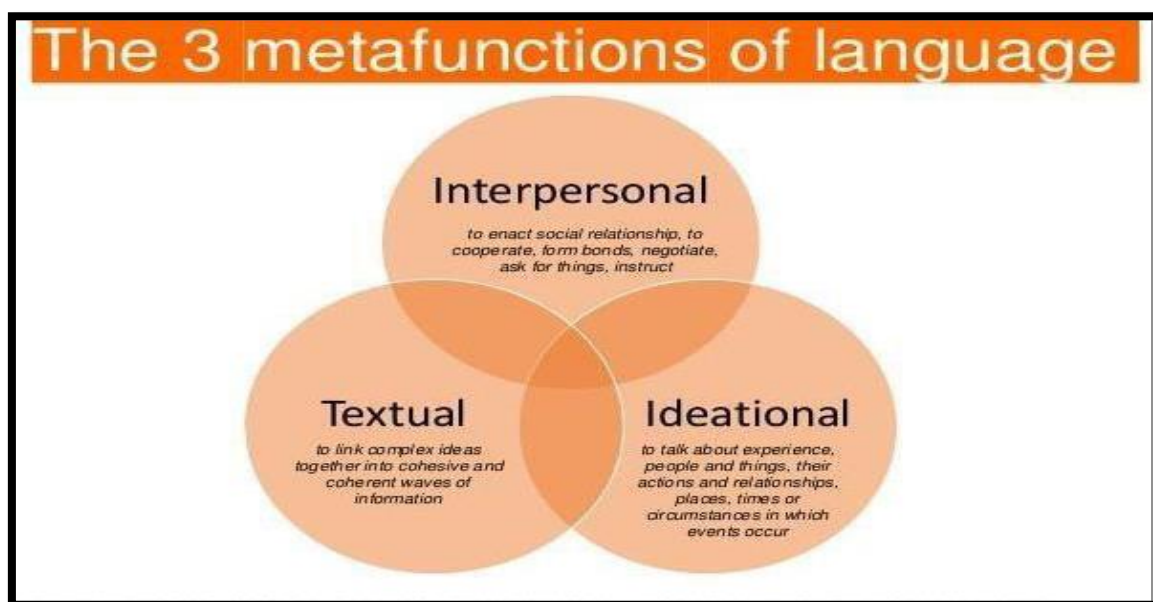
Figure:2 , Three Metafuctions (Reprinted from "Society, Context and Function:An Introduction to Systemic Functional Linguistics" by R. Ingold,2017, Slideshare.net.)

a) Material Processes

Material Processes, for (Eggins, 2004) are those processes which show "doing" or tell something about concrete actions. To express that action, verbs (such as go, do, take) are mostly used. Actions involve actors or participants.

b) Mental Processes

When we talk not about doing but thinking, perceiving and feeling mental processes are used. Mental Processes are divided into three categories by Halliday (1994), which are; 1) cognition (verbs of thinking, knowing, and understanding, 2) affection (verbs of liking, fearing), and verbs of perception (verbs of seeing, hearing).

c) Behavioral Processes

Behavioral processes are the type of processes which, in Halliday's opinion (1994), are semantically a midway between two other processes; mental and material processes. Typically behavioral processes are divided between physiological and psychological behavior (Halliday,1994).

d) Verbal Processes

Verbal process, according to Halliday (1994) as cited in Eggins (2004) consists of three participants: Sayer, Receiver and Verbiage. Sayer is responsible for verbal process and the Receiver receives verbal process. In Verbiage a noun is expressing some kind of verbal behavior(Eggins,2004).

e) Existential and Relational Processes

As per Halliday (1994) there are two major kinds of processes in English which show states of being. These are existential processes, here things are expressed just to exist; and Relational Processes, where different things are expressed to show existence in connection with other things (which are given attributes or identities).
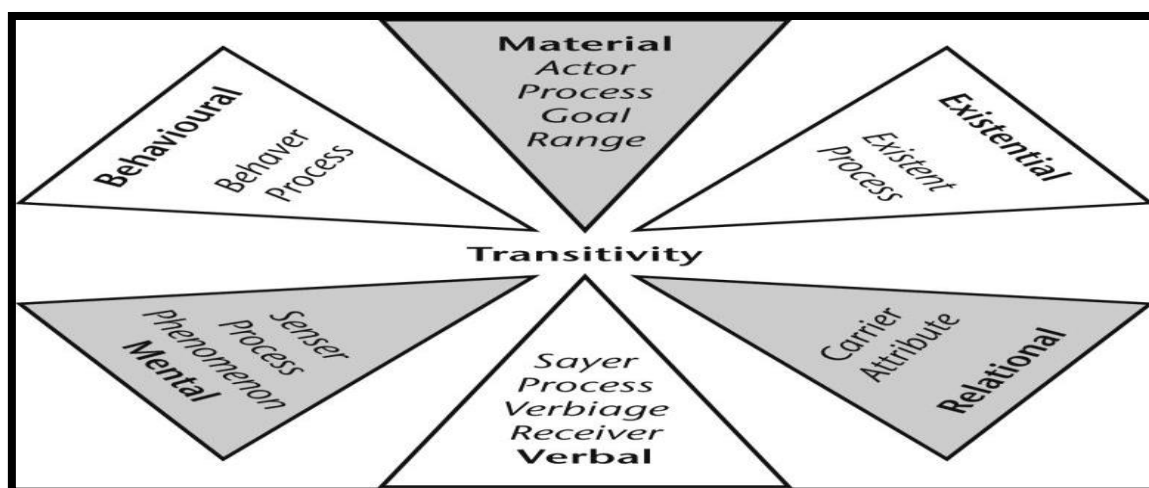
Figure 3: Process, types, and constituents (P. Canning, 2014).

2.1.1.2 Interpersonal Metafunction

The interpersonal metafunction of a speech signifies the method in which the speaker and the audience interact, employ language to make and keep relations, to shape behavior, to convey our own views on objects in the world, and to reduce or modify others.

The interpersonal metafunction is a way of establishing social roles and connections between speaker/writer and listener/reader (Matthiessen, 1995,2009)
There are different elements of Interpersonal metafunction.

a) Mood If we talk about mood, grammatical structure can identify the mood of a clause. For instance, simple informative announcement can be expressed by declarative mood, question is recognized by interrogative mood, while imperative mood talks about command.
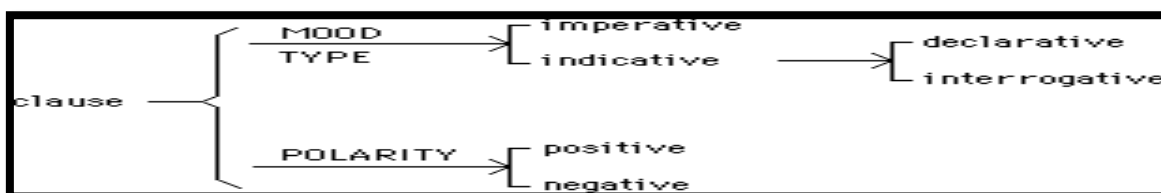
Figure 4: Mood,Types and Polarity, Adapted from Matthiessen & Halliday(1997)

b) Modality
Truth and degree of certainty of the statements about the world is expressed by Modality. It is a common term used for every kind of speaker's views.
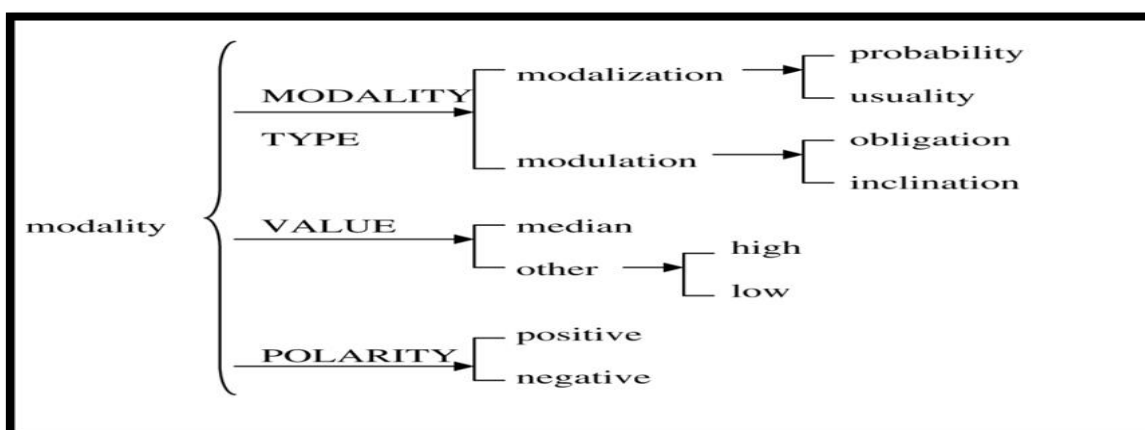
Figure 5: English Modality Systems (Adapted from Halliday & Matthiessen 2004)

Modality comprises modalisation in which modal verbs such as may, will, must and modulation are realized by the mood adjuncts.

According to Thompson (1996) modalisation and modulation are the two important components of modality. The former tells us how much valid the speaker's proposition is, besides covering the extent of probability (possible-probable- certain) and equality (sometimes-usually-always). The latter shows the speaker's confidence and it consist of the level of obligation (allowed-supposed-required) and the preference (willing- keen- determined).

c) Polarity

Polarity makes speech function debatable by creating a system of opposites, like yes or no, is or isn't (opposition), do or don't(proposal). The polarity could be attached either to the Finite (temporal or modal) or the proposition.

d) Appraisal

Evaluation in language is usually investigated by the framework of Appraisal. It has egressed out of Systemic Functional Linguistics itself (Halliday, 1994, 2009; Martin,1992, 2004, 2008; Matthiessen,1995, 2009).

Appraisal basically is the language used for evaluation and it is made up of three essential synchronized subsystems, each having their own subcategories. These are: Attitude, Engagement and Graduation. Attitude has three elements: Affect, Judgment and Appreciation.

a. Affect demonstrates the expression of the feeling and emotions which an external agent or someone else other than writer or speaker him/herself, brought alive to the writer or speaker. It shows positive and negative feelings generated in discourse producers. Affect shows emotional response, like laughing and smiling of babies on being loved and feeling of unhappiness being feeling bored and unhappy (Martin& White,2005).

b. Judgment is generally the manner in which people, or their behavior, is judged. It is often culturally biased. Lucky, fashionable, intelligent, brave are the examples of positive behaviors and judgment while unfortunate, weak, stupid are the examples of negative one. (Martin&White,2005,2008)

c. Appreciation involves things, events and ideas are evaluated and again cultural bias is there. Lovely, simple, challenging is the positive appreciation while boring, distorted,

complicated etc. are negative one. Judgment and Appreciation focus on the qualities of the appraised. The difference between these two is that when we are appraising a person, it is Judgment, and when a thing, it is appreciation. (Martin & White, 2005, B. Annette, 2009)
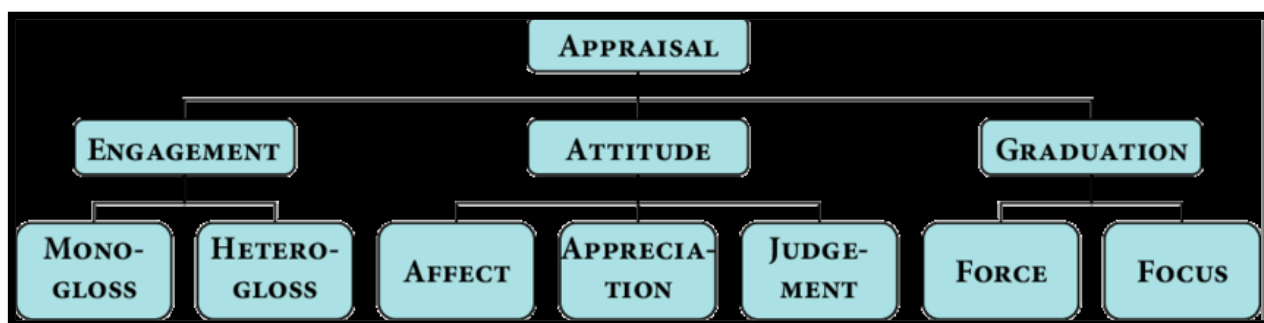
Figure 5: Appraisal Framework (Martin & white, 2005)

2.1.1.3. Textual Metafunction

Creation of text is done by textual metafunction. It organizes the information taken out of interpersonal and ideational meaning into a proper text with context. For Halliday (1978) the textual function is actually playing a facilitating role with respect to the other two; ideational and interpersonal meanings can only be materialized in combination of textual function.

2.1.1.4. Previous Research: A Critique

Many researchers have applied SFG to political text/discourse in recent times. Kulo (2009)linguistically analyzed Barack Obama and McCain's speeches, which they delivered during their election campaigns in 2008. He found the recurrent use of linguistic interweaving in both the speeches. To identify different moods of the clauses in Barack Obama's victory speech, He used the tool of SFG in 2010. Ayoola (2013), in his study has attempted to present interpersonal analysis of political advertisements. Using transitivity and modality systems Massoud Sharififar and Elahe Rahimi (2015) critically analyzed the speeches of Obama and Rouhani which they delivered at the UN in 2013.Mood analysis of the famous last address of Prophet Muhammad(SAW) has been done in 2015 by Mehwish Noor, Moazzam Ali, Fakharh Muhabat and Baram. In 2017 Sarab Kadir did the interpersonal metafunctional analysis of Donald Trump's victoryspeech. She researched in Trump's speech the frequent use of pronouns "we",and also manner of "we"- "you"- "we" respectively, besides the use different of modal verbs. In 2019 Muhammad Imran Shah and Rafia Alyas from University of Faisalabad did the critical discourse analysis of Imran Khan's speech delivered at Global Peace and Unity Forum. In order to achieve the devised objectives

of the research, both the researchers used the theoretical framework of Halliday's three metafunctions. The researchers wrapped up their research stating that there was frequent use of modal verb "should" in most of the sentences. The excessive use of material verbs was also found.

As far as peace is concerned, a lot of research work has been done. Peace is usually defined as the absence of violence and terrorism, and many researchers have worked on terrorism. Dr Nancy Anashia Ong'onda from Mount Kenya University did transitivity analysis of news paper headlines on terrorism attacks in Kenya in 2016. L Terrence Jantzi and E Vernon Jantzi developed a framework for correlating the respective development paradigms with peace building theories of change in their article Development Paradigms and Peace building Theories of Change: Analyzing Embedded Assumptions in Development and Peace.

This paper focuses specifically on the interpersonal metafunctions of Halliday's Systemic functional grammar with special reference to political speeches of Barak Obama and Donald Trump, to analyse their peace paradigms in light of Gultangs peace theory, hitherto little explored. The paper therefore has endavoured to provide a different and novel dimensionby unveiling the peace phenomenon in speeches of two most influential and dominating ex-presidents of USA through the combination of SFG and peace paradigm.Since PEACE has become pervasive, precarious global issue jeopardizing national and international security concerns especially after the outbreak of 9/11.

3. Research Methodology

The dominant research approach for this study is descriptive qualitative approach, which is often used for exploring underlying reasons, opinions, and motivations. But some data has been analyzed quantitatively as well. For example, the number and the percentage of different types of moods, modality, and polarity in total clauses and sentences. So a mixed methodology is needed for which Sequential exploratory design is selected. In this kind of design, qualitative data is gathered and analyzed, which is followed by quantitative data collection and analysis**.** This analysis includes both tabular presentations of data as well as detailed interpretation of the data, as Sequential Exploratory research design is used.

The detailed and in-depth analysis of the two selected speeches have been selected as sample study.

Modality analysis of sample speech 1 is by President Barak Obama and sample speech 2 by President Donald Trump.

In sample speech 1 there are 3366 words, 174 sentences and 314 clauses. It has 39 paragraphs. Sample speech 2 has 3045 words, 153 sentences and 247 clauses. It has 58 paragraphs. Qualitative aspect of research study is given priority, and the findings are incorporated in the analysis-based discussion stage of the study.

4. Analysis and Discussion

The detailed and in-depth analysis of the two selected speeches is done by dividing the analysis into two parts. First the speeches are analyzed using different tools of Interpersonal metafunction including mood, modality, polarity, and attitude (Affect, judgment and appraisal). Then using this data, the analysis of Positive and Negative peace paradigms in these speeches is presented. For this purpose, Galtung's theory of peace paradigms is used.

4.1 Mood Analysis

In political speeches, a vital political mission of the speaker is to provide information and offer some messages based on his political, vision and attitude. In Schaffner's (1996) point of view political figures do not address public in speeches as individuals, but rather as spokespersons of political parties, governments, or nations. On the other hand, a politician is demanding and arousing people to act according to his instructions. It is therefore obvious that the dominant mood in political speeches is usually declarative; imperative mood is next in choice after declarative mood; while interrogative mood is considered to be the last choice as it may lessen down the solemnity and persuasiveness of a speech. Mood analysis of the two speeches shows the same pattern. Declarative mood is the dominant mood in both speeches.

In sample speech 1, President Obama used interrogative and imperative only twice. Remaining 170 sentences out of 174 are declarative sentences. An intimate conversational style can be created by the correct usage of interrogative clause, though interrogative mood is not a highly recommended mood in speeches. In this style, the audience consider them close to the addresser and can share his propositions. Here interrogative sentences are used in a way that President Obama is asking the same questions as are asked by common Americans, which creates intimacy. Such kind of questions are also called rhetorical

questions. For instance;

P5 S20 "What is our purpose in Afghanistan?"(Obama,2009).

P5 S21 "Why do our men and women still fight and die there?"(Obama,2009).

Similarly Imperative clause is also very helpful in playing a vital role in a speech appealing the audience to follow the speaker's instructions, besides building up the speaker's authority. Halliday (1970) mentions that the two types of messages imparted by imperative clauses are: commanding others to do an action, and the other one is to invite them to do something together. To fulfill these purposes, President Obama has used two imperative sentences. In the first clause he is advising (indirectly commanding) Pakistan about Al Qaeda and in second clause inviting Americans and allies to do something together.

P27S 112 "But make no mistake: our efforts will fail in Pakistan and Afghanistan if we don't invest in their future"(Obama,2009).

In sample speech 2 by President Trump dominant mood is declarative, having no interrogative or imperative clause. All 153 sentences are declarative sentences. President Trump was sharing his policies, regarding Pakistan and Afghanistan, with his people.

4.2 Modality Analysis in Selected Speeches

Three basic level of modality mentioned by Halliday and Matthiessen are high, median and low (2004). With the help of these a writer can signal the extent of certainty about the validness of a suggestion. Modality shows the writer's own view rather than an neutral fact. Gerot and Wignell (1994) state that interpersonal meanings are recognized in the lexicogrammar through selections from the system of MOOD.

Modality analysis of sample speech 1 by President Obama and sample speech 2 by President Trump shows the most frequent use of positive median modal verbs **will, would, should** in both the speeches, with a frequency of 41 and 41 times respectively in total 82 and 73 modal verbs showing the frequency percentage of 51 and 56 percent respectively.

Frequent use of positive median modal verbs reflects that the speaker is focusing on a wide range of gatherings including poor and rich, young and old etc. It also indicates that both the leaders are informing their people about their future policies and trying to take them into confidence. So, the dominant modality used is *epistemic* which is showing the certainty of

the statements, as BarackObama and Trump both are showing certainty and commitment in taking some action. Some illustrations from the speeches make it clear.

*P11 S44 "We **will** defeat you" (Obama,2009).*

*P34 S93 "But that **will** have to change, and that **will** change immediately.(Trump,2009)* Second most used modal verb is **must,** which is used 22 and 12 times in sample speech 1 and 2 respectively, showing the frequency percentage of 27 and 16 percent respectively.

Must represents strong modal commitment, so it is sometimes chosen in a political speech by the addresser just to confirm his strong commitment and, to demand from audience same kind of determination for taking action in order to accomplish their common aim.

*P15 S65 "Pakistan **must** demonstrate its commitment to rooting out all Al Qaeda terrorist and the violent extremist within its borders"(Obama,2009).*

*P25 S67 "We **must** stop the resurgence of safe havens that enable terrorists to threaten America, and we **must** prevent nuclear weapons and materials from coming into the hands of terrorists and being used against us, or anywhere in the world for that matter"(Trump,2017).*

Can and could which express positive low modality and commitment, are also used 7 and 5 times in sample speech 1 and 2 respectively, showing the possibility and ability of doing something.

*P13 S52 "The people of Pakistan want the same things that we want: an end to terror, access to basic services, the opportunity to live their dreams, and the security that **can** only come with the rule of law"(Obama,2009).*

*P10 S29 "and nobody **can** ever forget that have not been repeated on our shores"(Trump,2017).* Modal verb *will*is used in order to fulfill their plans on war on terrorism.

Moreover, this modality analysis shows a very little use of negative modal verbs in the speeches, whether they are low, median or high, with a frequency of 10 and 13 or 12 and 17 percent respectively. It is because negative modality creates a distance between speaker and audience, which politicians can't afford. So, they prefer to use positive modal verbs.

4.3 Polarity in speeches

In sample speech 1, number of sentences with negative Polarity is 20, while in sample speech 2 is 31 only. Some examples from other two speeches are given below.

*P10 S39 "We **are not** in Afghanistan to control that country or to dictate its future"(Obama,2017).*

*P14 S64 "And after years of mixed results, we **will not**, and **cannot,** provide a blank check" (Obama,2017).*

*P18 S78 "I **don't** ask for this support lightly"(Obama,2017).*

*P8 S26 "We **cannot** remain a force for peace in the world if we are not at peace with each other"(Trump,2017).*

*P10 S29----"and nobody can ever forget that **have not** been repeated on our shores"(Trump,2017).*

*P17 S49 "We **cannot** repeat in Afghanistan the mistake our leaders made in Iraq"(Trump,2017).*

4.4. Peace paradigms in Sample speech 1

One of the main objectives of this research study is to find out the peace paradigms in the selected political corpora. According to Galtung negative peace" is the absence of violence, absence of war, and positive peace" is the integration of human society "(1964, p. 2). Positive peace includes policies and proposal including improved human understanding through communication, peace, education, internal cooperation, dispute resolution, and arbitration.

In sample speech 1,delivered by President Barack Obama, negative peace paradigm is focused more than positive peace paradigm. Only twice he talked about positive peace. A few illustrations from the speech can explain this.

P14 S55 "Al Qaeda and other violent extremists have killed several thousand Pakistanis since 9/11"(Obama,2009).

P14 S58 "They've blown up buildings, derailed foreign investment, and threatened the

*stability of the state"(Obama,2009).***(Negative Peace**)

*P16 S68 "Pakistan weather the economic crisis we must continue to work with IMF, the World Bank and the other international partners"(Obama,2009).***(Positive Peace)**

4.5 Relationship of Interpersonal Metafunctional aspects with Peace Paradigms in Sample Speech 1

In sample speech 1 delivered by President Barak Obama the focus mostly is on negative peace paradigm as this speech was delivered to share a policy regarding Pakistan and Afghanistan, so the focus was to work more in the elimination of terrorism in both these countries. Therefore, mostly declarative mood is used which doesn't have any great contribution in building up the concept of negative or positive peace paradigm.

Here if we connect the relationship between the use of modality and positive or negative peace, no strong link can be seen. Some examples again can explain it.

*P18 S82 "Pakistan government must be a stronger partner in destroying the safe heaven"(Obama,2009).***(Negative Peace)**

*P17 S75 "resources that help to will build schools, roads and hospitals and strengthen Pakistani democracy"(Obama,2009)***. (Positive Peace)**

It means that no specific modal verbs are used for positive or negative peace paradigms. Must is used for both negative as well as positive peace paradigms. As the speaker is showing commitment to do certain things in war against terrorists, he uses epistemic modal verb *will* without any distinction for positive s well as negative peace.

Polarity is also not showing any contribution in building up the concept of peace paradigms. "*And the terrorist who oppose us, my message is the same, we will defeat you"(Obama,2009).* Positive polarity is used for negative peace.

P12 S46 "America must no longer deny resources to Afghanistan because of war in Iraq"(Obama,2009).(negative polarity)

Here negative polarity is used for positive peace concept.

P17 S72 "A campaign against terrorism will not succeed with bullets and bombs alone"(Obama,2009).(negative polarity)

In above mentioned sentence negative polarity is used for negative peace paradigm.

Attitude discusses the way in which attitudes are elucidated and displayed in English texts. It means Attitude is actually the core of three important semantic areas generally mentioned as passions, morals and aesthetics, also called as Affect, Judgment and Appreciation respectively(Martin & White, 2005; White, 2011).

Now analyzing different aspects of attitude (affect judgment and appreciation) and their relation with positive and negative peace, it is observed that while discussing negative peace, affect of pain and fear can be seen.

P14 S16 "The situation is increasingly perilous"(Obama,2009).

"The safety of the people around the world is at stake"(Obama,2009).

The emotions of respect, cooperation and empathy can been seen when the speaker talked about positive peace.

P17 S75 "So today I am calling upon congress to pass a bipartisan bill that authorize 1. 5 billion dollars in direct support to Pakistani people every year over the next five years-resources that will build schools, roads and hospitals, and strengthen democracy"(Obama,2009).

In judgment the behavior of the people towards other are analyzed. In this speech President Obama when talked about terrorist, continuously called them American enemies. It means while talking about the negative peace his judgment about terrorist is negative that of hatred and animosity besides fear.

"The single greatest threat to the future comes from al Qaeda and their extremist allies, and that is why we must stand together"(Obama,2009).

"And the terrorist who opposed us my message is the same, we will defeat you"(Obama,2009).

Similarly, while mentioning his country allies, like Pakistan and Afghanistan his judgment is positive that of respect, trust and friendship.

"The United States has great respect for the people of Pakistan. They have rich history and

have struggled against long odds to sustain democracy. The people of Pakistan want the same things, that we want: an end to terror, access to basic services, the opportunity to live their dreams, and the security which comes with the rule of law. . . we must stand together"(Obama,2009).

In this political discourse the reaction of positive or negative emotions, also depends upon the event which is under discussion. For instance, whenever President Obama talked about 9/11 his reaction shows insecurity. He also feels danger for American people.

"Al Qaeda and its allies-the terrorist who planned and supported 9/11attacks are in Pakistan and Afghanistan. . . actively planning attacks on US. They want to kill as many of our people as they can. Al Qaeda and other violent extremist killed several thousand Pakistanis since 9/11"(Obama,2009).

Negative event of terrorism on 9/11 created negative reactions. This all shows that attitude has strong connection in building positive or negative peace concepts.

Overall, in this speech the focus was negative peace while just mentioning positive peace twice, and that was also in the background of negative peace. Different interpersonal aspects like mood, modality and polarity did not contribute much to building peace paradigms. But attitude showed relationship in building both the peace paradigms.

Peace paradigms in Sample Speech 2

In the second **se**lected speech delivered by Ex American president Donald Trump, the peace paradigm which is mostly focused and discussed is negative peace paradigm. Some examples are given below.

P31 S82 "We are killing terrorist"(Trump,2017).

P24 S63 "Terrorists who slaughter innocent people . . are nothing but thugs, and criminals and predators and that's right--losers."(Trump,2017).

In all these examples negative peace paradigm is discussed in which killing of terrorist is necessary to eliminate violence and to bring peace. Only twice he mentioned positive peace very briefly and that is also connected to negative peace.

P35 S98 "We appreciate India's important contribution to bring stability in Afghanistan and

we want them to help us more with Afghanistan, especially in the area of economic assistance and development"(Trump,2017).

4.5 Relationship of Interpersonal Metafunctional aspects with Peace Paradigms in Sample Speech 2

The only mood used in this speech is declarative, as it is the mood which is usually used by the politicians. Whether it is a talk about positive or negative peace paradigms, the most preferred mood used is declarative and only once imperative mood is used for negative peace paradigm. Therefore, in this speech selection of mood does not affect positive or negative peace paradigms.

The analysis of *modality* in building up peace paradigms reflects that *will* is used most of the time whether President Trump talked about positive or negative peace paradigms, as is very obvious from above examples. *Will* is used to show intentions and determination. But a few places while discussing negative peace, he used *must* which showed his emphasis and commitment to eliminate terrorists.

*P40 S110 "When American commits its warriors to battle, we **must** ensure they have every weapon to apply swift, decisive, and overwhelming force"(Trump,2017).*

This shows that modality plays some role in this speech, though not dominant one, in the discussion of peace paradigms.

In case of polarity, it is seen that, like other speech, it is not playing any specific role in positive or negative peace. For example:

P8 S26 "We cannot remain a force for peace in the world if we are not at peace with each other"(Trump,2017).

In above mentioned example negative peace is usually discussed and polarity used is also negative. But in all the other sentences throughout the speech where ever negative peace is discussed positive polarity is used.

P31 S82 "We are killing terrorist"(Trump,2017).

So polarity is not contributing much in the building the concept of peace paradigms. While analyzing the attitude, first affect and judgment is observed.

When President Trump talked about his own soldiers' positive emotions of bravery, respect and unity can be observed.

P5 S15 "That is because all service members are brothers and sisters. S16 They are all part of same family"(Trump,2017).

P9 S27 "And we send our bravest to defeat our enemies overseas"(Trump,2017).

For American soldiers the expressed emotions are that of **love, unity, and admiration.** When he is mentioning terrorist, **hatred** is the dominant emotion.

P24 S63 "Terrorists who slaughter innocent people are nothing but thugs and criminals and predators and that's right--losers."(Trump,2017).

When he discussed the countries where these terrorists are residing he showed the negative emotion of mistrust.

P34 S94 "No partnership can survive a country's harboring of militants and terrorist who target U. S's servicemen and officials"(Trump,2017).

Positive emotion of cooperation and help can be seen while discussing positive peace in Afghanistan.

P47 S129 "America will work with Afghan government as long as we see determination and progress"(Trump,2017).

As for as appreciation is concerned, which is emotional response towards some event, the tragic event of collision at sea of American soldiers arouse the emotions of **respect, love and sympathy** for the dead and injured soldiers.

P1 S6 "We send our thoughts and prayers to the families of our brave sailors who were injured and lost after a tragic collision at sea" (Trump,2017).

The 9/11 terrorist's attack and the war against terrorist, which is still going on after 16 years of that attack, a war without victory is creating negative emotion of frustration in American people.

P11 S30 "But we must acknowledge the reality that early sixteen years after September 11th attacks, after the extraordinary sacrifices of blood and treasures, the American people are

weary of war without victory"(Trump,2017).

The third event mentioned in this speech is the withdrawal of American soldiers from Iraq. The emotions here are of miscalculation, haste and defeat.

P17 S45 "And we know, in 2011, America hastily and mistakenly withdrew from Iraq. As a result, our hard-won gains slipped back into the hands of the terrorists' enemies"(Trump,2017).

Table 1: Quantitative findings of the study

	Speech 1	**Speech 2**
Sentences	99	174
Clauses	123	314
Mood: **Declarative**	99	170
Interrogative	0	2
Imperative	0	2
Modality: **Must**	19	22
Will/would	9	41
Can/could	4	7
Polarity: **Negative**	9	10

5. Conclusion

In nutshell, it can be concluded that these two speeches provide a good sample data for observing the link between interpersonal metafunction and peace paradigms. A strong connection has been seen in the attitude, judgment and appreciation and peace paradigms. But mood ,modality and polarity seemed to contribute less to building up the concept of

positive or negative peace. This analysis also proves that SFG is a great resource for making meaning, as researchers have tried to highlight some ways in which small units of SFG help the speaker to present his perspective of peace in a specific way,which could be acceptable by the audience and listeners. This research study, is an attempt to manifest a connection between SFG and peace perspectives of selected leaders, also has academic as well as general beneficial implications. For instance by learning the way systemic functional grammar has been used to critically evaluate the clever use of language in this research work, students can learn to start thinking critically about the use of language not only by their leaders, but overall by others, in spoken or written texts. This will enhance and sharpen their analytic thinking skill.

Similarly teachers can use this research study to teach students how to use authentic material for teaching and learning grammar. They can use this study to teach the concept of genres and modes of texts. As in this study, political speeches are used for analysis, so particular type of linguistic characteristics can be seen in these speeches which stands in difference to other genres or literary texts or in difference between spoken and written texts in sense of the use of grammar and vocabulary.

Another practical and useful step that teachers can take through this research study is to draw a comparison between functional grammar and traditional grammar for the students. For instance, the teachers can teach their students how the change of a small unit of grammar can change the meaning like the use of modal *verbs can, should, must* in the research data of this study. Similarly, the use of modal verb *will/would (used 41 times)* in the two selected speeches, is also conveys specific meanings other than their grammatical roles. This is not taught usually in traditional grammar.

This study has some general implications as well. For example, the study could be of some help for those political leaders who emphasize only the old and traditional version of peace, negative peace. They may benefit themselves by including positive dimension of peace in their speeches. Being the students of politics, they can even enrich their knowledge about other peace paradigms. For researchers who are looking for some new areas of interest yet to be explored, this research study can be of great help, as peace paradigms, is a vast field which needs to be investigated linguistically in much greater detail by researchers in Pakistan.

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Suffixation in the Inflectional Morphemes of Shina Language

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Abstract

This paper deals with the suffixation of inflectional morphemes of Shina in nominal and verbal paradigms. Shina is a Dardic branch of Indo-Iranian languages spoken by members of a small ethnic group named Dards in the mountainous ranges of Karakoram, Himalaya, and Hindukush. This language is spoken in several dialects in Gilgit, Astore, Punyal, Baltistan, Chilas to Palas in Indus Kohistan within the Pakistani territories and in some parts of the Kashmir valley in India. Data for this work has been collected from discussions, conversations, and interviews of the native speakers of Shina as well as the previous work on Shina (Radloff, 1998; 1999; Schmidt, 2008). My personal field visits to Gilgit, Diamer and Astore valleys helped me to access the primary data both via discussions / conversations and interviews from native speakers The linguistic theory used in the present research on Shina is an Item-and-Process approach. Shina is an oral language and now the attempts are being made to develop its orthography. Shina has a strongly suffixing inflectional morphology, so its affixes are exclusively suffixal. Moreover, the accent is strongly marked in Shina, and it determines the declension of nouns and conjugation of verbs.

Keywords: Shina, inflectional morphology, suffixation, borrowings.

1. Introduction

Shina is a Dardic branch of Indo-Iranian (Indic) languages spoken by members of a small ethnic group named Dards in the mountainous ranges of Karakoram, Himalaya, and Hindukush. Grierson (1927, p. 109) has given the name of "Pisacha Languages" to the Dardic languages in his earlier work. According to Masica (1991) the most important language of the Dardic branch is Shina, spoken in several dialects in Gilgit, Astore, Punyal, Baltistan, Chilas to Palas in Indus Kohistan within the Pakistani territories and in some parts of the Kashmir valley in India. Bailey (1924, p. xiii-xiv) divides Shina into three main dialects: Gilgiti, Astori and Kohistani with further subdivisions of Astori into Guresi and Drasi, while Kohistani is divided into Chilasi and Kohistani. Radloff et al. (1992) divide Shina into four geographical clusters: Northern, Eastern, Diamer and Kohistan on the basis of their linguistic survey. Beside these dialectal variations, Shina differs in accent and tone from village to village and generation to generation, that may result to questions or disagreement by the readers of this analysis of inflectional Shina morphemes, which according to Schmidt and Kohistani (2008, p. XV), "is the fate of all grammarians who work with unwritten languages".

Shina inflectional morphology is considerably more complex than that of many other Indo-European languages like English. Several layers of endings may be affixed to a word stem indicating case, tense, person, possession, gender, and other morphological characteristics. The gradual phonetic reduction or adhesion to the stem will also mark the case system in Shina. This results in the formation of a large number of distinct word forms and could be easily handled by an Item and Process approach. According to Item-and- Process approach, affixes are added to the bases which change its form.

This paper deals with the suffixation of inflectional morphemes of Shina in nominal and verbal paradigms. Shina has a strongly suffixing inflectional morphology, so its affixes are exclusively suffixal. Moreover, the accent is strongly marked in Shina, and it determines the declension of nouns and conjugation of verbs (Bailey, 1924).

The aim of this paper is to apply morphological approaches like Item-and-Process to the word structures of unknown languages like Shina, which is a fertile ground for linguistic research. Furthermore, this is an interesting topic because Shina has a more complex

morpheme system than many of the other Indo- European languages. The varieties of Shina dialects make this process more complex as well as interesting.

2. Theoretical Background

2.1. Item – and- Process Approach

The idea of Item-and- Process approach was developed by Hockett (1954), and it is associated with American Structuralist linguistics. In an Item-and- Process approach complex words result from the operation of processes on simpler words (Aronoff and Fudeman, 2005). In English, these additions could be made to the beginning or to the end of a base i.e., by prefixing and suffixing like 'cat - cats' and 'mature- premature. In contrast to the mixture of English prefixation and suffixation, Shina affixes are exclusively suffixal, for example:

'baal (boy) bali (boys)' 'musha'(man) mushei'(men).

Both the plural morphemes 'bali' (boys) and 'mushei' are due to the lexemes 'baal' and 'musha' undergoing the function 'make plural'. In Shina the plural marker of the noun varies according to the word ending of the singular noun, which will be discussed latter.

2.2. Inflectional Categories in Shina

Inflection involves the formation of grammatical forms such as past, present, future, plural, masculine, feminine, case and number (Aronoff and Fudenan, 2005). Shina is a highly inflectional language and inflectional affixes affect the form of words. For convenience Shina inflectional morphemes have been divided into nominal and verbal categories. The nominal categories involve number, gender, and case, while verbal categories involve tense, aspect, mood, gender, and voice.

2.2.1. Nominal Paradigm

Several studies have shown that Shina has two noun genders: masculine and feminine. Those related to the animal kingdom (mainly human beings and animals) are according to sex. For others there is no regular rule, and these can be both masculine and feminine (Bailey, 1924; Biddulph, 1971; Schmidt, 2001). Both masculine and feminine nouns may have marked or

unmarked gender suffixes. Nouns ending in vowels are normally considered gender suffixes, while nouns ending in consonants are suffixless and unmarked. Schmidt (2008, p. 40) presents three types of noun endings in Shina for both genders:

- Nouns ending in unaccented short vowels such as '-o' and '-u'.

- Nouns ending in accented short vowels or in long vowels such as:

- oo′, -oo, -a′a,   -u′u, -a′, -u′.

- Nouns ending in consonants.

Bailey (1924, p. 5) is of the view that, "accent is strongly marked in Shina, and it determines the declension of nouns and conjugation of verbs". Radloff (1999) presents the idea about morphophonemic changes that due to the process of inflection the accent shifts and changes to the root- final and suffix vowels occur. In this case the plural suffix and the oblique suffix attach directly to the root. The oblique suffix /-e / is the form which precedes any one of a variety of case markers that primarily indicate location, direction, or possession, for example /-t / 'to', / -r /, 'in', /-kaar / 'for' etc. as shown below:

/daado/ 'grandfather' (sing) /daadei/ (Plural) /daad-e-t/ (Sing oblique /- e / and dative marker /-t / 'to') /daad-o-t/ (Plural oblique /-o / and dative marker /-t /.

Bailey (1924, p. 11-3) mentions seven case suffixes in the Shina noun declension for both singular and plural and some rules for case endings. These are:

1.   Nominative/1st.accusative/vocative case
2.   Genitive case
3.   Dative case
4.   Prepositional case
5.   Locative case
6.   2nd accusative
7.   Agent case

The main point in the declension of all nouns is whether the case suffixes are added to the nominative singular or substituted for the ending of the nominative singular. The general rule is that nouns ending in consonants, accented –i′ or accented -u′ always add the plural or case suffixes to the nominative singular. On the other hand, in unaccented '–i', '-u', '-o', '-e', the final vowel of the nominative singular is dropped before the suffixes. Nouns ending in '-a' generally add the genitive singular suffix, contract for the other singular suffixes, and drop the vowel of the nominative plural before the plural suffixes.

Moreover, Bailey (1924, p. 62) refers to "ho thoki (call), dua thoki (pray), kon doki (listen), hukm thoki (command)" etc. as the dative case of Shina. I am more inclined to take these as the 'compound verbs' rather than the dative case of the nouns. If we translate these words exactly into Shina, these become 'to call', 'to pray', 'to listen' and 'to command' respectively. The formation of new compound verbs is an areal feature of language contact in South Asia (Romaine, 1999).

Grierson (1927, p. 331) gives eight case terminations of Shina nouns with their singular and plural markers. These are:

Singular	plural
Nominative and Acc…, o, u	-e`, -i¯
Agent. -s(e`) .	-s(e`)
Oblique. -e`	–o, -u.
Genitive. -e`	-o, -u.
Dative. -t(e`).	–t(e`).
Ablative. -jo, -ju.	–jo, -ju.
Locative I. –r(o)	-(o)
Locative II. –ch, -j.	–ch, -j.

There are two genders in Shina i.e., masculine, and feminine. Masculine nouns have generally the gender suffixes –o, -o′, -oo, -oo′, -u, -u′, etc or they may end with a consonant sound. In the same way feminine may have the gender suffixes –i, -i′ or –ii or these morphemes may end in a consonant sound (Schmidt, 2001). Gender in some nouns is indicated by prefixing 'bi:ro' (male) and 'sonchi' (female) such as 'bi:ro dono' (bull) and 'sonchi gao' (cow).

2.2.2. Verbal Paradigm

Grierson (1927) presents the transitive and intransitive verbal conjugation of Shina. Verbs in Shina agree with the subject in number and person. The finite tense has two genders each in the singular, while in the plural; they are all of the common gender.

If the singular subject of the verb is masculine, the masculine form of the verb will be used and if it is feminine, the feminine form of the verb will be used and these verbs are conjugated. For example:

'baalse khat likao' (The boy wrote a letter). Masculine form of verb "likhao". Gilgiti dialect is "likhagao" Astori and Kohistani "likhao".

"mulai say khat likhi" (The girl wrote a letter). Feminine form of verb "likhi". Gilgiti dialect is "likhagi".

The subject of the transitive verb in all tenses is put into the agent case such as "tuse`likhaga" (you wrote), where '–e`' is agent case marker in subject. The infinitive ends in "-thoiki", "–oik", "-ok" as in "kum thoki" (to ωορκ), "khoki" (to eat) etc. Grierson (1927) divides the tense of the transitive verbs into three groups. The first group is formed of the future tense, the second is on an old past participle and, "third group consists of Periphrastic tenses formed with the help of auxiliary verbs". Periphrastic tenses consist of:

a)   The future perfect formed by conjugation of conjunctive participle such as, "mu giye bum" (I shall have gone).

b) The tense of obligation formed by conjugating the infinitive as "mas likhoki hanus" (I have to write), and

c)   An element of uncertainty equivalent to the English "perhaps" is made by adding "bai" with main verb such as "yesi khat likhao bai" (perhaps he has written a letter). All these three forms belong to the indicative mood.

3.   Research Methodology

Until recently, Shina was not a written language and original historical written material is very limited. With the advent of the Karakoram Highway in the northern part of Pakistan, the society in general has opened and literature is now being written in Shina. Some texts have been written down by native speakers, but these texts are in the Urdu variant of the Arabic script. On the other hand, western researchers have written texts in the Roman script. The researchers have used the same Romanization and International Phonetic Alphabets in the present study.

The linguistic theory used in the present research on Shina is an Item-and-Process approach. According to this approach, affixes are added by means of processes that affect the form of the base. Thus, Shina being a strongly suffixing language could easily be dealt with under an Item-and-Process approach. According to this approach, complex words result from the operation of processes on simpler words (Aronoff and Fudeman, 2005).

Data for this work has been collected from discussions and conversations of native speakers of Shina as well as previous work on Shina by Radloff (1998, 1999), Schmidt (2008) and Amin Zia (1986). My personal field visits to Gilgit, Diamer and Astore valleys helped me to access the primary data both via discussions / conversations and interviews from native speakers which enabled me to understand morphological and dialectical differences in Shina of these three regions. Morphemes used in the data have been selected from discussions of the native speakers and than the speakers were asked to use these morphemes in different situations. Once native speakers used a morpheme in different situations, then these were noted down using the International Phonetic Alphabet.

4. Data Analysis

The most common method of word-building in all languages of the world is by means of affixation; in some languages such as English, both prefixes and suffixes are used, but the pure Shina morphemes only take suffixes with their bases for this process. Due to extensive contact with English and Urdu in the past and educational and media development in the present, Shina has borrowed a large number of lexical items from these two languages. This borrowing has affected the original morphology of Shina and even new generation is unacquainted with old Shina words such as 'agai' (sky), ' birdi' (earth) spoken by older

generation. A large number of Urdu words are now extensively used in Shina and these Urdu words take both prefixes and suffixes and have changed its highly suffixing nature. The Urdu morpheme 'wakif' (acquainted) takes a prefix 'naa' making it 'naawakif' (unacquainted) which is widely used in Shina, though it has its own morpheme with an 'o' suffix 'ajono' meaning the same 'νααωακιφ' but is seldom used by the Shina speakers.

Like in other Indo-European languages, in Shina, words occur in different forms and one has to learn the paradigms/ patterns to know about different form changes of morphemes. I will investigate the noun and verb paradigms due to the limitation of space in this research work.

4.1. Noun Paradigm

The noun paradigm is divided into its categories of gender, case, and number with further division of sub-categories according to the noun endings.

4.1.1. Gender

Shina has two noun genders i.e., masculine, and feminine with suffixes which mark gender, or they may be unmarked. It is generally noticed that most of the nouns ending in the vowels are marked and nouns ending in consonants are unmarked. Nouns ending in long vowels and accented short vowels inflect differently from unaccented short vowels (Schmidt & Razwal, 2001). Thus, both masculine and feminine noun endings in Shina are of three types i.e., nouns ending in unaccented short vowels, nouns ending in accented short vowels or in long vowels and nouns ending in consonants. These noun endings are shown in the tables blow:

4.1.1.1. Nouns ending in unaccented short vowels.

Nouns ending in unaccented short vowels have been divided into two groups according to their gender. Here we can notice that masculine nouns end in gender suffix '-o' and '-u', while feminine nouns end in '-i'.

a) Masculine nouns

	Singular	**Plural**	**Meaning in English**
Nominative	bako	bakei	branch of tree (big in size)
Oblique	bake`	bakoo	
Nominative	chato	chatei	dumb
Oblique	chatei `	chatoo	
Nominative	kato	katei	Firewood
Oblique	kate	katoo	

Masculine nouns in this class usually end in gender suffixes '-o' and '-u'. Declension of nouns ending with '-o' and '-u' sounds is regular as the last vowel sound '-o' is substituted by '-ei' and '-u' changes to '-i'. Here we notice that the gender suffix '-o' of nominative singular ' chato' is replaced by gender suffix '-ei' while making it plural. The same rule is applicable to all nouns ending in gender suffix '-o'. On the other hand, masculine nouns ending in '-u' adds plural marker '-i' instead of substitution while making it plural.

In the oblique plural, '-o' suffix is made a bit prolonged as compared to nominative singular and this distinction is more prominent in Astori and Kohistani/ Chilasi Shina. The oblique singular suffix is '-e`' and it is same for all nouns.

b) Feminine nouns

	Singular	**Plural**	**Meaning in English**
Nominative	liti	liteye	branch of tree (small in size)
Oblique	litye`	lityoo	
Nominative	chati	chatye	dumb (female)
Oblique	chatye`	chatyoo	

Nouns ending in vowels are usually considered as having gender suffixes, while nouns ending in consonants are suffixless and unmarked. Most of the feminine nouns end with '-i' suffix and this gender suffix could be short or long. Here we notice that the process of mutation from one vowel sound to another to make it plural at the end of base has affected

the shape of the initial singular noun. In the above data, plural suffixes are added to the base during the formation of plurals in both nominative and oblique cases.

Here we also notice that the gender suffix '-i' of nominative singular is replaced by '-ye' while making it plural. The same rule is applied with the majority of nouns, but we have a few exceptions as well, such as the noun 'dii' (daughter). In this case the gender suffix '-i' of 'dii' is replaced by a longer suffix '-jarei '. The other example is 'sucho' (sister) → 'sucharei' (sisters). Here the last suffix '-o' is replaced by a longer suffix '-arei'.

We mentioned earlier that masculine nouns end in the gender suffix '-o', but we have some exceptions, and some feminine nouns also end in the '-o' suffix as in the case of 'sucho' (sister).

4.1.1.2. Nouns ending in accented short vowels or in long vowels:

	Singular	Plural	Meaning in English
Nominative	payaalo′	payaalei	shepherd
Oblique	palaale`	payaloo′	
Nominative	musha′	mushei′	man
Oblique	mushe′	musheyo′	
Nominative	tattoo	tatei	hot thing
Oblique	tate`	tatjo	

Masculine nominatives in this data end in long "oo′", 'o′', 'oo', 'uu' or short accented 'u′'. In oblique singular there is uniformity, but in oblique plural, there is variation. Here we notice that the long vowels 'oo′', 'αα′ 'and 'oo' of nominative singulars are replaced with 'ei' and this rule is true for all nouns ending with these vowel sounds.

4.1.1.3. Nouns ending in consonants.

Nouns ending in consonants are unmarked and these could be both masculine and feminine. Nouns being masculine and feminine in this class are determined by the verb used with it in the sentence. These nouns take '-i' suffix with the nominative plural.

	Singular	Plural	Meaning in English
Nominative	roshandaan	roshandaani	ventilator
Oblique	roshandaane `	roshandaaniyo	
Nominative	gaam	gaami	village
Oblique	gaame`	gaamiyo	
Nominative	baal	bali	boy
Oblique	bale`	balo	
Nominative	uran	urani	lamb
Oblique	urane`	uranu	
Nominative	tum	tumi	tree
Oblique	tumi`	tumu	

Here we notice that oblique singular has the case marker '-e' while the plural has case markers '-o' and '-u'. The last consonant sound of nominative singular is not substituted or replaced and remains constant while changing to plural and it takes the plural marker '-i' with it. All Shina nouns ending in consonant take plural marker '-i' in the process of making plural.

4.1.2. Case Suffixes in Shina

The most salient feature of nouns in Shina is its two layers of stem+ affix combination: one directly attached to the stem in the case of oblique and plural, while another one attached to the stem indirectly in the form of a post position with oblique case. Cases in Shina are marked with suffixes, which are attached to the base. The two layers of case markers in Shina are:

Case layer –1: where the suffix joins the noun stem directly, e.g. plural, oblique

Case layer-2: where the suffix joins the noun stem indirectly through oblique, e.g. postpositions (Shakeel, 2004).

Table 1: Case Layers in Shina

Noun	Case layer-I	Case layer-II	Example	Gloss
Baal	Se		baal se	boy (agent)
	-e		Bali	Boys
	-e	-y	Balay	Of the boy
	-e	-T	Balat	To the boy
	-e	-r	Balar	In the boy
	-e	-j	Balaj	on the boy
	-e	-jo	Balajo	from the boy
	-e	-katch	Balakatch	near the boy
	-e	-waar	Balawaar	toward the boy
	-e	-kaar	Balakaar	for the boy
	-e	-saa~t	balasaa~t	with the boy

Shina has a highly developed case system. There are several types of cases in Shina with different case markers, e.g., nominative, and accusative, agent, oblique, genitive dative, ablative, locative I and locative II. Examples are:

	Boy	**man**	**stone**	**hand**
Nominative	baalo	mushao	bato	hato
Agent	baalse`	mushaase`	batse`	hatse`
Oblique	baale`	mushaae`	bate`	hate`
Genitive	baale`	mushaae`	bate`	hate`
Dative	baalete`	mushaate`	batete`	hatete`

Ablative	baalejo	mushajo	batejo	hatjo
Locative I	-----	-----	batero	hatero
Locative II	baalej	mushaje	bataj	hataj

Here we notice that affixes are attached to the bases which change the shape of nouns. The word "baal (boy)" undergoes the process of mutation to form different words for different cases such as:

baal→o, baal→ se, baal→e`,baale→te, baale→jo,etc.

These different words are formed by applying the Item- and – Process approach in which affixes are attached to the base. Case layer I such as '-se' (agent case marker) and '-te' (dative case marker) etc are directly attached to the stem as shown in the example below:

(2) baalse mulaite kitab dao

The boy-AGENT (case layer I) girl- DATIVE (case layer I) book gave

(The boy gave a book to the girl).

Case layer II is indirectly attached to the stem with oblique case which are actually fused postpositions. Thus, the oblique case is most easily distinguished when it occurs before postpositions beginning with consonants or independent postpositions (Schmidt and Kohistani, 2001). Here in this example '-se' is agent case marker which is directly attached to the subject noun. The dative marker '-tei' is attached to the indirect object 'mulai'.

(3) mulaise baalesaa~t bujuk inkaar thi

The girl- AGENT (case layer I) boy-OBL (Case layer I) with (case layer II) refuse did (The girl refused to go with the boy).

In sentence (3) two ways of suffixation are used at the same time, both directly with the stem ' mulai＋se' or 'baal' and ' saa~th' which is actually a postposition fused indirectly with the oblique case. The word ' saa~th' actually is a kind of bound morpheme which requires a

base to be attached to give the complete meaning. The sign '~' represents the length of the word as well as its nasalized characteristic.

It is noted that the dative case marker differs widely in different dialects of Shina. Baily (1924, p. 211) presents the dative singular suffix as '-ra' and plural as '-re' while Schmidt and Kohistani (2001, p. 123) give dative singular and plural suffix as '-r' for the Kohistani Shina. The people living in Gilgit and Astore usually use '-te`' as the dative case marker.

The dative marker '–t(e`)' is observed in Gilgiti and Astori dialects and Grierson (1927, p. 331) also mentions the same dative marker for Shina singular and plural nouns.

(4) 'tuse mute dare-katch intizaar tharaga'

You –OBL (case layer I) me –DAT (case layer I) door –OBL (case layer I) at/near the (case layer II) wait made. (You made me wait at/ near the door).

Here '-e' is the oblique marker, '-te' is the dative marker and 'katch' is a case layer II suffix which is attached to the oblique case. Though it has been shown as a separate word to show the second layer of the case system in the Shina language, but it does not give meaning in isolation, and it serves as a bound morpheme which is attached to the base to make it meaningful.

4.1.3. Number

The formation of noun plural in Shina is also interesting as well as complicated. Here three types of nouns have been dealt with for their word-formation process from singular to plural, nouns ending with a vowel sound, nouns ending with a consonant sound and nouns with zero morph.

4.1.3.1. Nouns ending with a vowel sound.

The same approach of Item- and- Process is used in plural nouns in which singular nouns undergo the process of mutation. The last vowel sound of nouns can undergo different patterns of mutation that is a change to another vowel sound, which is not consistent.

For example:

shako (arm)→   shakei , last 'o' sound has changed into 'ei' to make plural.

Chaiˆ (woman)→   chei, a dropping 'ai' is changed to diphthong 'ei.'

kursi(chair)→   kursei, a short 'i' is replaced by 'ei' sound.

mulaiˆ (girl)→   mulai∀ a dropping 'ai' sound is replaced by raising 'ai' sound.

ho~nto (lip)→   honti 'o' is replaced by a very short 'i', the 1st 'o' in singular is nasalized.

Paa (foot)→   pai 'a long raising sound 'aa' is replaced by a diphthong 'ai'.

Here we noticed that the process of mutation from one vowel sound to another to make it plural at the end of the base has affected the shape of the singular noun. We also noticed that sometimes the morpheme does not change, but the rise and fall of the tone (as in case of 'mulai'→mulai') changes the noun from singular to plural, which shows that Shina is also a tonal language as a result of its close proximity to Chinese.

4.1.3.2. Nouns ending with a consonant sound

Unlike the nouns, ending with a vowel sound, nouns with a consonant ending show some consistency or regularity (like the English regular nouns) in Shina while changing from singular to plural. The addition of the'i' sound with the base changes a noun from singular to plural and this 'i' serves as a bound morpheme. This shows that the 'i' morph is in one-to-one correspondence with the free morpheme. Thus, the rule for making plural of such nouns ending in consonants is quite simple and that is the addition of plural marker 'i' with the base. For example:

kitab (book) →κιταβι (tables) $N_{plural} \rightarrow N\text{-}i$
masjid (mosque)→ masjidi (mosques) $N_{plural} \rightarrow N\text{-}i$
charch (church)→ charchi (churches) $N_{plural} \rightarrow N\text{-}i$
tabl (table)→   tabli (tables) $N_{plural} \rightarrow N\text{-}i$
pen (pen)→   peni (pens) $N_{plural} \rightarrow N\text{-}i$
balugun (tomato)→ baluguni (tomatoes) $N_{plural} \rightarrow N\text{-}i$
khat (bed)→   khati (beds) $N_{plural} \rightarrow N\text{-}i$

The above data shows that 'i' is a bound morpheme attached to the base noun ending with a consonant sound. The first two words 'kitab' and 'masjid' are borrowed from Urdu, 'church', 'table' and 'pen' are borrowed from English and 'balugun'and 'khat' are Shina nouns. The same Shina plural formation role is applied to the borrowed words.

Nouns ending with a /s/ sound changed into /zi/:

ustas (teacher)→ ustazi (teachers)   's' is replaced by zi morph.

muus(meat)→   muzi (meat uncountable in English but countable in Shina)

The English noun 'eggplant' (a kind of vegetable) has one morpheme, but the Shina name for the same 'shino balugun' has three morphemes (shin + o + balugun).

4.1.3.3. Zero Morphs

Like English, Shina has also certain nouns with zero morphs where the base does not change. In these cases, the plural feature is still added to the noun, but nothing happens to the base. In English the plural rule for 'hair' according to Item- and- Process approach will be 'HAIR$_{plural}$ →HAIR'.

The same process is applied to the Shina zero morphs:

<u>Singular</u>   <u>Plural</u>

wai(water)   wai   N$_{plural}$ →N (both countable and uncountable in English)

paju (salt)   paju   N$_{plural}$ →N (both countable and uncountable in English

sigal (sand)   sigal N$_{plural}$ →N (both countable and uncountable in English

liti (small branch of tree)   liti   N$_{plural}$ →N (countable in English)

The above data shows that that zero morphs in Shina have the same plural formation process as English nouns 'hair' and 'sheep'.

4.2. Verb Paradigm

If we take a verb paradigm as an illustration from Shina, it will give certain forms of affixation according to the tense, gender, number, and the context in which it is used. Here

we take the conjugation of some verbs which is changed according to the tense, gender of the noun and number. It must be noted that unlike English, Shina verbs are used according to the gender of the nominative subject and these verbs take the gender suffix '-ι' with them.

tus ramae: (You domesticate) last morpheme is an '-ea' attached to base 'ram.'

mus remum: (I will domesticate), last morpheme is '-am' sound attached to the base.

mus ramaalus: (I had domesticated), '-aalus' is attached to base 'ram…'

mus ramamus: (I am domesticating), '-amus' is suffixed to the base.

yes ramung: (He is domesticating), base takes an '-ung' suffix.

yes ramilei: (They had domesticated), 'ei' at the end of word.

yes ramang: (she is domesticating), base takes an '-ang' suffix.

mulai say rami: (The girl domesticated), '-ι' suffix is attached with female subject.

ball say ramo: (The boy domesticated). 'o' suffix is added with the male subject.

It is observed that unlike the English base 'domestic-', neither the Shina base 'ram-'(though retains a constant shape throughout), nor different suffixes (changing forms) have any sense in isolation. To make them meaningful, they are to be attached to each other. Here this case of Shina contradicts the idea of free morphemes of English.

Just like English, a morpheme in Shina can also have different forms such as verb, noun, and adjective with changes to its base. The morpheme 'ramalo' is adjective in which last suffix '-alo' seems to carry the paradigms of quality and number as for many domesticated animals the adjective 'ramalei' is used having a change from 'o' to a diphthong 'ei'. This paper will only deal with the inflectional morphemes, not the derivational ones. In the above examples, we notice that different suffixes are added to the base, which change its form such as; ram past, 3rd person plural→   ramilei (They domesticated).

Shina verbs can be divided into two conjugations e.g., transitive, and intransitive. All the transitive verbs are regular, while the second conjugation includes all the intransitive verbs and a few transitive ones as well (Bailey 1924:26). There are separate forms of Shina verbs for different tenses, numbers, and gender. There are three tenses i.e., present, past, and future

and two numbers: singular and plural, while Shina gender is divided into masculine and feminine.

4.2.1 The Present Tense

	Singular	**Plural**
Male	muse likhamus (I write)	bese likhones(We write)
	tuse likhano (you write)	those likhanet(you write)
Female	mase likhamis (I write)	bese likhones (we write)
	tuse likhani (you write)	those likhanet (you write)

Here we notice that the verb 'likhanet' is the same for both male and female plural, while the rest of the verb form changes according to gender and number. In the above-mentioned data, 'mus' is a male gender suffix while, 'mis' is a female gender suffix.

These gender suffixes are attached to the root in this way:

likha + mus → likhamus (suffix marker representing the male subject nominative)

likha+mis →likhamis (suffix marker representing the female nominative subject).

4.2.2. The Past Tense

	Singular	**Plural**
Male	mase likhsus/lus (I wrote)	bese likheses/les (We wrote)
	mese likhamsus/lus (I was writing)	bese likhonses (We were writing
	tuse likhaso/lo (you wrote)	those likhaset/let (you wrote)
Female	mase likheses/lis (I wrote)	bese likhases/les (we wrote)
	mase likhamlis(I was writing	bese likhonses/les (we were writing)
	tuse likhase/lei (you wrote)	those likhaset/let(you wrote)
	res/yes likhali (she wrote)	res/yes likhili (they wrote)

As regards the markers of past tense, they vary from area to area. The people from the Gilgit region use the past marker '-sus', the people from Kohistan use '-gus' and the Astori dialect has the past tense marker '-lus' for male gender and '-gis', '-sis' and '-lis' for female gender respectively. Different suffixes are attached to the base 'likh' to give a complete sense of the morpheme. The ending '–sik' is attached to the root 'likham' to make past conditional sentences such as:

mas likhamsik (I should have beaten)   bese likhonsik (we should have beaten)

tuse likheisik(you should have beaten)   those likhaesik (we should have beaten)

yes likhesik (he should have beaten)   ris likhaesik (they should have beaten)

4.2.3. The Future Tense

	Singular	**Plural**
Male	mase likham(I shall write)	bese likhon (We will write)
	tuse likhae (you will wrote)	those likhiyaat(you will write)
Female	mase likham (I will write)	bese likhon(we shall write)
	tuse likhae (you will write)	those likhiyaat (you will write)
	yes likhai (she will write)	res likhain (they will write)

Here we can notice that suffixes in the verb of future tense are same for both genders, i.e., the male and female. In all the three tenses one verb 'likh' has been used and it has been noticed that Shina verb is highly inflectional, and it changes according to the tense, gender and number.

5. Conclusion

Since the focus in this research was on the inflectional morphology of Shina, we had ample opportunity to look at the conjugations of verbs and declension of nouns through suffixation and stem alteration. It is interesting to know that Shina has three main dialects: Gilgiti, Kohistani and Astori and each has many accent varieties which result in the differences in case markers of Shina nouns. We also noticed that forms of a lexeme in Shina are determined

by syntactic environment such as that Shina verbs take different forms according to context, tense, voice, gender, and number.

Shina is a highly inflectional language, and it has a strongly suffixing morphology. Several layers of endings are affixed to a word stem indicating case, tense, person, and gender. In the nominal paradigm, Shina has two noun genders: masculine and feminine and the endings of the noun determine the inflection. These nouns have gender suffixes such as a vowel ending, or these may end in a consonant sound which is considered unmarked. Beside the gender, Shina nouns are either singular or plural. Nouns ending in consonant take a plural suffix 'i', while nouns ending in vowels inflect differently, substituting the final suffix with another one. We also noticed that Shina has eight case endings which are marked with suffixes attached to the base.

The most interesting observation was the productivity of Shina verbs i.e., a verb in Shina changes into several forms according to different tenses, gender, and number. A verb with different suffixes attached to it is still a verb in Shina.

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EFL Learners' Beliefs about Pronunciation Teaching

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Abstract

This paper aims to provide insight into the current teaching practices of English pronunciation in Pakistan at the university level by exploring EFL learners' beliefs. The study elicited the beliefs of 50 third and fourth-year BS English students at one of the renowned universities in Pakistan. The study adopted a survey questionnaire containing five-point Likert scale items, multiple-choice questions, and some open-ended questions to record students' views. After the thematic analysis, five major categories emerged: course design, the language of instruction, learning and teaching style, types of feedback, and naiveness of teachers. The findings revealed that students were well-aware of the importance of pronunciation for intelligibility and successful communication. They were also cognizant of what is more useful to them. Similarly, students were found eager to help improve pronunciation instruction by suggesting certain changes to be incorporated and implemented.

Keywords: EFL, course design, English pronunciation, learner beliefs, pronunciation instruction

1. Introduction

Pronunciation, despite being a pivotal language skill, has long been neglected by language teachers and researchers. Porter (1999) believed that compared to other language skills, pronunciation teaching, both in pedagogical theory and material design, received little attention. On the other hand, quite a large number of research studies are available on teacher cognition about the teaching of grammar (Borg, 2006). Despite its key role in communication, pronunciation received little attention (Baker, 2014). Other researchers in the field, such as, (Couper, 2009, Derwing, Burgess & Spencer, 2000; 2010; Macdonald, 2002; Murphy, 2014; Derwing & Munro, 2005; Pawlak, 2010; Breitkreutz, Derwing, & Rossiter, 2001), asked for further inquiry to address issues and challenges hampering the potential of EFL teachers.

Integral to the pronunciation class, there are two stakeholders - the teacher and the students. Since much has been researched on the former, the current study focuses on the latter- the learners. There seems a paucity of research addressing learners' cognition (beliefs, knowledge, perception and views etc.) about the ways L2 teachers teach pronunciation. For example, Pawlak, Bielakthere and Mystkowska-Wiertelak (2015, p. 5) reported, "there has [sic]been surprisingly few empirical investigations that would have attempted to tap learners' or teachers' beliefs and preferences concerning pronunciation teaching". To add to the body of knowledge, the present study endeavors to unveil learners' beliefs about certain aspects of pronunciation teaching.

2. Literature Review

2.1 Learners' Beliefs about L2 Learning

L2 teachers' and learners' beliefs about a second/foreign language have an utmost influence on the ways learners learn and teachers teach (for example Horwitz, 2008; Borg, 2006). Learners' beliefs continue to guide them during their journey of learning a second language. Belief can be described as construct boxes with the capacity to store knowledge about people, events, content, objects, and places and can define and develop relations among them (Ahmad, 2020). Hence, Learners form a set of perceptions about L2 learning and teaching based on their observation and knowledge.

Research on Learners' beliefs about L2 learning has revealed that these beliefs have an immense impact on L2 learners' classroom performance and achievements. Bernat (2008) claimed that learners' beliefs played an important role in the formation of the psycho-

cognitive process of learning which ultimately influenced their actions in L2 classroom. Moreover, studies have also suggested a link between anxiety (Young, 1991) and motivation (Bernat, 2008). Both these variables are directly related to learners' performance in the classroom. Similarly, learners' beliefs also help to direct language learning strategies which are considered important for language learning (e.g; Oxford, 1990; Cohen, 1998; Yang,1999; White, 2008). Similarly, Li and Chun (2012) study on reading literacy, Pawlak (2008) and Calka (2011) on pronunciation, Vandergrift (1999) on writing, showed the positive impact of strategies on L2 learning.

2.2 Learners' Beliefs about Pronunciation Instruction

Despite a growing interest in the field of pronunciation teaching and learning, there is still a paucity of research on students' cognition about pronunciation teaching (Muller & Levis, 2013). Although studies such as (Cenoz & Garcia-Lecumberri, 1999) investigated L2 pronunciation, studies on learners' beliefs about pronunciation learning are yet to be surfaced in mainstream literature (Baker & Murphy, 2011).

Several studies attempted to investigate teachers' views/beliefs regarding English language pronunciation instruction. Baker (2011), for example, interviewed five experienced ESL teachers to record their views regarding L2 pronunciation instruction. One common finding was that they were not feeling confident in teaching L2 pronunciation. Studies in different other contexts such as Derwing (2008) in the United States of America; Burgess and Spencer (2000) in the United Kingdom; Foote, Holtby, and Derwing (2011) in Canada and Fraser (2000) in Australia reported almost the same findings.

On the other hand, as for learners' beliefs regarding L2 pronunciation, we generally come across studies that have addressed issues such as explicit pronunciation teaching and learners' attitude (Couper, 2003), the vitality of learning second/foreign language pronunciation (Rajadurai, 2001), and model of L2 pronunciation learning (Szpyra-Kozlowska, 2008). Similarly, Ma (2012) conducted a study to explore views regarding non-native English-speaking teachers (NNESTs) and native English-speaking teachers (NESTs) and its advantages and disadvantages. However, researchers and practitioners pay little attention to exploring ESL/EFL learners' beliefs about pronunciation teaching and the preferred teaching approaches and their participation and say in the course design.

2.3 Approaches to Pronunciation Teaching

The term Approach, although entirely a different concept, however; sometimes it may be used interchangeably with other concepts i.e., technique, methods and procedure. However, there is a difference between approach and other concepts mentioned before. Similarly, approach must be reflected in classroom while teaching (Richards and Rodgers 2001). In other words, approach may be defined as something that refers to theories or principles which may guide a method of teaching and ultimately inform the teaching procedure and/or techniques in a language classroom. However, broadly speaking, approach not only refers to teaching methods, techniques and/or procedures but can also refer to other relevant concepts and practices such as the language of instruction, teaching materials, course design and characteristics and role that language teachers adopt in the classroom. All of them play a significant role in deciding to select and implement techniques and procedures to be used in a language classroom.

When it comes to approach, literature does not seem to agree upon a single approach to be adopted in the pronunciation classroom. Various studies have recommended different approaches for teaching L2 pronunciation depending on the context of the study and the researcher's personal experience. Yates and Zielinski (2009, p. 19) suggests that It would not be wise to suggest one common approach for teaching L2 pronunciation as "there is no one recipe for success in any kind of teaching" because of differences in context and learners. It can, therefore, be argued that multiple factors such as institutional constraints, Learners' goals of learning L2, their levels of proficiency in the L2, teaching setting and learners' beliefs regarding various aspects of pronunciation are to be taken into consideration before deciding on the suitable approach for teaching L2 pronunciation in a particular context.

Literature on L2 pronunciation teaching made a distinction between two types of approaches: bottom-up and top-down. Both approaches help determine teaching methods, strategies, teaching material, course design and possible constraints. The bottom-up approach emphasizes teaching the L2 sounds in isolation first then syllables and finally exposing learners to advanced and more developed speech such as utterances and sentences. Goodwin (2005) called this approach a 'building block' approach to pronunciation teaching. However, this approach has been overshadowed by recently conducted research studies which consider suprasegmentals as inevitable in achieving intelligibility and

comprehensible in L2 teaching and learning (for example, 2001; Munro & Derwing, 1995; Celce-Murcia, Brinton, Goodwin, & Griner, 2010; Chela-Flores, Keys, 2000; Derwing, Munro, &Wiebe, 1998). On the other hand, the top-down approach is based on the teaching of suprasegmentals by teaching stress rhythm and intonation first followed by the teaching of individual sounds. This approach, to a larger extent, is a response to research studies which emphasized the importance of suprasegmentals in successful communication (Hahn, 2004; Field, 2005).

Amid so many contradicting views on using different approaches, L2 teachers are left in confusion. They are unguided, demotivated and strayed. In recent years, language researchers and practitioners, realizing the gravity of the issue, called for an L2 teaching approach which may maintain a balance between teaching segmental and suprasegmental in a language class (e.g., Goodwin, 2001; Celce-Murcia et al., 2010; Kennedy, 2008). Similarly, the experts also urged that every language class, based on teaching context and learners' needs, has different requirements in terms of teaching and material. In addition, it has to be decided by the L2 teacher on the type of course design and teaching methods best work for them to meet their students' needs and expectations. Hence, students' goals and expected use of L2 in future in EFL and ESL contexts become important. It further necessitates conducting a study, like the present one, to record their perspectives on L2 pronunciation teaching to help L2 teachers in choosing appropriate teaching material, appropriate teaching and instructional plans.

2.4. Research Questions

Since there are available only a few studies on learners' beliefs about L2 instruction, the present will attempt to address the following research questions:

1. What are L2 students' beliefs about the course design on L2 pronunciation subjects?
2. What are students' beliefs about their teachers' ways of approaching L2 Pronunciation?
3. What perspectives do students have about the roles of NNESTs and NESTs in relation to pronunciation teaching?

3. Research Methodology

3.1. Participants

For data collection, I obtained the consent of 50 undergraduate (BS English) students from one of the public sector universities in Khyber Pakhtunkhwa province in Pakistan. To

maintain the gender balance, 25 males and 25 females aged between 20 to 22 studying in the 3rd and 4th years made the sample of the current study.

Year	No. of students	age
3rd year BS English	25	20-21
4th year BS English	25	21-22

Table 1. Participants information

1	2	3	4	5
Excellent	Very good	Good	Fair	Poor
5 (10%)	10 (20%)	20 (40%)	8 (16%)	7 (14%)

Table 2. Proficiency levels: students' self-evaluation

3.2. Research Tool

A questionnaire designed by Alghazo (2015) was utilized for data collection. The questionnaire consisted of two portions: the first portion asked the participants the background information, for example, age, year of study, number of subjects regarding pronunciation learning while the second portion elicited their beliefs/views about the teaching approach and relevant aspects of teaching using a five-point Likert Scale (Strongly Agree = 1, Agree = 2, Not sure = 3, Disagree = 4 and Strongly Disagree = 5) and a handful of MCQs. Similarly, some open-ended questions were also included to provide the participants to express themselves openly.

3.3. Procedure

I was a faculty at the target university in the Department of English Language and Literature when data for the study was being collected. I invited the students and explained the purpose of my research, the research tool and the procedure. Some of the students looked hesitant to participate thinking that they might be punished for expressing their views. Students were given a surety that their names would be kept secret and the outcome would not affect their marks or GPA. They were further assured that the data would be used for research purposes only and would be safely disposed of once analyzed. Consequently, 50 students out of 83 provided consent to take part in the study and signed the form. The next day, the questionnaires were distributed among the participants to fill out and write their answers. The participants were given adequate time to complete the task. Once all the questionnaires were received by the researcher, it was analyzed thematically and the following themes

emerged including learning and teaching style, language of instruction, course design, types of feedback, and nativeness of English language teachers.

4. Analysis and Results

The first question sought to explore learners' views on the approach(s) used in L2 pronunciation classes. As discussed in the literature review section, a teaching approach is an umbrella term that includes a number of different components including teaching methods and strategies. These components may include course design, teaching and learning material and language of instruction. For course design, the participants responded that segmental such as place and manner of articulation as well as production and perception of vowel and consonant sounds are mostly focused on in pronunciation class and suprasegmentals, most of the time, are left untaught. However, when asked about the amount of instruction and whether it was adequate for developing pronunciation abilities, a majority of participants (76%) strongly disagreed or disagreed with the statement "the amount of instruction is inadequate to develop learners' pronunciation skills". Similarly, only 9% strongly agreed or agreed with the statement while 06 % remained neutral.

SA or Agree %	N	D or SD %
19 (18%)	03 (06%)	28 (76%)

Table 3. Amount of Instruction.

Note: D = Disagree, SD = Strongly Disagree, N = Neutral, A = Agree, SA = Strongly Agree

For course design, participants were solicited regarding the aspects of pronunciation they would like to be included in the course on pronunciation. In response to the query, a large number (60%) of participants recorded their preference for those aspects which they thought caused problems in comprehension. On the other hand, only 30 % asked for including all aspects of pronunciation while 10% did not pen their preference.

Course Design

```
80
60 ┤        ████
40 ┤        ████
20 ┤        ████          ████
 0 ┤        ████          ████          ████
      Preferred Aspects   All Aspects   No Preference
```
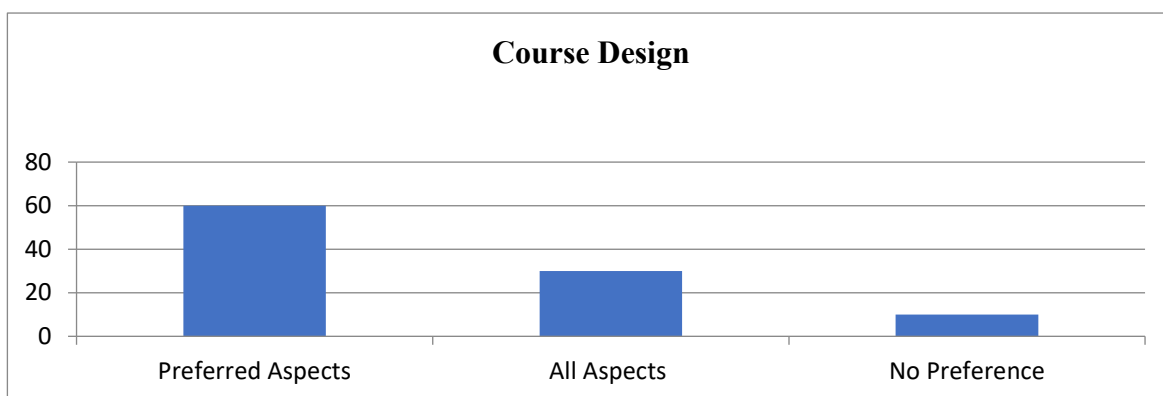
Figure 1. Course Design

Regarding participants' views on the language of instruction they would prefer in pronunciation class, an almost equal number of participants – 46% and 38% chose to use an English-Urdu mix and English only respectively. The finding related to the English-Urdu mix provides support for the studies which penned the importance of bilingual teaching or code-mixing in EFL/ESL classrooms (e.g., Forman, 2010, 2012; Ellis, 2004). However, 16% seemed to be fine with both types of instructions by opting for No preference.

Language of Instruction

```
60
40 ┤      ████          ████
20 ┤      ████          ████
 0 ┤      ████          ████          ████
    English-Urdu mix   English Only   No Preference
```
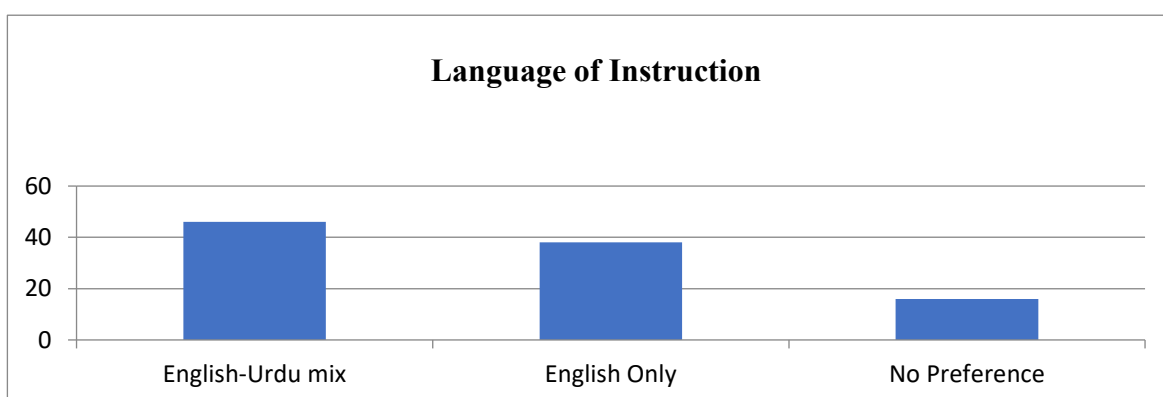
Figure 2. Language of instruction

The second question focused on the ways and methods teachers used to teach pronunciation. The participants were asked two types of related questions: teaching style and provision of feedback. We have focused on teaching style in this section. It should be worth noting that the degree of learning depends on the degree of harmony between the learning style and teaching style. The participants were asked whether they would prefer an intuitive or sensing learning style (Myers & Myers, 1980). In other words, sensing style means when the students prefer to practice the pronunciation and learn about the explanation after, sometimes called practice-to-theory. Similarly, when students prefer their teachers to provide them with the explanation first and practice pronunciation after, it is called intuitive style or sometimes theory-to-practice. When asked whether they prefer intuitive or sensing

style, a huge majority (96%) of the participants showed their preference for intuitive style, while a small number (4%) preferred to be taught pronunciation through sensing style. It indicates two important facts about EFL students. Firstly, they lack basic knowledge about the aspect of pronunciation. Secondly, they are not confident about their pronunciation of the target language i.e., English. The traditional approach (theory-to-practice) is deeply rooted in Pakistani academia and regularly practised from Primary to University level. This approach has been travelling through several generations and teachers "have to relate their teaching style to that of their student teachers and teach student teachers to adapt to the learning styles of their future pupils" (Tubić and Hamiloğlu, 2009, p. 133).
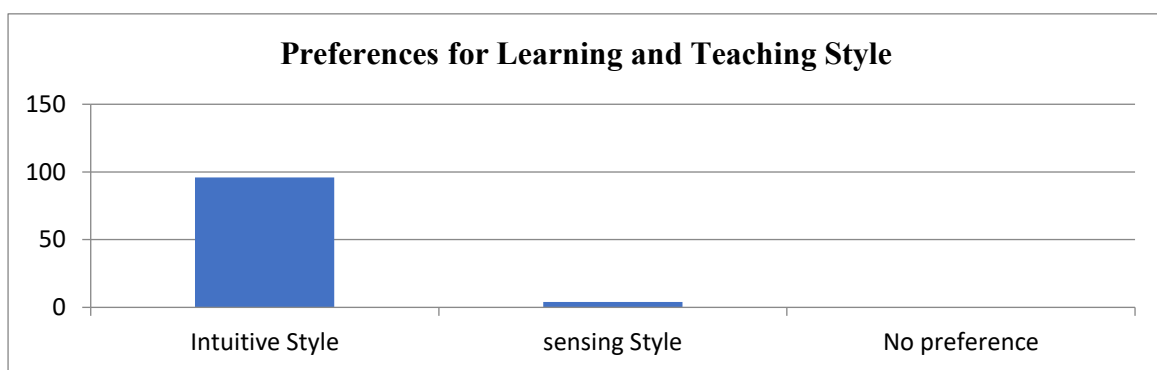
Figure 3. Learning and teaching styles

For feedback on pronunciation mistakes, a huge majority of learners (66%) preferred the delayed corrective feedback, probably outside the classroom. On the other hand, only 20% wanted their teachers to provide immediate corrective feedback on their mistakes in pronunciation while 14 % opted for No preference. As far majority's preference for delayed corrective feedback, it may be due to the Pashtun culture where both genders avoid getting embarrassed in front of the opposite gender as stated by various Psychological theories that one's ego, whether male or female, may not accept their own or opposite gender 'critical judgement (see, for example, Brown, 2007) or bear of questioning eyes of their peers which often give them a feeling of being 'ignorant or incompetent. However, the finding is also inconsistent with the studies where a majority asked for immediate corrective feedback (for example, Baker, 2011).
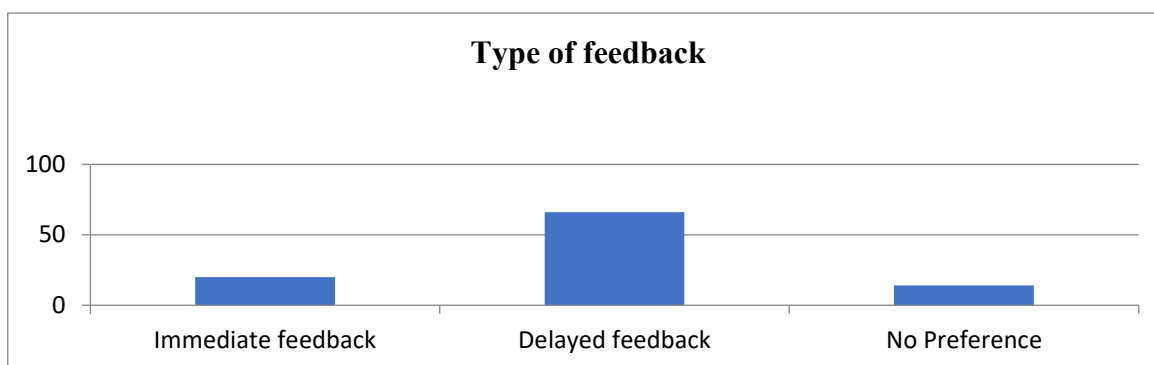
Type of feedback

Figure 4. Types of feedback

The final question of the current research study asked students "*how you perceive the role of NESTs and NNESTs regarding pronunciation instruction*". As indicated by (Figure. 5), a large majority (80%) of the participants preferred Non-native teachers over native teachers for the teaching of L2 pronunciation. Only 14% of the participants' responses indicated that they wanted native speakers to teach them L2 pronunciation. Similarly, 6% of the participants were indecisive about whether they preferred native or non-native English-speaking teachers for L2 pronunciation teaching. It shows students' level of content or subject knowledge, comprehension and comfort which encouraged them to prefer non-native teachers over native ones as I presume based on my observation and experience as a teacher, they take him/her to be 'one of them and probably not as knowledgeable and fluent as a native speaker. The students provided a justification for their preferences. They explained that non-native teachers, sometimes, explain difficult concepts in Urdu and Pashto. Similarly, non-native teachers related the example to our own culture. In addition, students could ask a question using L1 (Pashto) and/or the national language. They felt confident with them. On the other hand, participants who preferred native teachers said that they would have the opportunity to listen to and proactive native pronunciation in a real context. They would have the maximum time to practice English language in its natural environment when taught by a native speaker. It is interesting to note that only 6% of the participants were unsure about the type of teacher they would prefer to teach them L2 pronunciation. It shows that students are well-aware of the importance of pronunciation and how to learn it.
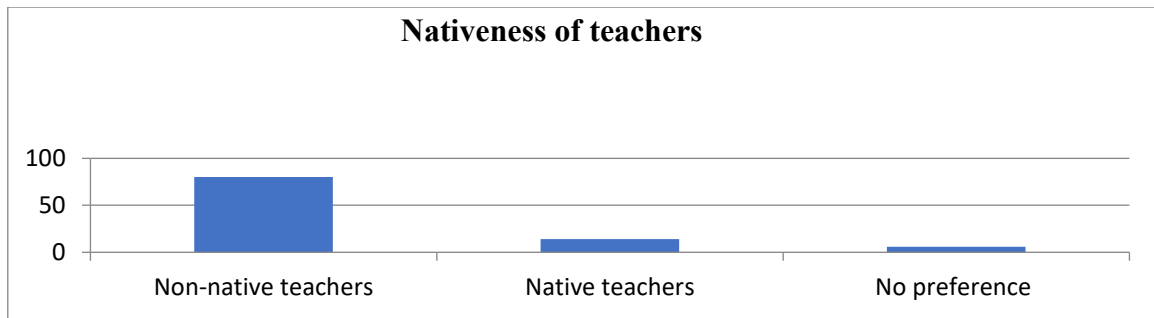
Figure 5. Language teachers Nativeness

5. Discussion

This paper has attempted to give voice to students' views and thoughts regarding the teaching of L2 pronunciation. This paper also advocates that students, being the second important ingredient of the language classroom after the teacher, need to be engaged in decision-making regarding different components of the language classroom including instruction time, course/syllabus design, teaching style and type of feedback, medium of instruction etc. Although a majority of learners were found satisfied with the amount of time for instruction, a fair number of students showed their dissatisfaction with the same. Similarly, students also showed reservations about the course design. They wanted their teachers to teach those aspects of pronunciation which seemed difficult for them to learn and where they needed more focus. On the other hand, a group of students preferred all aspects of L2 pronunciation to be taught in the language classroom. It shows that students are well aware of the importance of pronunciation in general and specific aspects in particular which are generally problematic for L2 speakers. It strengthens the argument that students should be solicited while designing L2 courses otherwise "we relegate them to a role of passivity" (Benjamin 2005, p. 146). It, therefore, becomes important to engage students by learning about their language learning goals and learning styles which will help to develop autonomy in the language class in the EFL context.

Similarly, students need to be involved in solving problems related to course design. Students' self-reports reflected that they asked for those aspects to be included in the course on pronunciation which hinders communication. Among several other obstacles, the most widely reported was the allocation of insufficient time for instruction (see, for example, Gilbert, 2008). Students also mentioned that teachers need to focus on those aspects of pronunciation which are problematic for Pashtun students to learn and practice rather than teaching all aspects of the skill. This supports Levis (2007) who argued that the use of

English as Lingua Franca focuses more on intelligibility than naïve-likeness as the ultimate goal of learning L2.

For the question related to the use of L1 in the L2 classroom, it is not surprising that in a multilingual country like Pakistan, students prefer the use of L1 in the pronunciation class. It is also pertinent to mention that majority of students in Pakistani universities hail from state-run schools/colleges where the medium of instruction, for the most part, is either Urdu or regional language(s). Such students strive to learn the core concepts of L2 aspects of pronunciation to enhance their proficiency. The use of L1, however; helps learners to improve their learning of L2 (Forman, 2007; Cook's,1999, 2003). They highlight the significance of using L1 in L2 classroom in EFL context where the findings show that use of L1 helped learners to improve their 'low proficiency level. Students desire to use 'code-switching' in the language classroom indicates that they are well aware of growth areas and have the will and motivation to improve their proficiency in pronunciation. Students' eagerness to express their views and lack of knowledge may help practitioners and course designers to improve the quality of content and teaching.

The second research question solicits students' opinions on the way their teachers teach L2 pronunciation. Regarding teaching style, almost all the students voiced called for an intuitive style. All of them collectively opined that they would like their teachers to explain the aspects of pronunciation prior to production. This is perhaps because of their 'affiliation' and 'affinity' with the Grammar Translation Method (GTM) as EFL teachers, due to multiple reasons, make use of this method in their classroom. That is why, as an EFL teacher, I believe that the intuitive style is equally famous among teachers when it comes to practice. To have an in-depth and detailed understanding of the whole picture, along with students, it would be helpful to record EFL teachers' perspectives as well on the questions concerned. It might yield interesting findings, especially in terms of the generation gap: most EFL teachers at the university level in Pakistan are from an older generation when Pakistan was not a part of the global village yet. Similarly, for another important issue i.e., feedback on their assignment and errors, a huge number of students preferred feedback to provide later – outside the classroom or even in the office. The main reason is a Pashtun culture where both males and females strive to maintain their face and self-respect in front of their peers. That is, perhaps the reason that they wanted the feedback to be provided later.

Of equal importance also is the final question related to students' beliefs regarding the nativeness factor when it comes to pronunciation teaching. Students preferred Non-native over native teachers for the teaching of pronunciation. Only a few thought that pronunciation should be taught by a native teacher. Pakistan being a former colony of Britain and being self-sufficient in producing 'English teachers' there would hardly be a native speaker teaching English pronunciation at a university in Pakistan. Similarly, with the financial crunch due to the current economic crisis, universities can hardly meet the salary expectations of foreign teachers. The findings of this study differ from those (Cook, 1999) where he argued that EFL/ESL learners preferred native English teachers because they could produce and pronounce English words accurately. On the other hand, there are studies (see, for example, Forman, 2010) which concluded that Non-native English teachers share L1 with students which helps them to explain the core concepts and perhaps that is the reason L2 learners feel at ease with them especially those with low-proficiency level. Similarly, Cook (2005) and Medgyes (1994) point out that Non-native English teachers have an extensive experience with L2 learning as students which can help them enhance their teaching as they are well aware of the problems their students would face and they also know how to address them.

6. Implications

This paper attempted to argue that students, being an integral part of a language classroom, need to be actively involved in the teaching and learning process to enhance language learning. Students' involvement, however, can only be possible in a true sense, when their views and beliefs about pronunciation are properly recorded, understood and addressed. It is also important to know what they expect from a pronunciation course. As the findings reflected, students are motivated, excited and all set to improve their pronunciation. That's why calling for improvements to be incorporated into the syllabus/curriculum. It is high time for teachers and curriculum experts to rethink the approach(s) towards pronunciation teaching. This study provides an opportunity for the pronunciation teachers, educators and all others concerned to reshape the teaching of pronunciation by incorporating 'what and how students want the pronunciation to be taught. For example, the course design can be modified by adding those features of pronunciation which are problematic for L2 learners. Similarly, a teacher may adopt a teaching style synonymous with the learning style of the students. Similarly, students complain that pronunciation instruction is given less

importance and time compared to the teaching of grammar, writing and reading must be considered and balance needs to be maintained between all components of the English language.

7. Conclusion

A large number of studies have already discussed problems in teaching L2 pronunciation in a variety of contexts. However, little has been researched on 'soliciting' students' perspective(s) on L2 pronunciation instruction. It is highly hoped that, in light of this study, researchers and practitioners will engage themselves both theoretically and empirically in investigating students' beliefs and views regarding L2 pronunciation teaching to help advance knowledge about L2 teaching. The current study has laid a foundation stone by investigating students' beliefs (the cognitive side) about their teachers' language instruction. However, there are other significant aspects of L2 teaching which need to be explored such as learning strategies, pronunciation models, different types of activities and their effectiveness etc.

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Epenthesis in Pakistani Urduized English: Optimality Analysis

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Abstract

The current research paper describes the process of epenthesis in Pakistani Urduized English. The main purpose of the study is to discuss the English borrowed words and their usage in the spoken Urdu version in Pakistan within the framework of Optimality Theory (Prince and Smolensky, 1993). The study discusses the processes of phoneme alteration in Urduaized English and how the Urdu speakers substitute and break the consonant cluster in communication. The issues of phoneme deletion, phoneme alternation, voicing, and devoicing can be resolved by applying Optimality Theory and ranking of constraints. In the paper, we argue that adoption of loan words in Urduaized English leads to certain phonological processes like epenthesis, which can be described within OT. Moreover, the study discusses the reasons for phonological addition or deletion within the borrowed lexical item. The study finds in Pakistani English, epenthesis is widely used processes on certain CC clusters at onset and coda positions of the syllables. In addition, the epenthesis process is conditioned to certain markedness constraints in Pakistani English. The study recommends a spectrographic analysis to find the spectrographic features on epenthesis.

Keywords: Epenthesis , Urduized English, constraints , ranking of constraints.

1. Introduction

In Pakistan, Urdu is spoken as a national language and is used as an official language. Abbas (2002) traces the origin of Urdu as an Indo-Aryan language, having roots in the Indo-European family. Urdu was first spoken by the soldiers of Shahjahn in the 17th century. Rehman (2004) and Grimes (2000) consider Urdu the second most spoken language in the world. Humayoun (2006) discusses the Urdu language morphology from a functional perspective and states that Urdu morphology can be used in functional morphology. Mangrio (2016) discusses the loan words in Urdu and describes the morphological adaptation of those loan words in the language. Khan (2020) discusses the loanwords of Urdu in Pakistani English from a morphological perspective. Haider and Manan (2021) discuss English in Pakistan and describe phonological differences between L1 and English. However, no significant work has been carried out to describe the process of epenthesis in Urdu on the loan words of English within the framework of Optimality Theory. In Pakistani English, Urdu speakers used certain clusters at the onset position with the influence of L1. No significant research has been carried out to explore these clusters in Pakistani Urduized English. The current study aims to fill this gap and briefly analyze the process of epenthesis on the loan words of English into the Urdu language spoken in Pakistan.

2. Literature Review

English is widely used as a language of communication in Pakistan. To maintain successful communication and bridge the vocabulary gap between the languages, regional languages in Pakistan borrow lexical items from English. Campbell (2004) states that the restructuring of loanword morphology and phonology depends on the morphology and phonology of the recipient language. Nordquist (2017) describes a consonant cluster (CC) as a group of two consonant sounds that come before a peak called the onset, between vowels or after a peak called the coda. According to Nordquist (2017), more than 46 CC items can occur in the English language, ranging from a variety of consonants. In English, Pearce (2001) discusses how more than nine (CCC) clusters can come together at an initial position.

Consonant splitting is a process in which consonant clusters are shortened through a phonological process that is applied to diphthong splitting (Selkirk, 1990). Keer (1999) states that epenthesis is basically a process of segment fission. According to Kremer (2008), epenthesis is a process of splitting. Picard (2003) discusses how splitting often refers to

possible changes in the output. Davidson (2003) describes the process of epenthesis with the help of gestural analysis, and she states that epenthesis takes place at two levels. The first level is the lexical level, and the second level is the epenthetic schwa level. Moreover, the constraints like MAX prohibit the deletion of segments in the output. McCarthy & Prince (1995) state that DEP-C deals with the insertion or addition of any segment within the splitting theory.

Crystal (1985) describes borrowing as a term used to refer to the lexical items taken from one language to another and is commonly known as loanwords. He also states that linguistic borrowing is used to refer to the adopted or adapted forms of a language and that these items are used with some modification. OT is a linguistic tool of phonology used to solve the syllable structure problems of words. Prince and Smolensky (1993) introduced the optimality theory to describe the structure of words and syllable typology of a language, but later it became effective in all fields of linguistics. Gussenhoven and Haikes (1998) state that optimality theory discusses the universal set of constraints and can be ranked based on language-specific rules. In addition, Prince and Smolensky (1993) came up with the idea of CON. It describes the substantive constraints which can be built based on language grammar and they also state that CON is not a grammar itself but linguistic features of input and output candidates. Prince & Smolensky (2004) describe how OT was developed to deal with phonological problems, abandoning grammatical issues. McCarthy and Prince (1995) discuss that OT is not just confined to the phonology of a language but also deals with the morphology, syntactic, and grammatical aspects. Ball (2010) also discusses the wide usage of OT in linguistics and for studying languages.

Table 1: OT analysis of input candidate and constraint ranking.

/input/	Constraint 1	Constraint 2	Constraint 3
a.Candidate 'a'	*!	*	*
b.Candidate 'b'		*!	
c □Candidate 'c'			*

3. Research Methodology

The nature of the research is theoretical. The researcher used the following method for the collection of the data.

3.1. Field Observation Technique for data collection

Blaike (1981) states that in cross-language research, the resources of data collection should be natural. Therefore, in the current study, the researcher used the selected stimuli list of English loanwords for the targeted phonological process in Urdu. The stimuli were large enough to yield significant results and investigate the phenomenon under investigation. The stimulus consists of 50 English words. The stimuli list was selected based on the most frequently used lexical items in Urdu. The stimuli consisted of di-syllabic words having /s/ clusters at the onset position and /l/ clusters at the coda position. The native speakers of Urdu were provided with a list of stimuli. The speakers were provided a list to pronounce the stimulus without repeating it in 05 minutes without any external interruption. A micro-phone recorder was used to record the pronunciation of speakers. A total of 10 speakers of Urdu were recorded.

3.2 Data Analysis Technique

The first step was to transcribe the recorded list of loan words into IPA transcription of Cambridge English. The researcher applied phonetic transcription to achieve the desired results. After documenting and transcribing the data, the researcher applied the optimality theory for the analysis of the data to identify the constraints and ranked the markedness constraints on epenthesis. Optimality theory (OT) is used to study the phonological process of epenthesis in English loanwords in Urdu. The OT analysis was used to identify and rank the constraints.

4. Research Findings and Discussion
4.1. Insertion of vowel at the beginning of words

Compbell (1998) describes epenthesis as a kind of phonological process in which a vowel is inserted at the beginning of a word. The following are English loanwords used frequently in Urdu, and at the beginning of the words, a front short vowel is inserted by the Urdu speakers:

Table 2. insertion of vowel at the word beginning in Urduized English

English Word	CV Structure	Gloss	Urdu Version
sku:l	CCVC	place of education	ɪsku:l
spi:d	CCVC	pace	ɪspi:d
ˈsteɪʃ(ə)n	CCVVCVC	bus stop or rail	ˈɪsteɪʃ(ə)n
sprɪŋ	CCCVC	elastic object	ɪsprɪŋ
ˈspɛʃ(ə)l	CCVCVC	particular	ɪˈspɛʃ(ə)l

Table 3. OT Analysis of the loanword /sku:l/ in Urdu

sku:l	*COMPLEX-O	DEP-IO	*CODA	CONTIGUITY
a. sku:l	*!		*	
b. ➡ ɪsku:l		*!	**	
c. sɪkul		*!	*	*

the above table 3 shows that in Urdu language, the loanword / sku:l/ is used as / ɪsku:l/. The representation of the word shows that in Urdu, speakers add ' ɪ' at the beginning of the word. The constraint ranking for the word will be :

COMPLEX-O>> DEP-IO>>*CODA>>CONTIGUITY

If we look at the OT representation of another loanword in Urdu, the following OT representation will appear:

Table 4. OT Analysis of the loanword /spɪrɪt / in Urdu

/ˈspɪrɪt /	*COMPLEX-O	DEP-IO	*CODA	CONTIGUITY
a. ˈspɪrɪt	*!		*	
b. ➡ ɪspɪrɪt		*!	**	
c. sɪpɪrɪt	*!	*	*	*

The above table 3 shows that in Urdu language, the loanword / spɪrɪt / is used as / ɪspɪrɪt /. The representation of the word shows that in Urdu, speakers add ' ɪ' at the beginning of the word. The constraint ranking for the word will be :

* COMPLEX-O>> DEP-IO>>*CODA>>CONTIGUITY

The OT representation of loanword / ˈsteɪʃ(ə)n/ in Urdu, the following OT representation will appear:

Table 5. OT Analysis of the loanword / ˈsteɪʃ(ə)n/ in Urdu

/ˈ ˈsteɪʃ(ə)n/	*COMPLEX-O	DEP-IO	*CODA	CONTIGUITY
a. ˈsteɪʃ(ə)n	*!		*	
b. ➡ ɪˈsteɪʃ(ə)n		*!	**	
c. sɪteɪʃ(ə)n	*!		*	*

the above table 3 shows that in Urdu language, the loanword / ˈsteɪʃ(ə)n/ is used as / ɪsˈsteɪʃ(ə)n /. The representation of the word shows that in Urdu, speakers add '   ɪ' at the beginning of the word. The constraint ranking for the word will be :

* COMPLEX-O>> DEP-IO>>*CODA>>CONTIGUITY

If we observe the OT representation of the word /ˈskul / in Table 3, it shows that in the input the word /ˈskul / ' was a monosyllabic word CCVVC but when native speakers add a vowel segment at the beginning, it becomes bisyllabic word as /ɪs.kul / VC.CVVC. the OT analysis of the word in table 3 shows that * complex O is the higher-ranked constraint and its violation is considered fatal in the words a and c. however, in the word b higher-ranked constraint is not violated at the cost of lower ranked constraints i.e. DEP-IO, *CODA and CONTIGUITY. The ranking will be :

*Complex-O>> DEP-IO>>*CODA>> Contiguity.

In the analysis of the above loanwords, it can be observed that native Urdu speakers add a vowel segment at the beginning of the words before /s/, and when they add the vowel, the original consonant cluster at the beginning of the words is broken, e.g. in the word / ˈsteɪʃ(ə)n/ 'st' is the consonant cluster, but by adding 'ɪ' at the beginning of the word before 's', it becomes /ɪs/ /kul/. Table 5 shows that in the input the word / ˈsteɪʃ(ə)n/ ' was a bisyllabic word CCVV. CVC but when native speakers add a vowel segment at the beginning, it becomes a trisyllabic word as /ɪ steɪʃ(ə)n/ VC.CVV.CVC . the OT analysis of the word in table 5 shows that * complex O is the higher-ranked constraint and its violation

is considered fatal in the words a and c. however, in the word b higher-ranked constraint is not violated at the cost of lower ranked constraints i.e. DEP-IO, *CODA and CONTIGUITY.

The ranking will be:

*Complex-O>> DEP-IO>>*CODA>> Contiguity.

If we observe the OT representation of the word //ˈspɪrɪt / in Table 4, it shows that in the input the word /ˈspɪrɪt / ' was a bisyllabic word CCV. CVC but when native speakers add a vowel segment at the beginning, it becomes a trisyllabic word as /ɪspɪrɪt / VC.CV.CVC . the OT analysis of the word in table 4 shows that * complex O is the higher-ranked constraint and its violation is considered fatal in the words a and c. however, in the word b higher-ranked constraint is not violated at the cost of lower ranked constraints i.e. DEP-IO, *CODA and CONTIGUITY. The ranking will be :

*Complex-O>> DEP-IO>>*CODA>> Contiguity.

4.2 The process of Anaptyxis at word beginning in Urduized English

Campbell (1998) states that the process of anaptyxis is also a kind of epenthesis in which a vowel segment in inserted or added between two consonants in a word at the beginning or end of a word. In Urdu, native speakers of the language add or insert the vowel segment at the beginning or end of loanwords of English where syllabic consonants come together, as shown in the following words of English:

Table 6: Process of Anaptyxis at word beginning in Urduized English

English Words	CV Structure	Gloss	Urduized English	CV Structure	Addition of
/skɑː/	CCV	A mark on skin	/səkɑː/	CV.CV	ə
/skɪn/	CCVC	Layer of tissue	/səkɪn/	CV.CVC	ə
/snap /	CCVC	Break suddenly	/s ənap /	CV.CVC	ə
/ smaʃ/	CCVC	Violent break	/səmaʃ/	CV.CVC	ə
/slat /	CCVC	A thin wood	/s ə lat /	CV.CVC	ə

The following OT representation of loanword /slat / will appear in Urduized English:

Table 6. OT Analysis of the loanword /səlat / in Urduized English

/slat /	*COMPLEX-O	DEP-IO	*CODA	CONTIGUITY
a. /slat /	*!		*	
b. ⟹ /s ə lat /		*!		
c. /slati /	*!	*		*

The above table 6 shows the representation of the word /slat / in English. In Urduized English /slat / becomes /s ə lat / because Urdu speakers insert a vowel segment / ə/ between /s/ and /l/ at the word beginning of loanwords of English while communicating or speaking. In the input, the word has a CCVC structure and the word is monosyllabic. When the Urdu speakers speak the word, the structure CCVC becomes CV.CVC and the output word will be bisyllabic. This is because in Urdu two consonants don't occur together in a word and consonant clusters are splinted with a vowel. The speakers apply the same constraints while speaking English.

Furthermore, the OT representation of the word shows that candidate a violates the higher-ranked constraint complex-O and is not violable. Candidate b becomes optimal because it violates lower-ranked constraints and maintains the higher-ranked constraints. On the other hand, Candidate c also violates higher-ranked constraints and is not optimal.

The following OT representation of loanword /skɪn/ will appear in Urduized English:

Table 7. OT Analysis of the loanword /s ə kɪn/ in Urduized English

/ skɪn /	*COMPLEX-O	DEP-IO	*CODA	CONTIGUITY
a. / skɪn /	*!		*	
b. ⟹ /s əkɪn/		*!		
c. / səkɪn/	*!	*		*

The above table 7 shows the representation of the word / skɪn / in English. In Urduized English / skɪn / becomes /s əkɪn / because Urdu speakers insert a vowel segment / ə/ between /s/ and /k/ at the word beginning of loanwords of English while communicating or speaking. In the input, the word has a CCVC structure and the word is monosyllabic. When the Urdu speakers speak the word, the structure CCVC becomes CV.CVC and the output word will be bisyllabic. This is because in Urdu two consonants don't occur together in a

word and consonant clusters are splinted with a vowel. The speakers apply the same constraints while speaking English. Furthermore, the OT representation of the word shows that candidate a violates the higher-ranked constraint complex-O and is not violable. Candidate b becomes optimal because it violates lower-ranked constraints and maintains the higher-ranked constraints. On the other hand, Candidate c also violates higher-ranked constraints and is not optimal.

4.3 The process of Anaptyxis at word ending in Urduized English

Campbell (1998) states that the process of anaptyxis is also a kind of epenthesis in which a vowel segment is inserted or added between two consonants in a word at the beginning or end of a word. In Urdu, native speakers of the language add or insert the vowel segment at the ending of loanwords of English where syllabic consonants come together as shown in the following words of English:

Table 8: Process of Anaptyxis at word beginning in Urduized English

English Words	CV Structure	Gloss	Urduized English	CV Structure	Addition of
/ fɪlm/	CVCC	A story	/ fɪl əm /	CVC.VC	ə
/fɔ:m/	CVC	Visible shape	/ fɔ:r ə m /	CVC.VC	ə
/fə:m/	CVC	Solid	/ fə:r ə m//	CVC. VC	ə
/ tʃɑ:m/	CVC	Quality of delight	/ tʃɑ:r ə m /	CVC. VC	ə
/spə:m /	CCVC	Semen	/ spə:r ə m /	CVC. VC	ə

The following OT representation of loanword /slat / will appear in Urduized English:

Table 9. OT Analysis of the loanword / fɪl ə m/ in Urduized English

/ fɪlm /	*Peak CON	*Align-R	DEP-IO	CONTIGUITY
a. / fɪlm/	*!			
b. ➡ / fɪl ə m /			*!	
c. / fɪl ə mi /		*!	*	*

Table 9 shows the representation of the word / fɪl m/ in English. In Urduized English / fɪlm/ becomes / fɪl ə m/ because Urdu speakers insert a vowel segment / ə/ between /l/ and /m/ at the word ending position of loanwords of English while communicating or speaking. In the input, the word has a CVCC structure and the word is monosyllabic. When the Urdu speakers speak the word, the structure CVCC becomes CV.CVC and the output word will be bisyllabic. This is because in Urdu two consonants don't occur together in a word and consonant clusters are splinted with a vowel. The speakers apply the same constraints while speaking English.

Furthermore, the OT representation of the word shows that candidate 'a' violates the higher ranked constraint *Peak-CON and the candidate is not optimal. Candidate b becomes optimal because it violates lower ranked constraints, DEP-IO, and it maintains the higher ranked constraints *Peak-CON and Align-R. On the other hand, Candidate 'c' also violates higher-ranked constraints and is not optimal. The constraint hierarchy will be :

*Peak CON>> *Align R>> DEP-IO>> Contiguity

If we observe the OT representation of the word /tʃɑːm/, the following OT representation of loanword / tʃɑːm / will appear in Urduized English:

Table 10. OT Analysis of the loanword / tʃɑːr ə m / in Urduized English

/ tʃɑːm /	*Peak CON	* Align-R	DEP-IO	CONTIGUITY
a. / tʃɑːm /	*!		*	
b. ⟹ / tʃɑːr ə m /			**	
c. / tʃɑː rəmi /	*!	*	*	*

Table 10 shows the representation of the word / tʃɑː m / in English. In Urduized English / / tʃɑː m / / / becomes / tʃɑːr ə m / / because Urdu speakers insert a vowel segment / ə/ between /r/ and /m/ at the word ending position of loanwords while communicating or speaking. In the input, the word has a CVC structure and the word is monosyllabic. When the Urdu speakers speak the word, the structure of CVC becomes CV.CVC and the output word will be bisyllabic. This is because in Urdu two consonants don't occur together in a word and consonant clusters are splinted with a vowel. The speakers apply the same constraints while speaking English.

Furthermore, the OT representation of the word shows that candidate 'a' violates the higher ranked constraint *Peak-CON and the candidate is not optimal. Candidate b becomes optimal because it violates lower ranked constraints, DEP-IO, and it maintains the higher ranked constraints *Peak-CON and Align-R. On the other hand, Candidate 'c' also violates higher-ranked constraints and is not optimal. Another thing that can be noticed in the above word, in the word input /r/ is not pronounced but in the output native speakers speak /r/. The constraint hierarchy will be:

*Peak CON>> *Align R>> DEP-IO>> Contiguity

If we take another loanword of English, the following OT representation can be observed in Pakistani English:

Table 11. OT Analysis of the loanword /spəːrə m / in Urduized English

/spəːm /	*Peak CON	* Align-R	DEP-IO	CONTIGUITY
a. /spəːm /	*!		*	
b. ➡ /spəːrə m /			**	
c. /spəːmi /	*!	*	*	*

Table 11 illustrates the representation of the word /spəː m /in English. In Urduized English /spəːm / / becomes /spəːrə m /, because Urdu speakers insert a vowel segment / ə/ between /r/ and /m/ at the word ending position of loanwords while communicating or speaking. In the input, the word has a CCVC structure and the word is monosyllabic. When the Urdu speakers speak the word, the structure CCVC becomes CCV.CVC and the output word will be bisyllabic. This is because in Urdu two consonants don't occur together in a word and consonant clusters are splinted with a vowel. The speakers apply the same constraints while speaking English.

Furthermore, the OT representation of the word shows that candidate 'a' violates the higher ranked constraint *Peak-CON and the candidate is not optimal. Candidate b becomes optimal because it violates lower ranked constraints, DEP-IO, and it maintains the higher ranked constraints *Peak-CON and Align-R. On the other hand, Candidate 'c' also violates higher-ranked constraints and is not optimal. Another thing that can be noticed in the above

word, is in the word input /r/ is not pronounced but in the output native speakers speak /r/. The constraint hierarchy will be :

*Peak CON>> *Align R>> DEP-IO>> Contiguity

If we draw the syllabic template of the word /spə:rə m / in Urduized English, the following syllabification will appear:

Fig 3: syllabic template of the word /spəːrə m / in Urduized English.

If we take another loanword of English, the following OT representation can be observed in Pakistani English:

Table 12. OT Analysis of the loanword /splaʃ / in Urduized English

/ splaʃ /	*SSP	*COM-ONS	DEP-IO	CONTIGUITY
a. / sa.plaʃ /		*	*	*
b. ➡ /səplaʃ /			*	
c. /spə laʃ /	*!	*	*	*
d. /spləaʃ /	*!	*	*	*
e. /spə laʃ a/	*!	*	*	*
f. /aspə laʃ /	*!		*	*
g. /splaʃ /	*!	*		

Table 12 illustrates the representation of the word / splaʃ /in English. In Urduized English / splaʃ / becomes / səplaʃ /, because Urdu speakers insert a vowel segment / ə/ between /s/ and /p/ at the word-initial position of loanwords while communicating or speaking. In the input, the word has a CCCVC structure and the word is monosyllabic. When the Urdu speakers speak the word, the structure CCCVC becomes CVC.CVC and the output word will be bisyllabic. This is because in Urdu two consonants don't occur together in a word

and consonant clusters are splinted with a vowel. The speakers apply the same constraints while speaking English.

Furthermore, the OT representation of the word shows that candidate 'a' violates the higher ranked constraint *SSP and the candidate is not optimal. Candidate b becomes optimal because it violates lower ranked constraints, DEP-IO, and it maintains the higher ranked constraints *SSP and COMP-ONS. On the other hand, Candidate 'c' also violates higher-ranked constraints and is not optimal. Another thing that can be noticed in the above word, is in the word input /r/ is not pronounced but in the output native speakers speak /r/. The constraint hierarchy will be :

*SSP>> *COMP-ONS>> DEP-IO>> Contiguity

If we draw the syllabic template of the word / səplaʃ / in Urduized English, the following syllabification will appear:
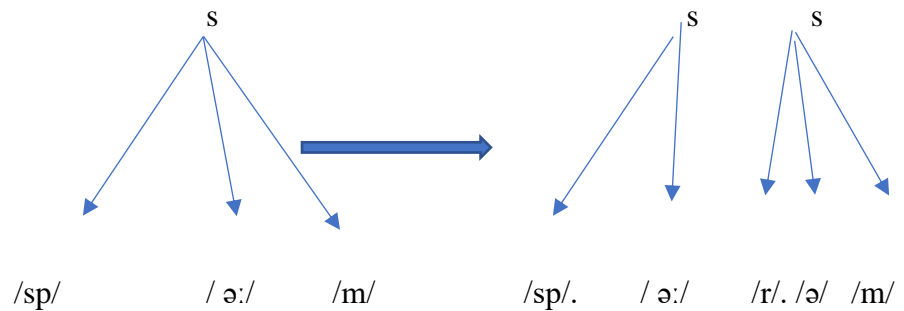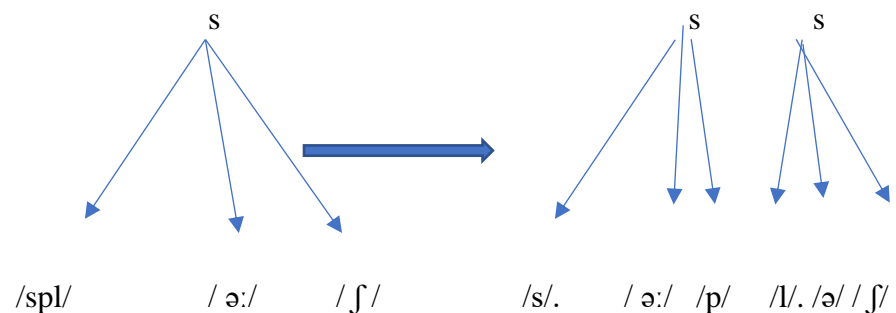

Fig 4: syllabic template of the word / səplaʃ / in Urduized English.

Furthermore, Tableau 12 incorporates the SYLLCON where conjunction with the [[SY-CON, SSP>> *Complex ONS, DEP-IO]]. The grammatical output candidate is b because it does not violate the higher ranked constraints. The other candidates (a), (c), (d) , (f) and (g) fatally violate the higher ranked constraints and are not optimal.

5. Conclusion

The main research question was to find out which clusters in Urduized English are problematic for Pakistani Urdu speakers. The current study investigated the process of epenthesis in the Urduized English used in Pakistan. The study discusses the phonological process of epenthesis with the application of optimality theory and briefly analyses the

constraints that affect the process of epenthesis in the usage of loanwords in Urduized English. The study discovered that in Urduized English, speakers break consonant clusters by inserting or adding a vowel segment between the consonants at the beginning or end of the word. The insertion of a vowel sound takes place because in native languages like Urdu, CC combinations are not allowed, and speakers use loanwords of English with the same phonological constraints. The study also concludes that there is a pattern and ranking of epenthesis constraints that are violable under OT analysis in Urduized English. Through the current study, OT has provided a brief insight into the phenomenon of epenthesis in Urduized English used in Pakistani society, and it has also briefly discussed how native speakers of Urdu add or insert certain vowels in loanwords. The study also concludes that a constraint that is not applied in native speaker grammar is applied in Pakistani English and is highly ranked in Urduized English. The study will help to improve communication and overcome communication barriers. Moreover, the study will further lead the researchers in the future to more in-depth investigations of phonological processes like epenthesis in other varieties of English. The study recommends a spectrographic investigation of the process for future empirical evidence.

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Investigating the Perceptions of Pakistani ESL Students about Flipped Learning

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Abstract

Technology has now become a central part of the field of teaching. The flipped classroom is a modern instructional method in which students watch videos on their own and teachers spend the classroom time engaging their students in different activities, quizzes, presentations, feedback, questions, and discussions. Different universities in Pakistan have incorporated this learning method in their classrooms and specifically in language classrooms in 2020 during the post Covid-19 environment. The chief purpose behind this investigation is to examine the perceptions of students about flipped learning for ESL learners. This research is conducted in the milieu of framework given by Chen et al. (2014). This research is quantitative in which a cross-sectional survey research design is used. Through the questionnaire a sample of 200 students was taken for this research. The responses of the students were processed through the SPSS software. The results show that flipped learning (FL) is a new technique of teaching. Most of the students use this technique but are unfamiliar with its name. The students have positively perceived the technique of flipped learning and this research would be useful for teachers, researchers, and students. Lastly, this research would be valuable for operative teaching.

Keywords: Flipped learning, English language teaching, effectiveness, Satisfaction, technology

1. Introduction

The 20th century has given rise to the use of technology. In this century, different systems and soft wares have been developed. Similarly, different educational systems related to technology have been established. An important technology-centered learning approach that emerged in this age is flipped learning (Walsh, 2014). Arnold-Garza (2014) explains the different names of flipped learning used by different scholars. Some of the common names are hybrid learning, inverted learning, flip the learning, and blended learning (p. 8). Flipped learning is defined in different ways by different scholars. "Flipped classroom is the learner-centered method" (Ozdamli & Asiksoy, 2016; Albanese & Bush, 2015). The advantages and disadvantages of flipped learning are explained by Shi-Chun et al., (2014). According to them; due to the increase in mobile devices the educational resources have been increased. For the support of flipped learning syllabus, new tools have emerged. Flipped learning converses the fundamentals of classroom lectures and homework. In flipped learning, videos are watched at home. Sometimes teachers create these videos by themselves and sometimes take these videos from the internet and different resources. Likewise, in flipped learning students understand or read various articles at their houses. In flipped learning, videos play a significant part. Khan Academy-based educational service provider has endorsed the awareness of flipped learning. This technique has both advantages and lacks. Flipped learning technique helps both existing and inattentive students. It helps the inattentive students to attend the lecture while it helps the present students to overcome the deficiency of their lectures. In this type of learning project-based learning is involved. Students feel less stress in this learning as compared to traditional learning. It helps the teachers to solve flexible matters. Flipped learning helps the students of different learning styles. With the help of this technique, students listen to the same lecture repeatedly. In this way, it helps non-native speakers of the English language. It increases the collaboration among students. Furthermore, it develops the educational variety among students. It increases the common understanding and trust among students and teachers. Like many advantages of flipped learning, it consists of certain disadvantages. The success of this technique depends upon the self-confidence and interest of students. Different issues and challenges related to the internet are common in this technique. Different students are unaware of the use of computers and as a result, they face problems. Students who do not have their personal computers face many issues related to flipped learning. According to Danker (2015) flipped classes involve the use of two main approaches. One approach is blended learning and the

other approach is an inquiry-based approach. The main aim behind this research is to investigate the perceptions of students towards flipped learning.

1.1 Research Objectives

The objectives of this article are to:

1. Investigate the flipped learning perceptions of Pakistani ESL students.
2. Find out the perceptions of Pakistani ESL students regarding flipped learning based on gender.

1.2 Research Questions

This research deals with the following research questions:

a) How do Pakistani ESL students perceive flipped learning?
b) Whether or not the perceptions of male students about flipped learning are different from female students?

1.3 Significance of the study

Electronic teaching and learning have become the need for countries like Pakistan during the Covid-19. During the period of the pandemic, Higher Education Commission (HEC) recommended to the universities of the country to develop their Learning Management System (LMS) and to start online learning. Different universities, schools, and colleges started a blended mode of learning during the pandemic. This research aims to explore the ESL students' perceptions about flipped classrooms and learning. The research is of great importance in teaching. It will enable the teachers to understand the motivation of students in flipped learning. Besides, students' acceptance and assurance will play their part in further progress of any novel technology. Moreover, this research will help the teachers to overcome the challenges that students faced in flipped classrooms. Furthermore, this research will be beneficial in discovering the point; whether the incorporation of flipped learning through mobile devices is beneficial or not. It will increase the knowledge of students and teachers about this new mode of learning which is flipped learning. Overall, this research will have multidirectional benefits.

2. Literature Review

Chen et al., (2014) assert that there are seven different components of flipped learning. These components are "Flexible environment, Learner-centered approach, intentional content,

professional educators, Learning and network activities, engaging and Effective experiences and satisfaction with learning platforms" (p. 18).

Acarol (2019) says that due to the emergence of technology, many new teaching methods have been developed. Flipped learning is one of these methods, which familiarizes the learners with their material outside the classroom. In this method, the teacher uses the technique of videotapes, online material, and different articles. Flipped learning is different from online learning in the sense that learners participate actively in this method. This method deals with the student-centered learning technique. Students actively participate with their peers and perform different works with the collaboration of their peers. Motivation plays an important role in the technique of flipped learning. He observes that the motivation of students in a flipped classroom is high and they are motivated towards the technique of flipped learning. He observes the positive attitude of students about flipped learning.

Fauzan and Ngabut (2018) investigate the perceptions of students about flipped learning in the class of writing skills. He observes that students positively perceived the flipped learning. Flipped learning has changed the way of learning from teacher-centered to student-centered. In flipped learning teacher uses classroom time for different activities. Flipped learning model has a relationship with Bloom's taxonomy. Most of the students say that they can easily and effectively use the materials for the exploration. He talks about the feedback.

Khlaisang et al., (2019) say that the effectiveness of a flipped learning is seen not only inside the classroom but also outside the classroom. It allows the instructors to spend more time on their learning in classrooms. It allows the students to become active participants. It allows the students to perform more discussions on a certain topic. According to his results, most of the students responds positively which shows that the perceptions of the students are positive about the flipped learning approach. Flipped learning and perceived usefulness are correlated with each other. In flipped learning technique students are more concerned with the use of different applications. Perceptions of students and attitudes of students are correlated with each other. According to them flipped learning involves the use of innovative technologies. Ease of use and perceived ease of use are also associated with the technique of flipped learning. Similarly, the advantages of smart applications influenced the use of attitudes of students about flipped learning. These types of studies inform the students about

the new and innovative techniques used in education. Moreover, according to them, these studies inform the educators about the new techniques.

Baytiyeh and Naja (2017) say that flipped learning is considered an innovative technique that was used in social sciences. According to them, different challenges in traditional-based learning lead towards the innovative approach of learning or flipped learning. This method involves the shifting of a teacher-centered approach to a student-centered approach. He observes that students achieve the highest scores in flipped learning as compared to traditional approaches. The flipped approach of learning develops the ability of critical thinking among students and facilitates the different issues related to the technique of problem-solving. It increases the self-confidence of students and develops the sense and skills of teamwork among students. Instead of providing a narrow perspective on learning this type of learning provides a broader perspective. According to them most of the students learn in a better way when they participate in the class. Flipped learning requires the supervision of a teacher under which most of the students work. Feedback in flipped learning is considered as a backbone of this approach. Feedback provides efficiency to the system of education. Discussions are a basic part of flipped learning which increases the engagement of students in learning and broadens their thinking patterns. Furthermore, this type of learning boosts the self-management skills of students. It helps in the careers of students by developing professional skills among students. In the success of flipped learning, the role of professors is very necessary.

Aljaraideh (2019) says the nowadays the implementation of approaches like flipped learning has become the demand of time. It provides a new style of learning to trainers. It plays an important role in the motivation and active participation of students. It fulfills the demands of university-level students. Implementation of flipped learning displays positive results. According to him, the institution has no role in the changing perceptions of students about flipped technique. All students of different universities perceived the technique of flipped learning similarly. The flipped technique demands the hardworking at the start but it is considered a very beneficial technique of learning. According to him, very few studies have been conducted on the flipped technique and there is a need to conduct more studies on the flipped learning. Moreover, it is also necessary to measure the influence of flipped learning on the achievement of students. He has observed that female students are not showing their

interest in flipped learning and for the betterment of female students their encouragement and interest are very necessary.

Inan et al., (2019) say that flipped learning is considered a constructivist approach. It enhances the experience of both students and teachers. In flipped learning environment plays an important role and it helps the students to achieve better results. It helps the teachers to utilize the classroom hours in a better and effective way. It involves the role of teachers in a way that teachers provide direction to them in their learning. Among teachers and students role of peers is also very necessary in this type of learning. It enhances the knowledge of students and develops different skills among students. It helps the teachers in lesson planning and it demands active lesson planning from teachers and active participation in classrooms from students. Besides the different advantages of flipped learning, it has some challenges too.

The above review explains that in Pakistan not even a single research has been conducted to explore the perceptions of students towards flipped learning. In this way, this research is a novel one conducted on the prevailing subject.

3. Research Methodology

The research performed in this article is quantitative. A literature review has shown that different research papers have been written on the flipped learning but in the Pakistani context, this research is a new one. In Pakistan, flipped learning is a new concept and it has become popularized during the era of 2020. The current research is designed to analyze the Pakistani ESL students' perceptions about flipped learning. This research has used the survey cross-sectional research design. This research has conducted an online survey through the help of Google form and different online applications such as WhatsApp, Gmail, and Facebook. In the current research descriptive surveys are used.

The present research deals with the field of ESL in the area of the province of Punjab of Pakistan. In this way, this research will fill the gap of previous researches. The population of this study comprises students of different universities in Punjab (Pakistan). Participants of this research have certain common characteristics. They belong to the field of ESL, in other words, they are studying the subject of English. In Pakistan English is treated as a second language that's why students who study English come under the umbrella domain of ESL. Another important characteristic of these participants is that they have the experience

of learning the English language with the help of technology. These participants have experienced one or another part of the flipped learning. These participants belong to different cities of Punjab. Participants who took part in this research are of different age groups. Consent about taking a part in research was asked from the participants and participants who have shown their consent were included in the analysis of this study. Moreover, these participants belong to different economic and educational statuses.

This study sample consists of 200 ESL (English as a second language) students from different universities of Punjab Pakistan. The sampling technique plays an important role in any type of research. The sampling design used for the current research is a random-probability sampling design. Different types of categorical variables are examined in the current research. In the present research gender, marital status, status, place of residence is a nominal variable. While the level of education is a polychotomous variable. Besides the nominal variable, gender is also a dichotomous variable. Another important type of variable is the continuous variable or numerical variable. The dependent variable examined in the present research is the perceptions of students about flipped learning.

In this research, the main instrument used for data gathering is a questionnaire. By using a questionnaire, the researchers have calculated the students' perceptions about flipped learning. In the current questionnaire, flipped learning is a closed-ended Likert scale questionnaire. Demographic questions related to gender, educational status, marital status, residence, internet facility are close ended-dichotomous questions. Demographic questions related to level, material providing system, and questions related to "software used for classes" are also close-ended questions. The last question given at the end of the questionnaire is open-ended. That question is demanding the remarks of respondents on flipped learning technique.

The questionnaire used for this research consists of two major divisions, i.e.; demographic part, and flipped learning perceptions. The demographic part contains questions like name, university name, gender, age, and qualification, use of mobile hours for language learning. Flipped learning questionnaire is made according to the framework given by Chen et al., (2014).

The measurement scale used for this research is the ordinal or ranking scale and the attitude scale used for this research is the Likert scale. This scale is used to measure attitudes and

reactions. Respondents are asked to show agreement or disagreement on the five-point scale or three-point scale. Moreover, it consists of different options like strongly agreed, agreed, neutral, disagreed, and strongly disagreed. In the current research, the researchers have designed the questionnaire of flipped learning based on the Likert scale. The demographic part of the questionnaire was made according to different scales. Demographic questions related to gender, status, residence, internet facility, and marital status were made according to the nominal scale. Furthermore, the demographic question related to age was made according to the continuous and ratio scale.

In the current research, the researchers have not used the already available data; rather have collected the data by themselves. The data collected for this research is original. Moreover, information is collected by first-hand examination. Further, this research has followed the ethical consideration of the research in the sense that it asks for the consent of participants. Firstly, participants voluntarily took part in this research. Secondly, the data given by participants is used only for research.

The content validity of the present survey was determined by some experts in the English language. According to them, the questionnaire consists of different questions that are required for measuring the perceptions of flipped learning questionnaires. Moreover, a questionnaire of flipped learning perceptions was developed by reading the literature of (Aljaraideh, 2019; Newman et al., 2016; Afrilyasanti et al., 2016; Nouri, 2016 & Khanova et al., 2015). In the current research, the researchers have used Google Forms. It is an online software tool and it is used to make a questionnaire. The main benefit of this tool is that with the help of this software respondents can easily put their answers.

There are different ways of collecting data for the questionnaire or survey. In this research, the researchers have incorporated the technique of flipped learning for ESL learners and then collected the data of research from students of that group and from students of those universities of Pakistan that have incorporated the technique of flipped learning for their students. In the current research, the researchers have first made a questionnaire on Microsoft word then converts it into Google docs, and then converted the final version of the questionnaire on Google forms. After the conversion of the questionnaire on Google form, the researchers have shared the link of the pre-filled Google form with different groups. Moreover, before filling out the questionnaire researchers have asked the different students that whether they have experienced the flipped learning technique or not. The

questionnaire was given to only those students who have experienced the learning through the help of flipped technique.

In the current research, the researchers have used the SPSS software for the processing of data. In the current research different important statistical tests are used frequencies, descriptive, standard deviation, and means. In the current research data has been displayed in the form of tables. The researchers have made different tables related to the data of students and teachers.

4. Data Analysis

Table 1 Demographic characteristics of students

Characteristics	Categories	Students	
		f	**%**
Age	18-20	104	52
	20-25	74	37
	25-30	18	9
	30-35	4	2
	35-50	0	0
	50>	0	0
Gender	Male	83	41.5
	Female	117	58.5
Marital Status	Married	14	7.0
	Unmarried	186	93.0
Residence	Day Scholar	186	84.5
	Hostilities	14	15.5

Note: f stands for frequency

Table 1 explains the demographic information of students. It shows that there are a total of 200 students who took part in this research. Frequencies and percentages of different variables and categories are computed in Table 1. In this table, four major characteristics age, gender, marital status, and residence are analyzed. The table demonstrates that the frequency of the students who fall in the age bracket of 18-20 is 104. Moreover, 74 students fall in the age bracket of 20-25, 18 students fall in the age bracket of 25-30, and 4 students come under the age of 30-35. The table demonstrates that 83 students were male and 117 students were female. Furthermore, 14 students were married and 186 students (93%) were unmarried. Additionally, 86 students were Day scholars, and 14 students were hostilities.

Table 2 Internet information related to students

	Categories	Students	%
Internet Facility	Yes	33	91.5
	No	17	8.5
Material Providing System	LMS	77	38.5
	Google Classrooms	47	23.5
	Microsoft Teams	11	5.5
	Moodle	12	6
	WhatsApp Groups	152	76
	Gmail	75	37.5
	Other	42	21
Software used for classes	Zoom	191	95.5
	Google Meet	17	8.5
	Microsoft Teams	9	4.5
	Facebook Lives	5	2.5
	Other	14	7

Table 2 describes the internet information related to students. This table consists of information related to the facility of internet, material providing system and software used for classes. Table 2 demonstrates that 91.5% of students have an internet facility and 8.5% of students have no internet facility. Furthermore, this table demonstrates the material-providing system. In this question, students were allowed to choose more than one option. It explains that 38.5% of students get material through LMS. 23.5% of students get material through Google classrooms. Moreover, 5.5% of students use Microsoft teams for getting material. 6% of students use Moodle for getting material. Most of the students get material through the help of WhatsApp groups. The table demonstrates that 76% of students use WhatsApp groups for getting the material. 37.5% of students get their material through the help of Gmail. Similarly, 21% of students get their material related to the English language through the help of some other material-providing software. Furthermore, this table demonstrates the different software that is used for classes. Universities ask students to join their classes with the help of this software. The table explains that most of the universities have used Zoom software. 95.5% of students join their classes through the help of zoom software. 8.5% of students use Google meets software for their classes. 4.5% of students join their classes through Microsoft teams. 2.5% of students use Facebook live software for their classes. 7% of students use some other software with the help of this software for their classes. Overall, the table explores that students have internet facilities, WhatsApp is the most popular material getting application and Zoom is the most famous software for online

classes. Similarly, students are not getting material through the help of one application, but more than one application is providing material to them.

Table 3 Perceptions of students about Flipped Learning

Item	Agree		Neutral		Disagree		M	S.D
Part A: Flexible environment	n	%	n	%	n	%		
Flipped learning and time saving	149	74.5	33	16.5	18	9	2.66	.639
Lectures are easily playable.	158	79	28	14	14	7	2.72	.586
Flipped learning and attractiveness.	107	53.5	36	18	57	28.5	2.25	.873
Part B: Learner-centered approach								
Learner-centered activities help the learners.	139	69.5	38	19.0	23	11.5	2.58	.690
Flipped learning allows questioning.	129	64.5	33	16.5	38	19	2.46	.794
Flipped learning allows searching	147	73.5	34	17	19	9.5	2.64	.650
Part C: Intentional content								
Flipped learning provides more material	136	68	47	23.5	17	8.5	2.6	.643
Provided material increases skills	149	74.5	37	18.5	14	7	2.68	.601
Video lessons were designed properly.	141	70.5	34	17.0	25	12.5	2.58	.704
Part D: Professional educators								
Teachers provide feedback.	155	77.5	33	16.5	12	6	2.72	.570
Being a student, teachers provide guidance	149	74.5	37	18.5	14	7	2.68	.601
Part E: Learning and activities								
Activities increase critical thinking.	135	67.5	14	24.5	69	8	2.59	.635
Activities increase the interest of students.	125	62.5	40	20	35	17.5	2.45	.775
Activities allow me to interact	121	60.5	48	24	31	15.5	2.45	.749
Part F: Engaging and Effective experiences								
Using software improves learning.	136	68	45	22.5	19	9.5	2.59	.660
Projects improve my writing skills.	152	76	32	16	16	8	2.68	.616
Part G: Satisfaction:								
Flipped learning as satisfying method	134	67	44	22	22	11	2.56	.685
I enjoyed flipped learning method	126	63	45	22.5	29	14.5	2.49	.737
Flipped learning provides quick learning.	136	68	43	21.5	21	10.5	2.57	.676

Table 3 answers the first research question that deals with the students' perceptions about flipped learning. The table explains the perceptions related to the first three main parts related to flipped learning and each part consists of three items. This table demonstrates the opinion of students on different items. Part A deals with a flexible environment. Among the flexible environment, the first item is related to time-saving. The table explains that 149 students agreed with the statement. 33 students were neutral and 18 students disagreed with

the statement. The mean of the students for whom, flipped learning is a time-saving technique is 2.66 and the standard deviation is .639. The second statement is related to the quality of provided lectures. The table shows that 158 students agreed with the statement, 28 were neutral and 14 disagreed. The mean of the statement "Lectures provided are easily playable on mobile devices" is 2.72 and the standard deviation is .586. The third statement is related to the attractiveness of flipped learning. 107 students agreed, 36 students remained neutral and 57 disagreed with the statement. Among this part statement "Lectures provided are easily playable on mobile devices" has the highest mean. Part B is related to the learner-centered approach. The first statement of this part is related to learner-centered activities. 139 students agreed, 38 neutral and 23 disagreed. The mean of the statement "Learner-centered activities in flipped learning help the ESL learners" is 2.58 and the standard deviation is .690. The next statement is related to flipped learning and questioning. The table shows that 129 students agreed with the statement that flipped learning allows students to ask more questions. 33 students were neutral and 38 disagreed. The mean of the statement that "Flipped learning allows students to ask more questions in the classroom" is 2.46 and the standard deviation is .794. The next statement is related to flipped learning and material searching. According to 147 students, flipped learning allows students to search for more material, 34 students remained neutral and 19 students show disagreement with the point that flipped learning allows students to search for more material. In part b statement related to flipped learning provides more material has the highest mean. Part C is related to intentional content. Among the intentional content, the first statement is related to flipped learning and a variety of material. The table shows that 136 students agreed with the statement that "flipped learning provides a variety of material related to one topic". 47 students shown their opinion in neutral and 17 students disagreed with the statement. The mean of the statement is 2.6 and the standard deviation is .643. The next statement is related to the relationship between material and increase in English language skills. 149 students agreed with the statement that "provided material increase their skills related to the English language". 37 student show their opinion in neutral and 7 students disagreed with the statement that flipped learning increases English language skills. The mean of the statement is 2.6 and the standard deviation is .601. The next statement is related to the design of videos. According to 141 students, videos were designed properly. 34 students remained neutral and 25 students disagreed with the statement. The mean of the statement is 2.58 and the standard deviation is .704. In Part C, the statement that provided material increases English language skills has the highest mean.

Moreover, it explains the perceptions of students related to (part D, E, F, G) of the flipped learning perceptions questionnaire. Part D is related to professional educators. The first statement in this part is related to feedback on the assignment. The table demonstrates that 155 students agreed with the statement. 33 students remained neutral and 12 students disagreed with the statement. The mean of this statement is 2.72 and the standard deviation is .570. The next statement is related to the friendly manner of the teacher. 152 students agreed with the item that teachers behave in a friendly manner with them. 39 students remained neutral and 9 students disagreed with the statement. The mean of the statement is 2.71 and the standard deviation is .543. The next statement of this part is related to an opinion about the teacher's guidance. 149 students agreed with the point that teachers guide them, 37 students remained neutral and 14 students disagreed with the statement. The mean of the statement is 2.68 and the standard deviation is .601. Among this part (Part D) statement related to feedback has a higher mean. Part E consists of different statements on learning and network activities. The first statement is related to the relationship between activities and critical thinking skills. 135 students agreed with the statement that "flipped learning increases critical thinking skill", 14 students remained neutral and 69 students disagreed with the statement. The mean of the statement is 2.59 and the standard deviation is .639. The next statement is related to the relationship between activities and the interest of students. 125students agreed with the statement that activities increase their interest, 40 students remained neutral and 35 students disagreed with the statement. The mean of the statement is 2.45 and the standard deviation is .775. The next statement deals with the relationship between activities and interaction with peers. 121students agreed with the statement, 48 students remained neutral and 31 students disagreed with the statement. The mean of the statement is 2.45 and the standard deviation is .749. In part E, a statement that flipped learning increases critical thinking skills has the highest mean. The next part, part E deals with engaging and affective experiences. Among this part, the first statement is related to the relationship between and software and learning skills. 136 students agreed with the statement that the use of software improves the skills related to the English language, 45 students remained neutral and 19 students disagreed with the statement. The mean of the statement is 2.59 and the standard deviation is .660. The next statement involves the relationship between the engagement of students in the flipped classroom and traditional classrooms. 124 students agreed with the statement, 37 students remained neutral and 39 students disagreed with the statement. This statement has a mean of 2.43 and the standard deviation is .798. The next statement deals with the relationship between projects and

writing skills. 152 students agreed with the point that "projects improve writing skills", 32 students remained neutral and 16 students disagreed with the statement. The mean of the statement is 2.68 and the standard deviation is .616. In part E, the statement related to projects and writing skills shows the greatest mean. Part G deals with satisfaction with different learning platforms. In this part, the first statement asks a question that flipped learning is a "satisfying method". 134 students agreed with the statement, 44 students remained neutral and 22 students disagreed with the statement. This statement shows a mean of 2.56 and a standard deviation is .685. The next statement is related to the enjoyment of the method. 126 students agreed with the statement that they enjoy this method of learning, 45 students remained neutral and 29 students disagreed with the statement. The mean of this statement is 2.49 and the standard deviation is .737. The last statement of this question deals with the relationship between flipped learning and quick learning. 136 students agreed with the statement that "flipped learning provides quick learning", 43 students remained neutral and 21 students disagreed with the statement. The mean of this statement is 2.57 and the standard deviation is .676. In part G, the statement "flipped learning provides quick learning shows the highest mean of 2.57. The table demonstrates that among the flipped learning perceptions two statements Lectures provided are easily playable on mobile devices and being a student, teachers provide feedback on their assignments or projects has the highest mean (2.72) as compared to other statements. Similarly, three statements, Provided material increases English language skills, Being a student, teachers guide you, whenever you are unable to understand anything related to English, Projects improve the writing skills have second highest mean (2.68). Moreover, the statement that involves the relationship between flipped learning and time has the third-highest mean (2.66). Furthermore, results demonstrate that in all statements ratio of agreed students is more as compared to disagreed students. This means that table displays those students of Pakistani Universities have positive perceptions towards the incorporation of flipped learning method.

Table 4 Comparison of students Perceptions based on Gender

Part	Gender	n	Group Mean	% of mean score
Flexible environment	Male	83	2.51	3.024
	Female	117	2.56	2.188
Learner-centered approach	Male	83	2.53	3.04
	Female	117	2.573	2.196
Intentional content	Male	83	2.576	3.10
	Female	117	2.643	2.25
Professional educators	Male	83	2.616	3.151
	Female	117	2.763	2.361

Learning and network activities	Male	83	2.416	2.9108
	Female	117	2.56	2.188
Engaging and Effective experiences	Male	83	2.516	3.031
	Female	117	2.596	2.2188
Satisfaction with learning platforms	Male	83	2.543	3.063
	Female	117	2.536	2.167

Note: n stands for sample

Table 4 performs a comparison of Flipped learning perceptions of students based on gender. In this table, group means and percentage of mean scores of male and female members have been computed. The table shows that the first part of perceptions of flipped learning deals with a flexible environment. The table shows that there are 83 male students and 117 female students who took part in this research. The group's mean of male students related to flexible environment is 2.51 and the percentage of the mean score is 3.024, while the mean score of female students related to the flexible environment part is 2.56 and the percentage of the mean score is 2.188. The table shows that for the flexible environment part the percentage of mean score of male students is more as compared to female students. Furthermore, the mean of male students related to the learner-centered approach is 2.53 and the group means is 3.04. Likewise, the mean of female students is 2.573, and the percentage of the mean score is 2.196. This shows that percentage of mean score of male members related to the learner-centered approach is more as compared to female students. Moreover, in the intentional content part, the group mean of male students is 2.576, and the percentage of group mean is 3.10. Similarly, the group means of female members is 2.643 and the percentage of group mean is 2.25. The table shows that percentage of the group mean of male members related to intentional content is more as compared to female students. Additionally, the group means of male members related to professional educators is 2.616, and the percentage of group mean is 3.151. The group means of female students is 2.763 and the percentage of group mean is 2.361. The group means of male students related to learning and network activities are 2.416 and the percentage of group mean is 2.9108. Correspondingly, the group means of female students related to learning and network activities is 2.56, and the percentage of group mean is 2.188. Besides, the mean of male students about engaging and affective experience is 2.516, and the percentage of group mean is 3.031. In the same way, the mean of female students about engaging and affective experience is 2.5916, and the percentage of group mean is 2.2188. What is more, the group mean of male students about the satisfaction of learning platforms is 2.543, and the percentage of group mean is 3.063. In the same way, the group means of female students related to satisfaction of learning platform is 2.536 and

percentage of group mean is 2.167. This table shows that the perceptions of male members about flipped learning approach are more positive as compared to female students.

4. Findings

The current research deals with the perceptions of students about flipped learning. Flipped learning is considered an emerging technique in Pakistan. Due to the emergence of equipment and technology this technique is thriving day by day. Results of the research explain that 200 students of different universities took part in this research. For measuring the perceptions of student's researchers have applied descriptive statistics. For measuring the perceptions based on gender researchers have used the independent sample t-test. The means of the independent sample t-test of the two groups have been compared. Results have shown that most of the students who took part in this research are within the age bracket of 18-20. 104 students have their ages between 18-20. In the research, all students have ages below 35. 117 students are female and 83 students are male, this shows that most of the respondents are female. 93 percent of respondents are unmarried. Day scholar's students are more than hostilities. Day scholars are 84.5 percent. Most students have internet facilities. Only 8.5 percent of students are deprived of internet facilities. Most of the students get their material through WhatsApp groups and LMS. The percentage of students who get their material through WhatsApp is 76%. Most of the students use zoom software for their classes. Results have shown that 95.5% percent of student's classes are held through zoom software. In Part a of flipped learning questionnaire the statement "Lectures provided are easily playable on mobile devices" has the highest mean. In part B, the statement Flipped learning allows students to search for more material related to ESL has the highest mean. In part C, "provided material increases English language skills" has the highest mean. In part D, the statement that teachers provide feedback to assignments has the highest mean. In part E, the statements that activities increase critical thinking skills have the highest mean. In part F, the statement that software increases the learning skills has the highest mean. In part G, the statement that flipped learning provides quick skills has the highest mean. Overall students have positive perceptions related to flipped learning techniques. They have affirmatively evaluated the technique of flipped learning. Results have shown that the ratio of students who are agreed with the flipped technique is more as compared to students who are disagreed. Moreover, male students have shown a more positive attitude towards flipped

learning as compared to female students. In an open-ended question, most of the students remark that flipped learning is a good technique.

5. Conclusion

In a few years, scholars and teachers have put stress on the reformation of traditional centered learning and focus on the development of learning methods related to students and students centered. Due to the increase in the use of technology, a paradigm shift in teaching has been brought up. Due to Covid-19, in Pakistan, the whole country experiences the lockdown. This lockdown has resulted in the closure of all institutions. This lockdown has disturbed the traditional mode of learning and has started the distance and online mode of learning. Flipped learning is considered a novel method of teaching. This method involves the move of the active format of learning to the passive mode of learning. In flipped learning, technology plays an important role. Bergmann & Sams are considered the founder of flipped learning. Many other scholars have also contributed to flipped learning techniques. The major findings of this research show that the perceptions of students related to flipped learning are positive. Students show their concern with the technique of flipped learning. According to the perceptions of students, flipped learning provides a flexible environment for them. Moreover, it provides, learner-centered approach, lectures provided to them are related to their content. Teachers interact with them like professional educators. Students are involved in different sorts of learning and network activities. Flipped learning provides not only engaging experiences but also effective experiences. It provides a satisfying method of teaching and students enjoy this quick method of technique. Flipped learning is the latest method of technique. This study has filled the gap of research in such a way that there are different articles related to the general concept of flipped learning but in Pakistan, no research has been conducted to explore the perceptions of students related to flipped learning in the field of English language. These perceptions of students and teachers serve as a paying factor to the amalgamation and use of new teaching methods. This research has also some limitations. It deals only with respondents of Punjab. This research has not catered to the other areas of Pakistan except Punjab. Moreover, this research deals with general perceptions related to flipped learning.

Researchers can further add to this research by investigating the effectiveness of the flipped technique. Moreover, researchers can measure the effect of flipped learning on the achievement of students. Researchers can compare the perceptions of private and

government sector students. Finally, the researchers can measure the perceptions by applying the different frameworks.

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Appraising the Portrayal of Female Characters in Folktales: A discourse-based study of the Heer Waris Shah

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Abstract

This paper aims at exploring the use of language in portraying the characters in folktales by employing Martin and White's Appraisal Theory (2005). The study focuses on how the female characters are portrayed as an ambassador of the Punjabi culture, and how the protagonist has been attributed through language in the given circumstances. Folktales are embedded into the fabric of every society and the individuals and tales are inextricably linked. Each living society has its folktales that characterize the fundamental texture of that society. Above all, folktales of all locales of the world, races, and religions have widespread examples that rise above the limits and make a whole. The data selected for the present study comprises a folktale of Heer (Shah, 1766) where each stanza comprises 150 to 200 words and 10 to 15 clauses approximately, and transliteration is done by following the IPA standards. The findings reveal that the attitude toward female characterization is the epitome of a patriarchal mindset, though Shah's Heer is courageous and knows about her rights but is very much at the mercy of the male members of the society. The females are exploited at the hands of males as male-centric voice controls generally through the record and the amount to need of magnanimity in supplementing women or perhaps, this express inclination against them makes his work disturbing.

Keywords: Language, Women Representation, Cultural Effect, Folktale, Discourse

1. Introduction

The extent of human beings to interface and collaborate with a wider society has accompanied them to the reality of living realm. The ascent of mankind is a result of social and relational abilities as people have the nature to work in a grouping. The traditional form of storytelling is the oral form, an established form of correspondence, and the most fulfilling form of articulation. It is the oldest form of narration present in this world that is being conveyed from one generation to another orally. Among this form of storytelling, folktales emerge as a wider phenomenon present in the world, known by all societies. The interpretations of folktale stories may not convey subtlety what's more and the cultural setting of the original narrative. Thompson (1946) coined the term 'folklore' and called it a 'good Saxon compound' as it depicts the "habits, customs, observances, odd notions, ditties, and ages and different materials of the past time." Moreover, Dundes and Bronner (2007) state that folklore has cultural as well as psychological significance as often flashing also, a socially authorized outlet of articulation. It involves symbols in expounded stories and in customs to encapsulate (or strengthen) the encounters and give a delivery from the real world.

Heer is written by Waris Shah in 1766 which makes Shah an emblem of poetry. Shah was a Punjabi poet and is renowned for sufists poetry, and his pioneering work is Heer which comprises the love tale of Heer and Ranjha. His verses are the treasure of Punjabi expressions, attitudes, and platitudes. Shah's *Heer* is the story of Heer and Ranjha as Ranjha lives in Takht Hazara and has to leave it because his sister-in-law made this land worse for him after his father's death. He left his city for Heer and moves toward her city Jhang to fulfill the love story. He sits on the bed of Heer at the riverside which becomes a source of the rift between them because she is proud of her beauty and her father is the leader of many villages. Further, she gets impressed by Ranjha and plots to make him their servant so that they will remain close to each other. From this, their love story proceeds, and Kaidu (her uncle) came to know about their affair and warns Chauchak (her father) and the elders of the villagers about them and did all means to prevent them. He is being called quarrelsome as no one believes him and he proves his truth by providing the evidence in the form of scrambled bread. Then, her father marries her to Saida (from Khairay) to which she tries hard to resist but is unable to undo it and advises Ranjha to become Jogi and come to her village. Ranjha became a Jogi and moves toward her village, where he treats Heer, Sahti helps them, and they both elope. Further, they are caught by the Raja, and he orders them to

leave the lovers, Heer's family takes her and poisoned her, and in the end, Ranjha also died on hearing the news of her death.

1.1 Objectives of the study

The objectives of this study are:
- ➢ To highlight the gender representation in the folktales
- ➢ To explore the role of culture in developing the discourse of the women
- ➢ To highlight the role of women as non-traditional

1.2 Aim of the study

Folktales are the oldest forms of narration present in the world, firstly oral and then written up by the writers. Folktales are written by various authors that show the representation of their respective cultures, depicting the role of genders in a prevalent society. In this regard, this study analyzes the folktale *Heer,* written by Shah (1766), with a focus on the character of Heer through linguistic elements by employing Martin and White's (2005) "Appraisal Theory".

1.3 Research Question

This study highlights the portrayal of a female character in the folktale by employing Martin and White's (2005) "Appraisal Theory":

- ➢ What gender-based perspective is portrayed in the folktale *Heer*?
- ➢ How is *Heer* different from the traditional characters of society?

2. Literature Review

2.1 The Folktale

A folktale is a traditional practice that manifests the norms, values, customs, and culture. In this regard, Atthakorn (1946) highlights that Tales are defined as stories presented in the written medium and the objectives are by and large to give entertainment and joy while to a great extent, the moral resolution can moreover be highlighted as a component of the story. Thorns (1846) defined the term folklore was drafted in a letter in 1846 by William Thorns, as he uses Ambrose Merton as his pseudonym, as a replacement for antique literature, and since then analysts, historians, researchers, and folklorists have naturally turned their attention to it. Folktales are the collection of many mediums as folklore is conceptualized as

an external object either substantial or elusive. He further fosters his thought by giving an index of genres and explicit models from English culture that consists of youngsters' rhymes and German culture that consists of the Grimms' assortments. Further, Thompson (1946) elaborates that the folktale consists of a traditional and dramatic narrative that is a significant type of conventional and emotional account that protects and disperses information regarding society and people. Swales (1990) states that Folktales are part of popular literature and are more commonly known as folklore. The folklorists labeled myths, legends, and folk tales as the main narrative genres in folklore based on how the community accepts narratives. Leonardo (2002) highlights the white folks that whiteness, as a debate, and whites as the subjects of the such debate have needed to react to this continuous emergency, similar to late free enterprise, with whiteness concentrated as if it were its new test. To keep up with its racial authority, whiteness has consistently needed to keep up with some feeling of flexibility.

2.2 Heer by Waris Shah

Heer has been a debate for scholars because of the writer and the theme it incorporates for which many scholars viewed it differently. Ahmad (2019) in deciphering Shah's 'Heer' states that the book vividly depicts Heer's fight for the female right to live in a male-dominated culture, or it is a poignant story meant to entertain those who enjoy ruminating on cows in vast pastures. It is also claimed to be a legend woven into a beautiful epic that reflects the ethos and desires of Punjabi people living in an agrarian civilization. Further, Devi (2019) writes about narratives in 'Heer' and states that Waris Shah's composition "Heer" became a tale that gains a preeminent place in Punjabi writing. The author utilized the plot development of "Kissa Heer" from "Heer: Waris" by embracing one of the different philosophies of narratology. Moreover, Syeda (2012) in comparing Shakespeare and Waris Shah states that Shakespeare utilized more extensive material; anecdotes about faraway terrains and how strong figures still he neglected to universalize his subjects as his treatment manages to surface and not the quintessence of the real world. On the opposite, Waris Shah's specialty is highlighted in the rustic Punjab, of his own time yet he imbued such a universal soul in his subjects that turned into the actual sign of more prominent real factors and heavenly status. Moreover, Tehseem et al. (2021) featured that the men manifested to practice power and the ladies are compliant and under power. According to the gender viewpoint, it is important to move towards the female voice in the classical story which

gives a reasonable socio-cultural stage for the interpretation of gendered characters and their reciprocated relations. Moreover, it is a valuable point to start to think about the power connection between sexual orientations before and contemporary occasions through the complex investigation of classic stories.

2.3 Folk Discourse

Language is a medium that impacted the investigators to know about the linguistic style when individuals compose or discuss anything. It includes the control of language and the cautious development of a story that will seem promising. Regarding the language used in the folktales and its implication, Lwin (2015) highlights that folktales normally incorporate distinguished linguistic and systematic construction like rehashed or resembled phonological or linguistic examples, onomatopoetic sounds, and novel words that make engrossing rhythms. In other words, folktales are helpful for language students to foster social mindfulness and comprehend the individuals who communicate in the language. Manggala (2017) features the transitivity analysis of a tale and highlights that the thorough semantic perception may give hard information to scholarly investigation and conversation. The complex investigation brings about an inside and out assessment of the etymological decisions in supporting a conversation on one characteristic component of writing, the portrayal. Gottschall et al. (2003) feature examples of selflessness, sex contrasts, inmate inclinations, sex distinction in regenerative methodology, and varying accentuations on male and female actual appeal. World writing, particularly initially oral writing, addresses a huge and disregarded store of data that scientists can use to more unequivocally map the shapes of human nature. As Rodrigues-Júnior and Barbara (2013) analyze 'The Picture of Dorian Gray' and its adaptations by applying the appraisal model highlight that the narrator presented valuative portrayals of gentility, which focuses on the significance of the narrator's perspective for the interpreting of the plot and for the foundation of ideological point of view. Alsina et al. (2017) in analyzing 'Mansfield Park' and its translation highlight that Mansfield Park tends to this dialogic aspect by knuckling down the assets of commitment. The speakers as well as writers express their proposition about the reality of a recommendation and the eagerness to open the exchange space to different voices.

3. Research Methodology

This study employs the Appraisal Theory (Martin and White, 2005) specifically on the paradigm of attitude to explore the portrayal of female characters. Each stanza comprises 150 to 200 words and 8 to 10 clauses approximately and transliteration is done on the author's side. This study explains language and characterization through linguistic choices in the folktale *Heer* (Shah, 1766). The framework employed to uncover this characterization is Martin and White's (2005) Appraisal theory, specifically attitude.

4. Theoretical Framework

Gender roles within a society imply how we are supposed to act, dress, conduct, speak, and groom ourselves in light of our allocated sex. Gender roles are what are considered to be as personal as well as cultural. This can be analyzed through text-based approaches such as Fairclough's (1995) "3-Dimensional model' and Systemic Functional Linguistics" (Halliday and Hassan, 2013). Fairclough's (1995) 3-dimensional model consists of text, discourse practice, and sociocultural practice to analyze the intended meanings of any text. His focus is to unfold the 'interpretive practices' of any audience and the 'intertextual analysis' of any text. In order to analyze the gender-based perspective, his text approach can be implied to dig out the linguistic choices employed. But this can only be explored within the social context and the analysis of any text is limited to its nature.

However, Halliday and Hassan (2014) in systemic functional linguistics highlight the relationship between language and social position. Halliday (1985) gives the metafunctions of the language and these three are ideational, interpersonal, and textual. He focuses on the production of text with the introduction of interpersonal and ideational implications as data can be distributed by the speaker and audience in the text to unfold the context.

But, Martin and Whites' (2005) 'Appraisal Theory' is opted to highlight specifically the attitude of women toward a situation culturally and whether their act has a positive affect and the judgment of society over it. The character's hidden emotions and their evaluations can be through this model. As for Fairclough's model, the known social context is important to dig out the ideology behind a text. In Halliday's model, the textual model depends on ideational as well as interpersonal elements, and the roles are not specified. They are oriented between the power structures and their affect on the readers while Appraisal theory

unfolds the attitude of the character and the attitude analysis is done on the basis of affect, appreciation, and judgement.

4.1 The Appraisal Framework

Martin and White (2005) highlight that the Appraisal theory is positioned toward the implications of setting explanatory impacts, then syntactic forms (p. 94). The domains of appraisal are attitude, graduation, and engagement. The **attitude** domain focuses on the interfaces with the manners by which emotions are considered to be an organization of meanings. It comprises three semantic areas that are affect, judgment, and appreciation. Martin and White (ibid) pinnacle out that affect deals with emotions that comprise negative and positive emotions. Judgment deals with ethics that focus on attitudes towards actions to criticize, condemn, admire, and praise. Appreciation deals with the aesthetics that includes the assessments of semiotic and normal peculiarities as per the manners by which they are evaluated or not in a given field (p. 24).

4.1.1 Attitude

It shows the attitude towards a situation through affect, judgement, and appreciation.

i.   Affect

Affect deals with happiness or unhappiness, security or insecurity, satisfaction, and dissatisfaction.

When Ranjha came home and said that

| Even if I came to this house, please forgive me | بھل گۓے ہاں وڑیاں آن ویہڑے سانوں بخش دے ڈارۓ واسطاءی |
| You can keep this house as I will leave this homeland | بتھوں تیریوں دیس میں چھڈ جاساں رکھ ہانسیارءیے واسطاءی |

He condemns his sister-in-law, if I by forgotten came to this house, Allah please save me from this woman.

ii.   Judgement

Judgement can be in esteem and sanctioned. The esteem results in normality, capacity, and tenacity. And sanction in varsity and tenacity.

His sister-in-law provoked him and he took it to his esteem. The provocation of his sister-in-law results in the start of a love story between Heer and Ranjha and the exile of Ranjha from Takht Hazara. He states that

|	
I will do the marriage in the Sials, do not have languages and jokes	نڈھی سیالاں دی ویاہ کرے لیاوساں میں کرو بولیاں اتے ٹھٹھولیاں نی
If my luck and followers are gracious, you're going to have a lot of bullets in front of you	بہے گھت پیہڑاوانگ مہریاں دے ہوون تساں جیہاں اگے گولیاں نی
I will not live with my sisters-in-law that impart jokes on me	مجھو واہ وچ بوڑیے بھابیاں نوں ہوون تساں جیہاں وڈبولیاں نی
Just do it, sister-in-law, as you have filled me it tears	بس کرو بھابھی اسیں رج رہے بھر دتیاں جے تساں جھولیاں نی

iii.   Appreciation

This can be in reaction, composition, and valuation.

When Ranjha leaves for Jhang then the writer states that

If the soul leaves the heart, then this dervish will improve	روح چھڈ قلبوت جیویں وداع ہندا تویں ایہ درویش سدھاریاءے
By swearing by these water Hazaras, the intention is to strip the Jhang fluids	ان پانی ہزارے دا قسم کر کے قصد جھنگ سیالاں دا دھاریاءے
What sustenance and sorrowful water let's call out	کیتا رزق تے آب اداس رانجھا چلو چل ہی جی پکاریاءے

The reactions appear to value Ranjha's stance and Shah laments on the situation of Ranjha that a person who was the prince at his house now has become a 'درویش' descant.
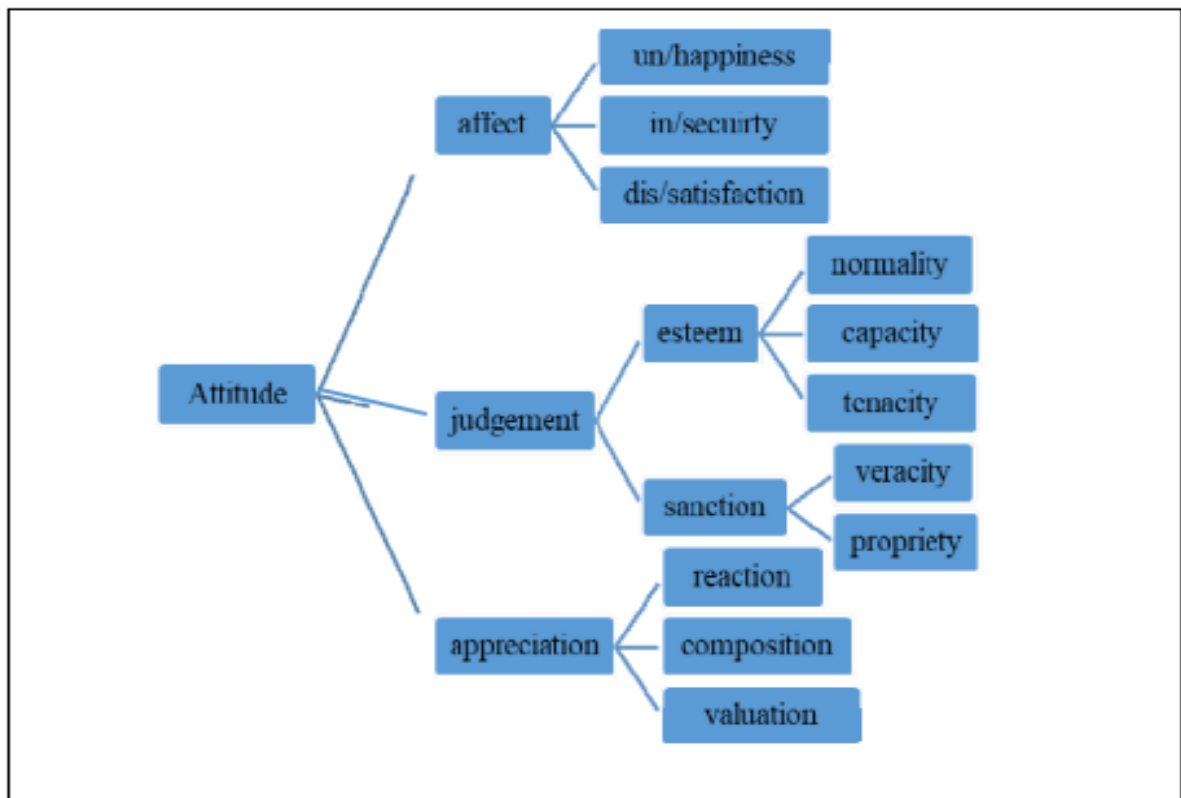
The structure of the attitude domain (Martin and White, 2005)

Fig 1: Structure of Appraisal Analysis (Martin and White, 2005)

5. Analysis

This section deals with the characterization of Heer because she was present in the tale before her physical appearance takes place. Here, attitude from Appraisal Theory (Martin and White, 2005) has been employed in order to know a character and judge it. The affect paradigm has been explored from attitude to show the character's satisfaction, dissatisfaction, happiness, unhappiness, security, and insecurity as emotional triggers toward a response. His inclination toward Heer is because of his father's death, his brothers disputed over the land and taunt him for not doing any hard tasks. His brothers and sister-in-law taunt him that his attributes are like girls and no one would give him their girl to marry. His sister-in-law asks him to marry Heer, the beautiful girl of Sial's to which he replied that he would marry her and they would become a slave of her. And because of this love, Heer appears to be an ascendant character.

Text 01: (Shah, 1766, p. 114)

English	Urdu
The order of the loved ones of the mind, the story of the unique pair of spring	حکم مَن کے سجناں پیاریاں دا، قصہ عجب بہار دا جوڑیا اے
The phrase is well-corrected by adding, the new fruit has broken the rose	فقرہ جوڑ کے خوب درست کیتا، نواں پھل گلاب دا توڑیا اے
By maneuvering in a lot of life, Farhad has broken the mountain	بہت جیوؤ دے وَچ تدبیر کرکے، فرہاد پہاڑ نوں توڑیا اے
The committees made the adornment of the story, which squeezed the essence rose	سبھا وین کے زیب بنائ دتا، جیہا عطر گلاب نچوڑیا اے

Here, Shah states that on the demands of his friends that they want to listen to the love story in her style. He shows emotional triggers that he has the capability to represent the poetry in such a way the rose always remains fresh. He has written this poetry with a lot of hard work and now he has expressed all of his secrets and it's like the smell of a rose.

Text 02: (Shah, 1766, p. 128)

English	Urdu
Do the marriage in the Sials, I will do the jokes	نڈھی سیالاں دی ویاہ لیاوساں میں، کرو بولیاں کیونے ٹھٹھولیاں نی
You're going to be in front of you, you don't have bullets in front of you	بہے گھتّ پیڑھا وانگ مہریاں دے، ہوون تساں جیہیاں اگے گولیاں نی
I have grown-up sisters with me, you don't talk like that	مجھ واہ وَچ بوڑئیے بھابیاں نوں، ہوون تساں جیہیاں بڑبولیاں نی
Just do it, sister-in-law, if you don't have swings	بس کرو بھابی اسیں رّج رہے، بھر دتیاں جے تساں جھولیاں نی

Here, the affect of Ranjha's sister-in-law's taunts of marrying Heer resulted in the emotional trigger of satisfaction of marrying her. He asks her if he would marry Sial's Heer as they mock him that she wouldn't marry him. She will sit here like a queen and they will be her housemaid as the abuser and gasconade sister-in-law like they should be drowned. Now there is no need to stop him as if they have shown their true intentions.

Text 03: (Shah, 1766, p. 158)

English	Urdu
She came with sixty friends, and Heer is full of beauty	لے کے سٹھّ سہیلیاں نال آئی، ہیر متڑی روپ گمان دی جی
The ears of the book pearls were flashing, some of the glory of the hover and the fairy	بک موتیاں دے کنیں جھمکدے سن، کوئی حور تے پری دی شان دی جی
He was not conscious upon seeing her in a red shirt, nor was he conscious of the earth	کڑتی سوہی دی ہکّ دے نال پھبی، ہوش رہی نہ زمیں اسمان دی جی
Whose nick block such as Qutub Tara, Joban Bhandi was the fierce storm	جس دے نکّ بلاک جیوں قطب تارہ، جوبن بھنڑی قہر طوفان دی جی

When Heer came to know that a man is sleeping on his bed, she became furious and shows dissatisfaction with it. She appears with her sixty friends in anger on the seaside and at that moment her youth was at its peak. Her ears are filled with beads and are bent down because of the earrings, she looks like a fairy from her face, she was wearing a red shirt that upon seeing her no one cares about earth and sky. Her nose ring looks like a loadstar (قطب تارہ) as one should be not so proud because such people won't remain forever because she was filled with anger, pride, and full of conceit.

Text 04: (Shah, 1766, p. 180)

I can sacrifice my life and wealth on your name	تیرے ناؤں توں جان قربان کیتی، مال جیؤ تیرے اتوں واریا ای
You won and we lost, you won and you lost	پاس جان دا سیس دی لائی بازی، تساں جتیا تے اساں ہاریاں ای
By believing in Ranjha Jiyo, Mehar Chochak has passed him	رانجھا جیؤ دے وچّ یقین کرکے، مہر چوچکے پاس سدھاریا ای
She came forward as a victorious and places Ranjha as her victory	اگے پینچنی ہوئ کے ہیر چلی، کول رانجھے نوں جائ کھلاہریا ای

When Heer came to know about Ranjha's inheritance, she fell in love with him and is ready to sacrifice everything for him. She complots on having Ranjha as their servant and states that on his name (Ranjha), she is willing to abandon anything. She has played with this world like a chessboard and won the game but she is lost as she is assuring him of her faithfulness and takes him to Chauchak. Heer is going in front of him like a leader and hoarded him in front of her father.

Text 05: (Shah, 1766, p. 184)

Give ten cases of bringing, the judge will be hanged	لائی ہوئ کے معاملے دسّ دیندا، منصف ہو وڈھے پھاہے پھیڑیاں دے
Hold your arms and bring it across the shoulder, search for your hands	باہوں پکڑ کے کنڈھے دے پار لاوے، بتھوں کڈھ دیندا کھوج جھیڑیاں دے
He came to the ground, he searched for it	ورھی گھت کے کہی دے پاڑ لائے، ستھوں کڈھ دیندا کھوج جھیڑیاں دے
The thread turns away from the hallway, with the scatters in the cold	دھاڑا دھاڑوی توں موڑ لیانودا ہے، ٹھنڈ پانودا وچّ بکھیڑیاں دے

Heer here tries to convince her father feverishly and convinces her father by praising him. She states that he is aware of all village council issues and knows how to handle a rivalry. If he needs help with any issue, he has the capability to give the solutions, he knows how to take animals from those that take them forcefully, and he also takes care of animals that get separated from the group as one takes care of the pupils. Where people have an

unceremonious and disorganized struggle with animals, Ranjha is alone sufficient for a hundred young men.

Text 06: (Shah, 1766, p. 193)

I ran in the way, already deceived	ملی راہ وچّ دوڑ دے آ نڈھی، پہلے نال فریب دے چٹیا سو
Nearby, Shehani Wang Gaji, turn around the door of the eye	نیڑے آن کے شیہنی وانگ گجی ،اکھیں روہ دا نیر پلٹیا سو
The head-to-head hat was broken, the head was broken, the shirt was broken	سروں لاہ ٹوپی گلوں توڑ سیلھی، لکوں چائکے زمین تے سٹیا سو
When she was caught with Ranjha, she was beaten badly and he was discharged	پکڑ زمی تے ماریا نال غصے، دھوبی پٹڑے تے کھیس نوں چھٹیا سو
Waris Shah Farshta ascended the throne, Satan sat on the earth	وارث شاہ فرشتاں عرش اتوں، شیطان نوں زمیں تے سٹیا سو

Heer becomes insecure when Ranjha informs her about a person asking for some scrambled bread and he was crippled. She became leery and runs as fast as she can and catches up with Kaidu and tries to convince him with trickery. When she saw that he is not going to believe her, she roars like a lioness and her eyes get red with anger. She descended the cap from his head, broke the string around his neck, and smashed him on the ground by grabbing him from his waist. She smashes him with anger like a laundryman washes the clothes and as angels smash Satan on the ground.

Text 07: (Shah, 1766, p. 217)

The daughters who were killed, on the Day of Resurrection, the great sins of the parents	جنہاں بیٹیاں ماریاں روز قیامت، سریں تنھاں دے وڈا گناہ مائی
If you eat, you eat them, kill them	ملن کھانیاں تنھاں نوں پھاڑ کرکے، جیکوں ماریاں جے توِیں کھا مائی
Say to mothers and fathers, to talk, and to their mouths	کہے ماؤں تے باپ دے اساں منے، گل پلوڑا تے منہ گھاہ مائی
Don't talk about an incident, his mother deals with her till the end	اک چاک دی گلّ نہ کرو مولے، اوہدا ہیر دے نال نباہ مائیں

Moreover, she claims to her mother that kills their daughters as on the day of judgment this attribute would be culpability and they will eat their daughter's flesh. She is humbly obeying her parents by putting grass in her mouth, but she demands that Ranjha should not be separated from her as she has promised perseverance.

Text 08: (Shah, 1766, p. 270)

Keep the Holy Qur'an in it, and swear that there is nothing wrong with it	رکھاں چائ مصٖف قرآن اس نوں، قسم کھائکے وچّ مسیت ہے نی
But why did he get up, he has a relationship with him?	تسیں مگر کیوں ایس دے اٹھ پئیاں، ایہدی اساں دے نال پریت ہے نی
Whether we are sisters or sisters, singing to us is its song	اسیں ترننجناں وچّ جاں بہنیاں باں، سانوں گاونا ایس دا گیت ہے نی

She states that what they have written about Ranjha has now become an issue of amour propre as for him if she has to go to the mosque and take the pledge on Quran for him, she will do this. She questions why are they chasing them while his real love is with her, they sing about him on the embankment, as their routine is that he takes the buffaloes with him on the riverside as the sun rises and now, they are lovers that's why he remembers Allah in the night.

Text 09: (Shah, 1766, p. 310)

On the day of 'Kalu-Balao', the marriage of buddha, the spirit of the prophet you taught	کالو-بلاوٗ ' دے دنٗ نکاح بدھا، روح نبی دی آپ پڑھایا ای '
The Imam came to the lawyer, the Lord ordered them	قطب ہوئ وکیل وچّ آئ بیٹھا، حکم ربّ نے آپ کرایا ای
Gabriel and Michael were the witnesses, Izrael and Israfil also came	جبرائیل میکائیل گواہ چارے، عزرائیل اسرافیل آیا ای
Next breaking and reciting the marriage, when did the Lord say	اگلا توڑ کے ہور نکاح پڑھنا، آکھ ربّ نے کدوں فرمایا ای

Here, when her parents fix her marriage with Saida from Khaira, she has a conversation with Qazi which shows her pledge and devotion to Ranjha. She states that they are married as their nikah is being directed by Hazrat Adam on the day of promises (کالو-بلاو) and Qutab was the lawyer and this act is being done by Allah's order. The two witnesses were Jibrail (جبرائیل), Mikael (میکائیل), Izrail (عزرائیل), and Israfil (اسرافیل) were also there, and now the Qazi should tell that Allah has not ordered to break the first nikah for the second.

Text 10: (Shah, 1766, p. 339)

You all sit down and listen to all things openly	دتی ہیر لکھائکے ایہہ چٹھی، رانجھے یار دے ہتھ لے جا دینی
To pray to my prayers with folded hands, crying and praying	کتے بیٹھ نویکلا سدّ ملاں، ساری کھولھ کے بات سنا دینی
It's dead, people talk, and if you're going to die, you're going to die	بتھ بنھ کے میریاں سجناں نوں، رو رو سلام دعا دینی
If my friend is my friend, then come to me, mian, who will be able to pay it?	مر چکیاں جان ہے نکّ اتے، ہکّ وار جے دیدنا آ دینی

Heer writes a letter and advises the messenger to give it to the hands of her beloved Ranjha. She assures them that the messenger would give him the letter in isolation under the supervision of a boatsman. Please give her prayers to him and tells him that she is dead from inside, her life is at stake, and please inform him to meet her once. She further states that Khairay's wouldn't touch her bed and only he can put her in the grave, she is desperate to meet Ranjha for once, if he is her lover, please come as soon as possible. She gives her engagement ring to the messenger as a memorial and makes him a slave of her toupee's chain.

Text 11: (Shah, 1766, p. 555)

Heer said that I am your dust, and no longer belong to this country	بولی ہیر میاں پا خاک تیری، پچھا اسیں پردیسناں ہاں
Dear ones, there is no cry, people are not like fists	پیارے وچھڑے چونپ نہ رہی کائی، لوکاں وانگ نہ مٹھیآں میسناں ہاں
Why should we be equal with faqr, we are bound to do things	نال فقر دے کراں برابری کیوں، اسیں جٹیاں ہاں کہ کریشناں ہاں

When Sahti had a fight with Ranjha and he gets angry, she states that she is a foreigner and has broken the relationship with her family as they consider her disregard. Her beloved is no more with her and she doesn't know sweet talks, consider her the dust of his foot, as she has no equality with Fakirs because we are Jatt, not Quraishi (the ancestry of Hazrat Muhammad ﷺ).

Text 12: (Shah, 1766, p. 642)

Heer has left to meet Ranjha, said Sahti said no one is going to cook anything	ہیر ہو رخصت رانجھے یار کولوں، آکھے سہتیئے متا پکائیے نی
They drank the raft of martyrs, they bought the karma	وہن لوڑھ پیا بیڑا شہدیاں دا، نال کرم دے بنڑے لائیں نی
For the rest of your life, you will regret the umbilical cord, where will you make a doll?	باقی عمر رنجھیٹے دے نال جالاں، کویں سہتیئے ڈول بنائیے نی
It's a mile or a hundred of thoughts, don't hug the ridge	ہویا میل جاں چریں وچھنیاں دا، یار رجّ کے گلے لگائیے نی
The throne of lovers belongs to The Lord, and let him cool down	جیوؔ عاشقاں دا عرش ربّ دا ہے، کویں اوس نوں ٹھنڈھ پوائیے نی
No day's beauty, no fun is with qualities	کوئی روز دا حسن پرابنا ای، مزے خوبیاں نال ہنڈھائیے نی
Satan's teacher runs, no one should come and spread it	شیطان دیاں اسیں استاد رناں، کوئی آؤ خاں مکر پھیلائیے نی
Waris Shah is guilty of sins, let's not forgive tomorrow	وارث شاہ گناہاں دے اسیں لدے، چلو کلّ تقصیر بخشائیے نی

When Heer came back from meeting Ranjha, she plots with Sahti that they should complot elopement with Ranjha. They have broken their chin and now there is a need to give him a

charity, helpless people are stuck in the waves and there is a need for someone that would place them at the riverbank, and he has suffered a lot because of her and his wishes need to be fulfilled. She convinces her that through this she (Sahti) can have her lover Murad and she will have her lover (Ranjha). Ranjha become Fakir for her sake and now we should give him a favor, Sahti please show her a way that she would spend her remaining life with him as Allah has embodied the separated lovers. The heart of lovers is like a sky that needs to be cooled down, this world is immortal someone needs to sacrifice for it, this beauty is temporary and one needs to do a sacrifice, we women are the teachers of Satan, let's stratagem deceit. It doesn't look good by meeting him up in the garden and plot a way to meet with the lover in the house, we should agree with him by doing various acts, and Shah we are filled with bad deeds, and let us go we should redeem our sin.

Text 13: (Shah, 1766, p. 691)

They cried loudly, and their eyes turned blue and yellow	نکّ چاڑھ دندیڑکا وٹ روئے، کڈھ اکھیاں نیلیاں پیلیاں جی
She was shivering and saying that I am dead, someone should help the devastated lovers	تھر تھر کمبے تے آکھے میں موئی لوکا، کوئی کرے جھاڑا برے بیلیاں جی

Here, Heer conspires on her elopement with Ranjha and pretends to be sick and the Fakir (Ranjha) has its cure. Heer clenched her teeth and lies down and stresses her feet, and her body gets blue, her nose gets compressed, her eyes become yellow and blue, and is weeping continuously. She was shivering and saying 'I am dead' and someone please diagnose the ones in the bad health. She became headless and clenched her teeth because of her desire to live, and Satan and his disciples are watching this scene where Sahti is their master.

Text 14: (Shah, 1766, p. 114)

The order of the loved ones of the mind, the story of the strange pair of spring.	حکم منّ کے سجناں پیاریاں دا، قصہ عجب بہار دا جوڑیا اے
By maneuvering in a lot of life, Farhad has broken the mountain	بہت جیؤ دے وچّ تدبیر کرکے، فرہاد پہاڑ نوں توڑیا اے
The committees made the adornment of the story, which squeezed the essence rose	سبھا وین کے زیب بنائ دتا، جیہا عطر گلاب نچوڑیا اے

The affect and judgment of Heer and Ranjha's story are that their love story is being told and appreciated by many writers. Shah states that on his friend's entreaty that he has prepared this tale, he has woven every rhyme beautifully like a rose. He has prepared this context in such a way that it mesmerizes every heart and it has taken a lot of hard work. He states that he has pierids his heart and has explained everything.

Text 15: (Shah, 1766, p. 669)

It was twelve years old that the color began to fade, then the dry gardens	باراں برساں دی اوڑ سی مینہ وٹھا لگا رنگ پھر خشک بغیچیاں نوں
Criminal change restored to sweeps and swarms	فوجدار تغیر بحال ہویا جہاڑ اتے غلیچیاں نوں

When they plan for an elopement, the writer states that it's like the rain has dropped after the drought of twelve years. The deposed has reestablished the magistrate that's why the camps are being cleaned off, the parched smilax is turning green again, and now there is a need to opt for new ways for the regular succession without gaps. Waris was not at ease like the passengers of the boat after all he has the signs of water from Hazrat Noah.

6. Discussion

Folk discourse has interested many writers as Lwin (2015) highlights that folktales incorporate linguistic as well as systematic processes and that language plays a vital role in social structure. This study highlights the representation of gender-based discourse that when it comes to social orders, women confront the ruling strands of patriarchy, religion, culture, and convention. Moreover, they are not free to acquire choices in their pivotal matters such as marriage, love, and the preference of the males. *Heer* shows deviation from societal values (falling in love, disobeying her father, Qazi, husband, and elopement) that produces an effect of insecurity among the villagers in order to do something to save their honor, and the affect is followed by the judgment leading to the esteem which resulted in protecting their norms (casting out Ranjha from the village and murder of Heer) at all cost and appreciation is done on the author's side as how he portrayed their story and made their love eternal. *Heer* appears to be exploitative because of her father being the ruler of villages and her beauty. Syeda (2012) states that Shah's specialty is highlighted in rustic Punjab, of his own time yet he imbued such a universal soul in his subjects that turned into the actual sign of more prominent real factors and heavenly status (p. 268). The character of Heer was a kind of revolt against the built-up patriarchal and socio-cultural control structures, which were images of treachery and abuse. Heer was a woman who opposed male-centric society and fought for her reverence for Ranjha, her entitlement to live, and the value of consenting to her decision. She is like a hero whose unmatched greatness and ambiance are enhanced by her amazing determination and nature of the character when she appears with her sixty friends, she appears to be proud of her beauty and remains intoxicated by self-love. Tehseem et al. (2021) highlight the role of power which is something unnatural for women of Asian countries but she is the depiction of a Punjabi girl a pure Jatti. Heer had tested to drop in

love (عشق) and was obliged into marriage despite her desire, to the contrary, and was, in the long run, murdered by her family. With the application of Appraisal theory (Martin and White, 2005), this study highlights that the inquiry that she faced was around fundamental freedoms and social values for women ordinarily what women continue to go up against till as of now. In a veritable sense, Heer appears to be a convener of women of South Asia as the way she stands up for her love against her family members so that she won't lament that she hasn't tried to complete their love. She has done denunciation the hegemony of religion as the conversation between Heer and Qazi on forced marriage. Her discussion with the Qazi is a motivation for ladies to stand up for their rights. It moreover reflects on how devout pioneers mutilate and display their claim forms of heavenly writings to force it on individuals, particularly ladies. This depicts that Heer is not voiceless but has a powerful voice that unfolds the odds of Punjabi society. In the face of Heer, Shah tried to reject women's oppression which we analyzed by the appraisal theory and her attitude shows insecurity towards the social order. Heer is shown as having magnificent beauty, uncommon characteristics, and being totally nice to her accomplice. She is introduced as a representation of a woman to be taken after by others. Heer is the picture of obstruction against male-centric society as she is the great initiator of every movement and Ranjha is by and large a follower of her actions. However, isolated from the first-place step of removing his homegrown and crossing the stream, Heer controls the total record for sure after her disgraced killing. In short, the way she addressed the capriciously hung merit is the uniqueness of perspective among ministry and the average person, the consistent ascendance of the exchange example, and the rot of the landed gentry and ardent arrangement. Women characters such as Heer and Sahti lead the story because they are more grounded and brainier than their male accomplices.

7. Conclusion

From Appraisal theory, the authors analyze that the writer's treatment of women is different as compared to males. Though, we can see deviation (rebellious attitude) in Heer's character but, she is still at the mercy of the male. Women have insecurity toward the patriarch as they do not allow women to deviate from the given norms and if they do so, the end will be death. As the affect of such acts, authorities show dissatisfaction, insecurity, and unhappiness, the judgment would lie in esteem and tenacity and the appreciation would be a violent reaction from both sides. But Heer appears to be a challenging character as she came in opposition

with the traditional characteristics of women because she is proud of her ancestry and beauty, initiates the love, and makes Ranjha her servant so that they could further proceed with their love, stands for her love in front of all. From the cultural, social, and symbolic perspective of the female character beneath the discussion inquiry, Shah's Heer is the epitome of opportunity; she needs to get freed of ancient and unbending conventions and battles for her against them. In this story, the other important female character is Sehti, the sister-in-law of Heer, who overlooks all the blood relationships for nobility and stands by Heer for her rights. Heer's disposition is overwhelming over Ranjha and she is the genuine hero of the tale rather than Ranjha. The personality of Heer is simply folk, yet the whole melody extends life in a populated city, and a large portion of individuals exposed are privileged. In general, the melody extends the personality of Heer in a postmodern setting as she represents a Punjabi girl that is not just the sole person Heer, who is post-modernized, yet the difficulties of the postmodern world are a lot more extreme than the chances of the present-day period and the battle to keep up with the character is probably the greatest test for the post current people. Though being rebellious, outspoken for her rights, and speaking against oppression still came under the influence of Molvi (religion), Kaidu (social), and Chauchak (patriarchy) which suppresses the freedom of individuals and lead to her death.

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