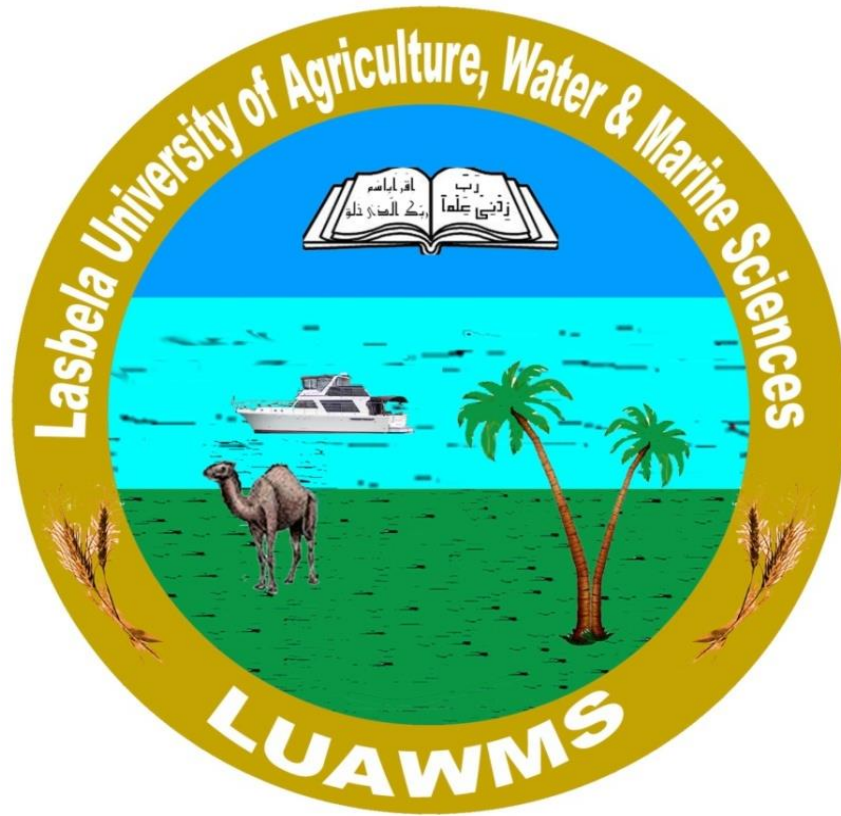


Balochistan Journal of Linguistics

ISSN-No. 2312-5454

(Volume 08)



**Department of English Language & Linguistics,
Faculty of Languages and Literature,
Lasbela University (LUAWMS) Uthal, Balochistan,
Pakistan**

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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.

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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.

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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.

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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.

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Contents

REDUPLICATION IN PUNJABI	1
Shumaila Shafket Ali	
BEAUTY AND BEYOND: EXPLORING THE COSMOPOLITAN BEAUTY MYTH IN ONLINE HOROSCOPIC DISCOURSE	22
Asra Khan & Shafaq Khalid	
EFFECT OF TEST ANXIETY ON STUDENTS' ACHIEVEMENT IN LANGUAGE LEARNING BETWEEN MALE AND FEMALE IN ESL CONTEXT	44
Aamir Saeed, Munir Khan, Amber Nasreen Anjum & Arshad Saleem	
EXPLORING THE ROLE OF EAP (ENGLISH FOR ACADEMIC PURPOSES) COURSE IN DEVELOPING THE LEARNERS' ENGLISH LANGUAGE PROFICIENCY AT HIGHER EDUCATION LEVEL	75
Farheen Shaikh, Farah Naz Abbasi, & Shehla Anwer Kurd	
INVESTIGATION OF ACQUISITION OF URDU PLURAL MORPHOLOGY AMONG CHILDREN OF 4 TO 6 YEARS	96
Sana Zahra, Dr. Urooj Fatima Alvi, & Qurrat-ul-Ain	
EXPLORING TRANS-STUDENTS EXPERIENCES IN A TRANSGENDER SCHOOL	112
Maida Ashraf & Zahida Mansoor	

Reduplication in Punjabi

Shumaila Shafket Ali

Abstract: Reduplication, a morpho-phonological as well as a morpho-semantic and a morpho-syntactic process, is a common linguistic phenomenon found in many languages across the globe. However, the nature and the degree of productivity with regard to reduplication vary from one language to another. The aim of this qualitative corpus-based synchronic study is to explore the nature and function of reduplication in Punjabi, which belongs to the Indo-Aryan group within the Indo-European language family. The data for the study are based on 150 examples of reduplication in Punjabi and these reduplicated items have been collected from the discourse of Punjabi native speakers in a variety of domains. The data analysis proves that Punjabi is a highly productive language with regard to reduplication as the language reveals a number of different patterns ranging from partial to total reduplication, with different functions. Apart from the existence of different categories of reduplicants with distinct functions, like, reinforcement, emphasis, intensification, continuation, attribution, and attitudinal projection, Punjabi language displays nominal, verbal, adjectival, as well as adverbial reduplication. The study is not only an attempt to make significant contribution in research on Punjabi morphology by adding to the available corpus-based research on the language, but also an endeavour to pave the path for researchers interested in working on the morphology of other indigenous languages of Pakistan.

Keywords: *reduplication; partial reduplication; total reduplication; discontinuous reduplication; onomatopoeic reduplication; Punjabi.*

1. Introduction

Each language embodies a unique set of rules that makes it stand apart from other languages at phonological, morphological, semantic, and syntactic level. However, despite possessing unique linguistic properties, there are certain linguistic phenomena that are common to a vast majority of languages irrespective of what language family they belong to. One such common phenomenon found in many languages across the world, including pidgins and creoles, is that of *reduplication*--- a morpho-phonological as well as a morpho-semantic and a morpho-syntactic process. Rubino (2005) considers reduplication a multifunctional word formation process. In some languages spoken in China, for instance, reduplication is used for plural formation, while in many South Asian languages, like Urdu, Hindi, Pashto, and Punjabi, etc., the process is also used for reiteration along with multiple other functions. Besides being multifunctional in nature carrying examples of both derivational and inflectional reduplicants, the process operates at different levels.

According to Inkelas & Downing (2015):

Reduplication can target the entire word, the root, or any stem-sized subconstituent inbetween. More surprisingly, it can target non-lexical bases, like individual affixes, and it can target supralexicale bases, like phrases. It is also not uncommon for the morphological base of reduplication in any given pattern to vary among several options, determined by phonological or semantic factors. (p. 504).

The diverse nature of this word formation process is also evident from the nature of reduplication which not only varies from one language to another but the variation can also be witnessed within the same language, as reduplicants can be found in the form of prefixes or suffixes. In Hadoti, a dialect of Rajasthani, for instance, reduplicants are attached only in the form of suffixes, whereas in Punjabi and many other indigenous languages spoken in Pakistan, including Urdu, it is common to find reduplicants attached in the form of both prefixes and suffixes. Besides this, reduplication can be observed in nominal, verbal, adjectival, or prepositional domains depending on the syntactic features of languages. In Swiss German, Italian and Spanish, even pronoun doubling is common (Barbiers, 2008; Belletti, 2005).

It is pertinent not to confuse reduplication with repetition. While drawing the distinction between repetition and reduplication, Gil (2005) states: “whereas repetition applies across words, and is therefore subsumed under syntax or discourse, reduplication applies within words, and is consequently taken to be part of morphology.” (p.31). This distinction is important to consider while studying the process of reduplication in different languages.

1.1 Aim and Research Questions

The study aims to investigate the process of reduplication and its types in Punjabi language, which is the mother tongue of a majority of people (45% as per the census data of 2017) in Pakistan.

Following are the specific research questions posed in the undertaken research:

1. What types of reduplicants are found in Punjabi language?
2. What categories of words show possibility of reduplication in Punjabi?
3. What functions does reduplication perform in Punjabi language?

2. Literature Review

There is a wealth of both published and unpublished research literature available on reduplication in different languages across the world. Although most of the studies on reduplication are carried out on studying the process in African languages (Akinlabi & Urua, 1996; Downing, 1997; 2000; 2005; Hyman, 2009; Nelson, 2005; Ngunga, 2001; Okello, 2007), there are quite a few studies on reduplication in the languages spoken in Asia and Southeast Asia as well (Abbi, 1991; Cheng & Vicente, 2013; Katz, 2000; Lidz, 2001; Montaut, 2009). Singh (2005) in his research on reduplication in modern Hindi not only identified different patterns of reduplication in Hindi language but also discussed the relationship between reduplication and compounds which he calls 'redundant compounds'. Like Singh, some other researchers also prefer to use terms other than reduplication for such examples. Ourn & Haiman (2000), for instance, have used the expression 'semantically symmetrical compounds' to refer to such reduplicants, which are not only found in Hindi but are commonly found in many other languages including Persian, Urdu, and Punjabi, to name a few.

The process of reduplication has been studied at different levels of grammar. Raimy (2000) discussed reduplication occurring at both morphological and phonological levels, while Zuraw (2002) studied reduplication as a purely phonological process by focusing on reduplication in Tagalog, an Austronesian language spoken in Philippines.

A detailed account of reduplication as a word formation process is given in Frampton (2009). The book on reduplication by Frampton (2009) discusses the nature of reduplication and its types not only in *English, Korean, Malay, and Sanskrit*, but also in some lesser known languages like, *Ilocano Tagalog, Klamath, Southern Paiute, Asheninca Campa, Chaha, Kinande, Lushootseed, Ndebele, and Washo*.

Earlier, researchers working on reduplication either adopted phonological or morphological approach to investigate the process and the nature of reduplication in different languages. These approaches led to the emergence of two major theories: *Base Reduplicant Correspondence Theory* (BRCT), which proposed by McCarthy and Prince (1995) uses phonological framework and *Morphological Doubling Theory* (MDT) which presented by Inkelas & Zoll (2005) applies morphological framework to study examples of reduplicants found in different languages. According to Inkelas & Zoll (2005), “In MDT, reduplication couples morphological constituents which agree in their semantic (and syntactic) specifications.” (p. 25).

Applying Morphological Doubling Theory (MDT), Wanja (2014) tested five hypotheses with the aim to examine the nature of reduplication in *Kiembu*, a Bantu language spoken in Kenya. Morphological approach to reduplication is also used by other scholars to study reduplication (Downing, 2000; Hyman, Inkelas, & Sibanda, 2009; Ngunga, 2001; Okello, 2007; Urbanczyk, 2006).

Besides the *Base Reduplicant Correspondence Theory* (BRCT) and the *Morphological Doubling Theory* (MDT) which form the basis of different research studies on reduplication, Inkelas (2008) proposed the *Dual Theory* which is based on morphological doubling and phonological duplication. *The Dual Theory* sounds more appealing and logical as it incorporates phonological as well as morphological features, both of which play a pivotal role in the formation of reduplicants in different languages.

Contemporary research scholars exploring doubling in languages, however, study reduplication from syntactic point of view (Barbiers, 2008; Cheng & Vicente, 2013; Travis, 2003). Zhong (2016) specifically explored verbal doubling in Chinese from syntactic perspective. The verb doubling pattern in Chinese, as identified by Zhong, exists in two forms: verb doubling cleft (VDC) and non-cleft verb doubling, which is further divided into five groups according to the context. The study is different from other studies on doubling as it not only studies verb doubling from purely syntactic perspective but also highlights the semantic and pragmatic effects of the use of this phenomenon.

One relatively recent research on reduplication has been conducted by Chand & Kar (2017), who used Optimality Theory (OT) as a tool to describe the relationship

between sonority and reduplication in *Hadoti*, which is one of the regional varieties of Rajasthani, an Indo-Aryan language spoken in Rajasthan, India. Although the study mentions three types of reduplication in Hadoti (partial, complete and onomatopoeic), only the first two types of reduplication are discussed in detail. Despite this limitation, the study is different from other studies on reduplication because it makes use of sonority patterning to analyze the process.

It is interesting to observe that reduplication is not just confined to fully-fledged languages but is also observed in pidgins and creoles (Bakker & Parkvall, 2005; Finney, 2002; Kouwenberg & La Charite, 2011; 2015). One significant example of a study exploring the process of reduplication in TokPisin is by Masahiko (2011), who considers reduplication as a purely morphological process and has drawn a distinction between reduplication and repetition in TokPisin. Not only do the two processes differ from each other in terms of function and usage but also involve different morphological and lexical processing. The findings of the study reveal that reduplication in TokPisin is less productive as compared to repetition and that within reduplication examples of full reduplication outnumber examples of partial reduplication.

Apart from research on reduplication focusing on studying the process in the grammar of different languages, including pidgins and creoles, along with the semantic and pragmatic functions these reduplicants perform, some scholars working on child language acquisition have also investigated reduplication in the corpus based on children's discourse (Dressler, Dziubalska-Koiaczyk, Gagarina, & Kilani-Schoch, 2005; Leroy & Morgenstern, 2005).

Despite the availability of a vast body of research literature on reduplication in different languages across the world, only a few studies on this word-formation process have been conducted on the indigenous languages of Pakistan. One significant study on reduplication with reference to the indigenous languages of Pakistan is by Yoshioka (2017) who investigated nominal reduplication in five indigenous languages, *Burushaski*, *Domaaki*, *Kalasha*, *Khowar*, and *Shina*, spoken in the Northern Pakistan. The findings of the study show similarities in the reduplication pattern of *Burushaski*, *Domaaki* and *Shina* that reveal similarity avoidance in their echo-words, which is not observed in reduplication in *Kalasha* and

Khowar, the indigenous languages spoken in KPK, Pakistan. The study concludes with a recommendation to categorize examples of total reduplication as echo-words. Besides this study on reduplication in local languages in Pakistani context, the only available research on reduplication in Punjabi, which is also the focus of this research, is the one by Noor, Mangrio, Muhabat, & Iqbal (2015). Nevertheless, this collaborative study does not provide a detailed account of reduplication in Punjabi language.

The review of literature on reduplication indicates lack of a sufficient body of research literature on reduplication in the indigenous languages spoken in Pakistan. Moreover, despite being rich in reduplication, Punjabi language has not been extensively studied with reference to this word formation process. Therefore, the present study has been undertaken with the aim to fill in the existing gaps by providing an exhaustive typology of reduplication in Punjabi language along with its distinct functions.

3. Methodology:

As stated earlier, this qualitative corpus-based study focuses on studying reduplication in Punjabi language, by utilizing the *Dual Theory* proposed by Inkelas (2008), focusing on both the morphological and phonological features that contribute in the process of reduplication in different languages. Punjabi is an Indo-European language belonging to the Indo-Aryan group. According to Abbas, Chohan, Ahmed & Kaleem (2016), there are around 125 million native speakers of Punjabi across the world. As far as its speakers in Pakistan are concerned, the native speakers of Punjabi are not just confined to the province of Punjab, but are found in almost all the regions of Pakistan, including, Sindh, Balochistan, KPK, AJK, and Gilgit-Baltistan, where a considerable number of Punjabi speakers are now working in hotels and resorts, while some of them also own tourist resorts. Punjabi is chosen for this study on reduplication, not only because of the numerical strength of the native Punjabi population in Pakistan but also because of the co-national status that it now enjoys along with Urdu and other regional languages, including Pashto, Sindhi, and Balochi in the language policy of Pakistan revised in 2018. In India, Punjabi is one of the 22 languages enjoying official status. Moreover, Punjabi speakers can be found in Canada, America, as well as in many European countries, particularly in the UK,

where it is the third most widely spoken language by Punjabi immigrants from Pakistan and India who have permanently settled there. Besides these reasons, one major reason for choosing this language is that it is my mother tongue and as a native speaker I have easy access to many Punjabi native speakers.

The study is based on the data collected from Punjabi native speakers during their conversations in a variety of natural settings (home domain, friendship domain, public domain) both in Karachi and Lahore. Being a Punjabi native speaker myself, I have also included many examples of Punjabi reduplicants that are part of my Punjabi lexicon and that I use in a variety of contexts with other Punjabi speakers, including my family members, relatives and Punjabi speaking friends. The main reason for collecting examples from the speech of native Punjabi speakers in Pakistan is the authenticity of the examples. The sampling technique employed for the study is purposive, as examples of only Punjabi reduplicants comprise the data. The sample size is based on 150 examples of reduplication in Punjabi. These examples are categorized according to their types and word class to investigate the patterns of reduplication found in the language.

4. Data Analysis:

The data based on examples of reduplicants in Punjabi language are analyzed using the *Dual Theory* proposed by Inkelas (2008) with a focus on the morphological and phonological features involved in reduplication. The data analysis reveals a number of different patterns ranging from partial to discontinuous to total reduplication.

4.1 Partial Reduplication

Partial reduplication, also called *alliterative reduplication* consists of echo words and is very common among the languages spoken in South Asia. According to Inkelas & Zoll (2005), “partial reduplication, is associated cross-linguistically with all sorts of meanings, both inflectional and derivational, whose degree of iconicity is often negligible.” (p. 14)

However, this kind of reduplication is different from the expressions that appear similar, in the sense that they may appear to be echo-formations which may not necessarily be the case. For instance, the word ‘*aanajaana*’ (literally it means ‘coming in and going out’; figuratively it connotes ‘life and death’) in Urdu cannot

be considered an example of echo-formation because both the words in this example are semantically independent lexical items, with each item having a distinct meaning. Partial reduplication or echo formation actually involves either vowel alteration (ablaut) or consonant alteration (onset) in which the reduplicant is not a semantically independent lexical unit. In partial reduplication found in Punjabi language, there are numerous examples of both vowel as well as consonant alteration.

Table 1: Examples of partial reduplication involving vowel alteration (ablaut) in Punjabi

	Punjabi Reduplicants	Translation in English	Word class
1	<i>saTsuT</i>	Injury	noun
2	<i>ka~dku~d</i>	Wall	noun
3	<i>va~Dvu~D</i>	to distribute	verb
4	<i>mall mull</i>	to apply	verb
5	<i>pull pall</i>	to forget	verb
6	<i>puu~jpaa~j</i>	to wipe away	verb
7	<i>maa~jmuu~j</i>	to wash dishes	verb
8	<i>kallkull</i>	to send	verb
9	<i>paapuu</i>	to wear	verb
10	<i>paRhpuRh</i>	to study	verb
11	<i>thapthup</i>	to apply something in excess	verb
12	<i>khakhu</i>	to finish eating	verb
13	<i>TappTupp</i>	to jump	verb
14	<i>labb lubb</i>	to find or search for something	verb
15	<i>Daa~jDuu~j</i>	to drink (used in a disapproving sense)	verb

As evident from the examples in Table 1, reduplication of verbs is found in abundance in partial reduplication involving vowel alteration in Punjabi language. Nevertheless, in examples of partial reduplication involving consonant alteration (onset) in Punjabi, examples of nominal reduplicants dominate, which can be observed in Table 2.

Table 2: Examples of partial reduplication involving consonant alteration (onset) in Punjabi

	Punjabi Reduplicants	Translation in English	Word class
1	<i>rolashola</i>	noise	Noun
2	<i>cha sha</i>	tea	Noun
3	<i>kukkaRshukkaR</i>	chicken	Noun
4	<i>Khiirshiir</i>	a traditional Pakistani dessert made of milk	Noun
5	<i>laDDushaDDu</i>	a traditional sweetmeat	Noun
6	<i>lassishassi</i>	a traditional drink made by churning yogurt and milk to kill heat	Noun
7	<i>pa~gRasha~gRa</i>	traditional Punjabi folk dance	Noun
8	<i>buayshuay</i>	doors	Noun
9	<i>vayashaya</i>	wedding	Noun
10	<i>kayo shayo</i>	ghee	Noun
11	<i>roTishoTi</i>	meal	Noun
12	<i>gaDDishaDDi</i>	car	Noun
13	<i>bokar shokar</i>	broom	Noun
14	<i>pi~D shi~D</i>	village	Noun

Partial reduplication or echo-formation, as evident from the examples given in table 2, is made with ‘sh’ sound in Punjabi, unlike other local languages of Pakistan. In Urdu language, for instance, ‘v’ sound is used for the formation of echo-words as in *khaanavaana* (meal), while in *Kalasha* and *Khowar*, languages spoken in the Northern areas of Pakistan, echo words are always formed with ‘m’ sound. The same trend of echo words being formed with ‘m’ sound is also observed in Balochi language.

This type of reduplication involving consonant alteration (onset) is not just restricted to words with Punjabi origin, it is also common among Punjabi speakers to employ partial reduplication involving consonant alteration (onset) in case of loan words. Table 3 presents a few examples of such loan words which display partial reduplication involving consonant alteration (onset):

Table 3: Examples of partial reduplication involving consonant alteration (onset) in case of loan words in Punjabi

	Punjabi Reduplicants	Translation in English	Word class
1	<i>biskuT shiskuT</i>	biscuit	noun
2	<i>bargar shargar</i>	burger	noun
3	<i>piiza shiiza</i>	pizza	noun
4	<i>roll sholl</i>	roll	noun
5	<i>pesTri shesTri</i>	Pastry	noun
6	<i>botal shotal</i>	bottle (mostly used for soft drink)	noun
7	<i>cake shake</i>	cake	noun
8	<i>kasTard shastarD</i>	custard	noun

It is important to note that the examples cited in table 3 are examples of direct and indirect borrowings from English to Punjabi, which have lost their foreignness with the passage of time and the frequency of usage in Punjabi. Since these words are localized or Punjabivized to be more precise, they are no more perceived as foreign items. Because of being completely assimilated in Punjabi, they have ceased to be treated as foreign words and therefore these loan items are utilized by the native Punjabi speakers to form reduplicants.

4.2 Total Reduplication

Total reduplication, also called *full* or *integral reduplication* involves repetition of the base without any modification and is reiterative in nature. This type of reduplication is commonly found in many South Asian, South East Asian, and African languages, like Urdu, Punjabi, Hindi, Chinese, Hausa, to name a few.

Unlike partial reduplication which is only limited to nouns and verbs in Punjabi, total reduplication is more productive in Punjabi language as it is found in case of nouns, particularly, numerals, adjectives, verbs, as well as adverbs.

4.2.1 Total reduplication of nouns

Total reduplication of nouns mostly occurs in case of numerals in Punjabi. Examples include: *ikik* (one each), *do do* (2 each), *tre' tre'* (three each); *chaarchaar* (four

each), *pa~jpa~j* (five each), etc. Such reduplication in case of numerals is used for the purpose of distribution.

4.2.2 Total reduplication of adjectives

Total reduplication of adjectives is used for both intensification and plural formation in Punjabi language. Examples include: *vaDDevaDDe* (big, huge), *,nikkenikke/nikkinikki* (small); *botabota* (large portion), *sonesone* (pretty), *uchcheuchche* (tall), *vakhrevakhre* (different; not together), *thoRethoRe* (in small quantity, or few in number), etc.

4.2.3 Total reduplication of adverbs

Total reduplication of adverbs is common in Punjabi and is used to intensify the degree of an action. Some examples include: *neReneRe* (closer); *kolkol* (near); *parayparay* (at a distance), *holiholi* (slowly), *chhetichheti* (quickly, fast), *kadikadi* (sometimes), *aggayaggay* (in front), *magarmagar* (behind), etc. This kind of total reduplication of adverbs in Punjabi is similar to Urdu and has the same function---to heighten the intensity of an action.

4.2.4 Total reduplication of verbs

Verbal reduplication which implies repetition of a lexical verb is either used for intensification, repetition of an action or for showing continuity (Xu, 2012). While discussing verbal reduplication, Rubino (2005) comments:

With verbs (and adjectives), reduplication may be used to denote a number of things such as number (plurality, distribution, collectivity), distribution of an argument; tense; aspect (continued or repeated occurrence; completion; inchoativity), attenuation, intensity, transitivity (valence, object defocusing), conditionality, reciprocity, pretense, etc. (p. 19).

Like Chinese, Sanskrit, Bengali, Urdu and some Bantu languages, Punjabi language has numerous examples of verbal reduplication. In fact, verbal reduplication in Punjabi outnumbers nominal, adjectival, and adverbial reduplication. Here are a few examples: *khappkhapp* (to make futile effort), *TappTapp* (to jump playfully), *piTpiT*

(to strike something hard), *nachnach*(to dance without break), *lab lab* (to search for something continuously), *saRsaR* (to be jealous); *chukkchukk* (to lift or carry something continuously), *la~gdeya~la~gdeya~* (while passing), *parrparr* (to fill a container with something), etc.

In many examples of verbal reduplication in Punjabi, like in Urdu, a verbal operator is added after the verb. For instance, in the utterance: *odigaDDichochokarraisi* (His/her car was shining as if it is brand new), the verbal operator 'kar' is added after 'chocho' to make the utterance grammatical. Some other examples of reduplicated verbs in Punjabi that require a verbal operator include: *luurluur* (to wander), *maa~jmaa~j* (to wash too many dishes), *ToTo* (to lift heavy objects) *kheDkheD* (to play continuously), etc.

As stated earlier, verbal reduplication in Punjabi is either used to indicate the intensity or repetition of an action for reiteration. In some cases, however, verbal doubling also implies disapproval of an action on the part of the speaker, as is evident in the utterance: “*tukhe'Dkhe'Dkethakkayanai?*” (Aren't you tired of playing?). If we look at the illocutionary force of this utterance, it is an indirect suggestion to stop playing. Most of the examples of verbal reduplication in Punjabi reinforce Zhong's views on verbal doubling, as according to Zhong (2016), “if a language has certain construction without and with doubling, the variant with doubling is expected to add something to the semantic interpretation.”(p. 18).

4.3 Onomatopoeic Reduplication

Onomatopoeic reduplication, also called *non-lexical reduplication*, though more common in Urdu is found to some extent in Punjabi as well. However, there are very few examples of this type in Punjabi. Some examples of onomatopoeic reduplication in Punjabi include: *khau~khau~* (coughing), *su~ su~* (blowing of nose in flu), *shar~shar* (flow of water), *Tha~Tha* (banging of the door), *ka~ ka~* (crowing of crows; also used figuratively to refer to endless chatter), *sha~ sha~* (blowing of wind), and *char~char* (arguing for the sake of arguing), etc. All examples of onomatopoeic reduplication in Punjabi cited here fall under verbal domain and are phonologically rather than morphologically governed. The use of onomatopoeic reduplication in Punjabi reflects negative attitude of speakers implying annoyance or disapproval in some cases.

4.4 Discontinuous Reduplication

In this type of reduplication, a small segment is inserted between the reduplicant and the base. In Punjabi, this is done by inserting a vowel sound ‘o’ between the word and the reduplicated item which is actually a repetition of the base. In some examples, however, one can also find a nasal vowel ‘o~’ inserted between the base and the reduplicated item.

Table 4: Examples of discontinuous reduplicants in Punjabi

	Punjabi Reduplicants	Translation in English	Word class
1	<i>naalonaal</i>	simultaneously	adverb
2	<i>pasiinopasiin</i>	drenched in sweat	adjective
3	<i>niiloniil</i>	extremely bruised	adjective
4	<i>Ikkoik</i>	one and only	adjective
5	<i>vaTTovaT</i>	crumpled (used for clothes not ironed)	adjective
6	<i>shaamoshaam</i>	early evening	adverb
7	<i>chuurochuur</i>	broken to pieces (often used for broken glass)	adjective
8	<i>nakkonakk</i>	completely full	adjective
9	<i>Liiroliir</i>	totally worn out (used with reference to clothing), in tatters	adjective
10	<i>xuunoxuun</i>	drenched in blood	adjective
11	<i>raato~raat</i>	at night	adverb
12	<i>hattho~hath</i>	willingly without delay	adverb
13	<i>andro~ andar</i>	in a secret manner without letting anybody know	adverb

All these examples of discontinuous reduplicants in Punjabi perform the function of intensification.

4.5 Reduplication using synonymy

Reduplicants based on synonyms are semantically governed as they are used for intensifying the meaning of words. Like Urdu, such reduplicants are also common in Punjabi language. Most of the reduplicants using synonymy in Punjabi fall under the category of adjectives except a few that are nominal in nature. Nevertheless, irrespective of whether they are nouns or adjectives, they perform the function of intensification. The Punjabi reduplicant, *kaala sayah*, for instance, shows the intensity of the colour black.

Table 5: Examples of reduplication using synonymy in Punjabi

	Punjabi Reduplicants	Translation in English	Word class
1	<i>gorachiTTa/gorichiTTi</i>	somebody with a very fair complexion	Adjective
2	<i>laalsua</i>	blood red	Adjective
3	<i>kaalasayaah</i>	jet black	Adjective
4	<i>piilazarad</i>	dark yellow	Adjective
5	<i>TuTTpann</i>	process of breaking	Noun
6	<i>uchchalamma</i>	very tall	Adjective
7	<i>cha~gapala</i>	well-off or in good health	Adjective
8	<i>miTTikaTTa</i>	Dust	Noun
9	<i>baalbachche</i>	offspring	Noun

4.6 Reduplication using antonymy

Although this type of reduplication is more common in Urdu language, it is also observed in Punjabi language to a certain extent and is contrastive in nature. One striking feature of this kind of reduplication based on antonymy in Punjabi, however, is that the reduplicated items are not just confined to a single word class, as is evident from the examples cited in table 6. Except verbal level, reduplication based on antonymy is observed at nominal, adjectival, as well as adverbial level in Punjabi.

Table 6: Examples of reduplication using antonymy in Punjabi

	Punjabi Reduplicants	Translation in English	Word class
1	<i>kaarbaar</i>	home	Noun
2	<i>e'thayothay</i>	here and there	Adverb
3	<i>heThuttay</i>	one after the other; showing restlessness through moving up and down	Adverb
4	<i>kachchapakka</i>	uncertain; neither unripe nor completely ripe	Adjective
5	<i>annpaani</i>	food and drink	Noun
6	<i>chhoTamoTa/chhoTimoTTi</i>	minor; trivial	Adjective
7	<i>okhasokha</i>	tough phase	Adjective

4.7 Reduplication using analogy

This kind of reduplication is specifically common in South Asian languages, like Hindi, Urdu, Punjabi, etc. Some examples of reduplication using analogy in Punjabi include: *kauRaze'r* (extremely bitter like poison), *miTTha she't* (very sweet like honey); *chiTTadudd* (extremely white like milk), *garamagg* (extremely hot like fire), *ThanDabaraf* (extremely cold like ice, used to refer to a person's body temperature that may drop due to fear or low blood pressure), *ThanDa yax* (chilled, especially, used for water, milk, and squash), etc. All these examples of reduplication involve reduplication of adjectives. Such reduplicants are often used in Punjabi either for heightening the effect or for exaggeration depending on the context. The speakers use such examples not only for stylistic variation but also for achieving the desired perlocutionary effect.

4.8 Reduplication by attaching a meaningless item before the base word

It is common to find a meaningless item attached before a meaningful item for the formation of reduplicants in Punjabi. Nevertheless, the meaningless item that is attached for the formation of a reduplicant is coined in such a way that it harmonizes with the meaningful item phonologically. Another striking feature of such reduplication is that all the reduplicants found in this category are adjectives.

Table 7: Examples of reduplication using a meaningless item before the base word in Punjabi

	<i>Punjabi Reduplicants</i>	Translation in English	Word class
1	<i>kallamkalla</i>	completely alone	adjective
2	<i>lammaslamma</i>	very tall	adjective
3	<i>phikkamphikka</i>	completely bland	adjective
4	<i>gillamgilla</i>	extremely wet	adjective
5	<i>sukkamsukka</i>	totally dry	adjective
6	<i>velam vela</i>	completely idle	adjective
7	<i>khaTTamkhaTTa</i>	extremely sour	adjective
8	<i>kachchamkachcha</i>	completely unripe	adjective
9	<i>chiTTamchiTTa</i>	extremely white	adjective
10	<i>TillamTilla</i>	loose; totally shapeless	adjective

4.9 Reduplication by using a meaningless item after the base word

Reduplicants formed as a result of attaching a meaningless item after the base word is another common occurrence in Punjabi but it is less common than the reduplication that occurs as a result of attaching a meaningless item before the base word.

Table 8: Examples of reduplication using a meaningless item after the base word in Punjabi

	<i>PunjabiReduplicants</i>	Translation in English	Word class
1	<i>navanakor/navinakor</i>	brand new	adjective
2	<i>TuTTayapajjaya</i>	totally broken	adjective
3	<i>khaTTaTiit</i>	extremely sour	adjective
4	<i>buDDakhauDa/buDDikhoDi</i>	very old	adjective
5	<i>kaRimuRi</i>	again and again	adverb

Unlike the examples given in table 8, some Punjabi reduplicants have ‘empty morphs’ which usually attract monosyllabic verbs. Some examples of reduplication in Punjabi containing an empty morph include, *luTluTa* (after losing), *lab laba* (after searching), *suTsuTa* (after throwing or abandoning), *chad chhaDa* (after leaving or quitting), *mukmuka* (after finishing), *chupchaap* (silent/ silently). The base in all these examples being monosyllabic attracts an empty or a ‘semantically vacuous’ morph ‘a’ (a term used by Inkelas & Zoll, 2005). The first four examples of reduplicants display verbal reduplication and require the addition of a verbal operator ‘*ke*’ as in “*sab kujluTluTakeaan da fe’da?*” (What is the use of returning after losing everything?). However, in the last two examples, reduplication occurs at more than one level. For example, *mukmuka* can be treated as a noun as well as well as a verb; as a noun, it means ‘compromise’, whereas *chupchaap* can either be treated as an adjective (completely silent) or an adverb (silently) depending on the context. For example, in the utterance, “*chupchaapbe’ja*” (Sit silently), the reduplicant functions as an adverb, while in the utterance “*sabbchupchaap ne. kihogaya?*” (Everybody is silent. What has happened?), the same reduplicant acts as an adjective.

5. Findings and Conclusion

The findings of this synchronic study on reduplication reveal useful insights into the phenomenon of reduplication in Punjabi language. It is obvious from the data analysis that reduplication in Punjabi is highly productive and there is a great deal of variation in the formation of reduplicants in the language. Moreover, the data also reveal different levels at which reduplication occurs in Punjabi, which includes nominal, adjectival, verbal and adverbial level. However, adjectival and verbal reduplicants outnumber adverbial and nominal reduplicants in the language. Although it is not a comparative study, one cannot ignore the similarities between Punjabi and Urdu reduplication patterns. Like Urdu, Punjabi also displays total, partial, discontinuous, and onomatopoeic reduplication which makes Punjabi language as productive as Urdu, as far as the phenomenon of reduplication is concerned.

Based on the analysis of Punjabi reduplicants, it is obvious that reduplication in Punjabi performs different functions, ranging from heightening the intensity of an action or an attribute to showing the continuity of an action. In certain cases, reduplication in Punjabi is also used for reiteration or emphasis. In addition to these semantic interpretations, reduplication is used in certain situations by Punjabi speakers to show their attitude to their interlocutor(s) in order to achieve a specific pragmatic effect, as is evident from the data shared in the data analysis section.

6. Recommendations for Further Research

Since reduplication is found in many Pakistani languages, a large-scale comparative study on reduplication in the indigenous languages of Pakistan can be undertaken to explore this phenomenon in detail. Another possibility is to conduct an in-depth study of the different functions of reduplication in the indigenous languages spoken in Pakistan. Yet another possibility is to conduct a study focusing on gender differences in the use of reduplication in Punjabi or any other indigenous language of Pakistan. Furthermore, a diachronic study on reduplication in Punjabi or other indigenous languages can also be undertaken to trace the meaning of those items in that language's reduplicants that were once meaningful but have become meaningless with the passage of time.

Last but not the least, by studying the phenomenon of reduplication in unexplored indigenous languages of Pakistan, especially those that do not exist in written form, linguists can build a large corpus of data which can help in language documentation, which is a prerequisite for preserving and promoting heritage languages that are in the danger of being swept away by the Tsunami of globalization.

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Citation for this paper:

Ali, S. S. (2020). Reduplication in Punjabi. *Balochistan Journal of Linguistics*, 08, 1–21.

Beauty and Beyond: Exploring the Cosmopolitan Beauty Myth in Online Horoscopic Discourse

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ABSTRACT: Rujuta Diwekar (2010) quotes Albert Einstein in her book *Women and the weight Loss Tamasha*, “Not everything that can be counted counts, and not everything that counts can be counted.” Discourses of Horoscopes in Online women magazines serve as an ideology that is inculcated in the minds of their target readers. Marketing industry all over the world is replete with images of women, to bring forth the newest versions of beauty, hence, changing its ideological notions, which seep into societies, cultures and minds of women. Such an ideology works better if beauty is construed with a Myth, which is not defined by the object of its message, but by the way in which it utters this message (Barthes, 1972). Wolf (2002) holds her stance that women, before entering into the workforce, were paid for their beauty, however, now, the professions in which women are making strides in, are rapidly being reclassified as Display Professions. Beauty Myth works in tandem with the emancipation and professionalization of women, which outspreads from America into European Cities, and from First World to the Third World. This paper seeks to examine 40 statements of Horoscopic Discourse found in 6 online Women Magazines and horoscope web pages, ranging from May to August, 2017. On the basis of random selection, the discourse has been qualitatively analysed from the socio-cultural perspective taking into consideration theories of Myth by Ronald Barthes and Naomi Wolf. It investigates the versions of Cosmopolitan Beauty present in the Horoscopic discourses, how women are becoming slaves to the idealised concepts of processed beauty, while rendering their inherent abilities meaningless and assuring the cosmetic and marketing industry of profit and growth. Findings reveal that Horoscopic Discourse has the potential to lead women to become obsessed with beauty, which is Myth by all perspectives.

Keywords: *Cosmopolitan, Beauty, Myth, Online Women Magazines, Horoscopes, Discourse*

1. Introduction

Kareena Kapoor, one of the leading actresses of Bollywood maintains that women have an inherent ability to be beautiful, we just need to feel beautiful, and to feel gorgeous, remember, you have to eat your way to health, fitness and ultimate WEIGHT LOSS (2010). The imagery of a perfect life projected through celebrities is quite distinct from the ordinary life of common people. Women’s magazines are captivating because they highlight desirable life style and guide on how to attain it, with provision of expert admonitions. They are a ‘guide to living’, states Gresaker (2017). Austin (2012) quotes a UNESCO report released in 2009 that describes the litany of common images of women in the media: “the glamorous sex kitten, the sainted mother, the devious witch, the hard faced corporate and political climber.” She aptly puts it that women are around to be gazed at. The mass media puts to work the potential of female body as a powerful marketing tool and bombard us with idealized and perfected versions of female bodies. This study reveals the concept of

present womanhood based on conventional ideology, through the horoscope in online women magazines. Horoscopes are elaborative because explanations are normative and instructive. They direct towards both; the present time and the future.

In modern discourse, specifically the mass media and online forums related to the physique of women, *beauty myth* (Wolf, 2002) appears to overpower other existing feminine ideologies. Different sociolinguistic images concerning beauty-oriented ideologies are the primordial concepts behind it. In contemporary era where artificial intelligence reigns, it defines fashions, determines behaviours and empowers the economy. Hence, this process is globalised and the ideologies of human beings are invoked by devastating thoughts as beauty has become a 'state of mind' nowadays. Naomi Wolf (2002) quotes Virginia Woolf to support this idea, "It is far more difficult to murder a phantom than a reality." (p. 3)

It is now quite reasonable and justified to analyse its mechanism and discuss its current and future implementations that are not only restricted to deal with just women's physique, stereotypes or archetypes, letting down of one's self but also evident in far more psycho-somatic disorders like Bulimia and Anorexia and in pursuit of this beauty "what little girls learn is not the desire for the other, but the desire to be desired." (ibid, 157).

This idea penetrates in the whole world, including the Indian subcontinent. The dilemma of this region is that the psychological makeover of women is not considered as important as the beauty makeover. Like in Pakistan, the myth of a 'desirable woman' prevails extensively even in this contemporary era. Women have to maintain their cosmetic look in order to meet the socio-cultural picture of idealized standards of beauty. Gresaker (2017) quotes Taylor's (2012) study of single women which shows different ways, and various levels of intensity in which single women re-work themselves in order to become non-single. Watsa (2013) affirms that in India we see a negative diversification of beauty (para 8). It varies from one region, class, caste to another. For example, north Indians are thought to be good-looking than south Indians. Being a man-centric culture, the onus of an immaculate body, impeccable skin, breath-taking highlights still falls on the shoulders of a lady, however in contemporary circumstances with the coming up of the idea of metro sexuality, men too have been troubled with the need of beautiful looks. Be that as it

may, they are set in a vastly improved position than women. For them, looking great is as yet required regardless of the possibility that she is financially stable. Ironically, “the female population of the world could get Coca-Cola but not clean water, cigarettes but not contraceptives, and video porn but not medicines for their children” (Miles, 1988).

In short, women are taken as commodity and their basic necessities are overlooked. Szymansky et.al (2011) have mentioned Fredrickson & Roberts (1997), being the proponents of Sexual Objectification (SO) Theory, who describe that women are sexually typified and regarded as an object to be valued for its utilization by others. SO happens when a lady's body or body parts are singled out and isolated from her as a person and she is seen essentially as a physical object of male sexual want.

Hence, the key thought which this paper focuses on is *the Beauty Myth*. With a specific end goal to present the issue, Barthes’ analysis of *Beauty Myth* is used. In the present-day discourse about female appearance, her beauty and personality, shrouds the socio-linguistic image of the present-time women that devises helpful data conducive to further exploration. The next section looks at the working of the Beauty Myth, as illustrated through horoscopic discourse. Lastly, Barthes’ point of view on myth is introduced to pass out for procedure making it conceivable to depict the beauty myth's working in the modern social reality. The Beauty Myth, thus, demonstrates how images of beauty are used against women in sociolinguistic context. The paper takes into consideration some traces of The Feministic Theory and does not cater to it as a whole. Furthermore, this article converges to the idea of beauty with respect to female. The false conceptions regarding beauty are associated with females as Naomi Wolf (2002) has described the concept of *Beauty Myth* in terms of female. As it is linked with females, male standards of beauty are untouched here. However, this article does not focus on some socio-linguistic concepts like langue and parole, sign/signifier/signified in detail. Also, horoscopic discourse is analysed irrespective of the perspective of CDA here. The linguistic analysis has been done from the socio-cultural perspective.

2. Literature Review

Cosmopolitan Beauty Myth on different planes

Following are the categories which divide the concept of Cosmopolitan Beauty myth into different planes:

2.1 Astrology

The provenance of the word 'astrology' is from Greek language, which means "science of the stars" (Ahlin, 2007, p. 201). It can be defined as "The study and practice of the presumed relationship between the celestial bodies and events on earth" (Campion, 2012, p. 1). In mainstream culture, astrology is generally displayed inside the configuration of the horoscope segment, including 12 passages alluding to each of the star-, or zodiac, signs.

Women demonstrate more intrigue and hold more grounded convictions in the legitimacy of star-signs than men do. This finding is substantiated by the way that horoscope segments are typical in Women's magazines, while they are almost non-existent in men's magazines (Gresaker, 2017). Another examination reports that despite the fact that readers of women's magazines counsel the horoscope with intrigue, they see it as more charming than conceivable. Regardless of the possibility that the horoscope's place in pop culture is identified with its engaging qualities as opposed to an otherworldly importance, despite everything it is an intriguing site to ponder social developments of gender. In this New Age of Contemplation, the astrologer may work as a guide, an expert in a detraditionalised way, who is placing us in contact with our more profound selves. In this era, astrologers utilize their art as a psychological tool for guiding purposes. As the women's magazine horoscope regularly focuses on the prospects for discovering love, the astrologer's direction may work in a same way as the guide on relationships.

2.2 Women as Marked form of Beauty

On an essential level, women are being esteemed for their appearances, instead of their merits, endeavours or commitments. Women, more than men, are obliged to change their appearances for the world – this is an affliction. In this era of industrialization, women have to catch up all the requirements of being professional;

one of those is being adorable. Women who are more attractive are perceived as more competent (Marshall, 2015, p.5). If they would not catch up this criteria, it would give rise to the 'fear of failure'. Charming personality would provide them with a *special status* in their professional career. Although anciently women were given the specific social position as Miles (2001) has states "All the prehistoric evidence confirms women's special status as women within the tribe." (p.33)

2.3 Barthes' concept of Myth

The article takes into view Myth that touches different parts of women's lives and is examined as a culture-driven phenomenon.

Myth can be defined as

1. Systems of classification and systems of ordering social life, creating boundaries, defining 'the other' (Hartog, 1980 cited by Bouvrie, 2002).
2. An idea or story that many people believe, but which is not true (Longman Dictionary of Contemporary English (1999: 939).
3. Signs/perceptual schemata, structuring, stylising and filtering the perception of reality creating and conveying means of apprehending reality (Calame, 1982, cited by Bouvrie, 2002).

In the above definitions, an inevitable social part of myth can be observed. It must be elucidated, however, that despite various linguistic sources and philosophies concerning the investigation of myth, Barthes' theory in this regard has been picked deliberately for this research. Hence, his thought will be exhibited all the more widely as hypothetical and methodological establishment. To begin with a structuralist view on the issue, Claude Lévi-Strauss describes that myth constitutes a necessary piece of dialect [langue], it is passed on through discourse [parole] and is associated with discourse. "Myth is language: to be known, myth has to be told; it is a part of human speech" (2011, p. 430).

Roland Barthes (1972) affirms this fundamental association; however, he clarifies it with his own particular hypothesis to a great extent basing upon de Saussure's theory of linguistic sign. He attests, "Myth is a type of speech. [...] a system of communication, [...] a message. [...] it is a mode of signification, a form. [...] since

myth is a type of speech, everything can be a myth provided it is conveyed by a discourse” (p. 107).

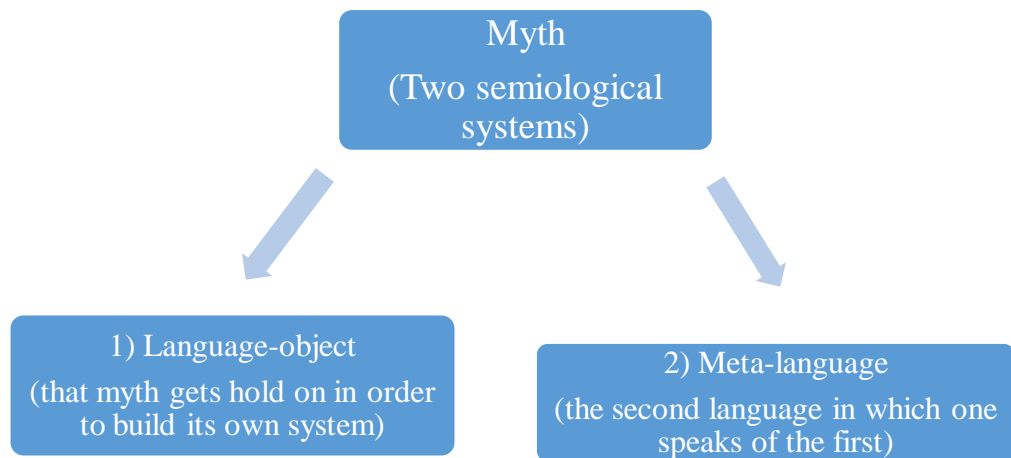


Figure 1: Systems of Barthes’ myth

This article is concerned with the first system of myth. Myth is called “meta-language” that says something, using existing language (Barthes 1972, p.114). He also delineates the thought graphically and clarifies how myth parasitizes on language:

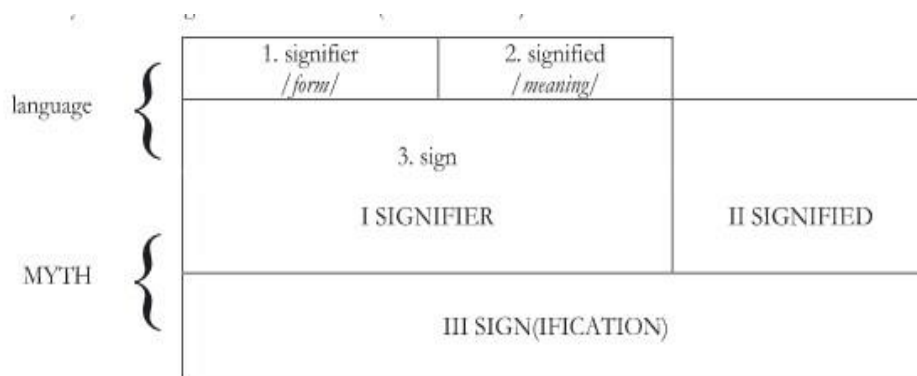


Figure 2: Barthes’ myth in the light of Saussure’s theory of Sign.

2.4 The Beauty Myth and its Cosmopolitan notions

Since 1830s, every generation has had to compete with its “version” of the beauty myth (Wolf). Every new version of beauty ruptures the previous one. The Beauty Myth has definitely empowered many girls and women easily to critique mass culture’s ideals (ibid. p.4)

The fact of the matter is that what the myth tries to force so daringly is tricky. In reality, incomprehensibly, the myth does not conceal anything; it just contorts. Its capacity is controlled by its expectation – the aim that is by all accounts of political and conservative character. The mythical meaning is not self-assertive here (it never is); it is mostly motivated and in view of analogies it is furnished with by the history.

The beauty myth tells a story: The quality called “beauty” objectively and universally exists. Women must want to embody it and men must want to possess women who embody it. This embodiment is an imperative for women and not for men, which situation is necessary and natural because it is biological, sexual and evolutionary: Strong men battle for beautiful women, and beautiful women are more reproductively successful. Women’s beauty must correlate with their fertility, and since this system is based on sexual selection, it is inevitable and changeless common. (ibid: 12)

Notwithstanding, myth naturalizes the idea. Myth changes history into nature. This is the reason myth is so successful. *Images of women in the beauty myth are reductive and stereotyped*” (ibid, p. 50).

What's more, what about cosmopolitan beauty? Is it still a positive value? It appears as though there was no smart response. From one perspective, beauty is beauty. What has been said debilitates the subject – positive. Then again, one may consider the paired restriction positive value versus negative value, which could infer *genuine/characteristic* beauty rather than *cosmopolitan/manufactured* beauty, the first remaining for a specific generally acknowledged as-positive value, and the last one being advanced by the mass media and mythical variation, focussing on the women of the world. Indeed, even at the absolute starting point of the contemplations, the issue uncovers its multidimensional, philosophical, character hard to grasp inside the few pages of the article.

The previously mentioned twofold resistance uncovers one might say the component of the beauty myth. The "unadulterated" idea of beauty constitutes an unquestionably positive value. This happens to be adjusted and distorted. Contingent upon

expectation, the legendary significance can be worked with the utilization of various ideas as though added to the applied edges of beauty. The beauty myth does not eradicate beauty, it mutilates it. From one perspective, it is since what a lady should do is change her body (extensively seen) unnaturally, i.e. contort it. The fact is that beliefs are perfect since they don't exist. The same is with perfect excellence – it can never be achieved. Much more so if the "guidelines" continue evolving, also, incomprehensibly, keeping in mind the end goal to wind up noticeably perfect, a lady ought to mutilate herself.

2.5 Beauty and the artificial Intelligence

The relationship of technology with fashion and beauty has been the origin of media mania. Beauty organizations have increased the attempt to dispatch their products by using broad web-based social networking. Media has globalised the idea of beauty (cosmopolitan beauty). A wide range of media, going from popular music to photoshopped magazine covers, have constrained ladies to *internalize unrealistic expectations* (Li, 2016, para 2) of physical allure. Hence, this ideology has inculcated in the minds of common masses that has dismantled their rational ability. Ergo, commonalty has started idealizing and idolizing the media celebrities and they try to ape their activities, rendered to them through internet. Without realising the grave consequences, they simulate cynosures impulsively.

Internet has introduced the concept of beauty tips, online shopping of beauty products, blogs and facebook beauty pages. The increasing use of technology like smartphone editing apps e.g. camera-editing etc. has turned real beauty into virtual one. The excessive use of such apps has led to the creation of customized looks. Skin-beautifier, fingernails, fake eyelashes, contouring, concealing, thin face, bulging eyes etc. confront the traditional concepts and evoke the personalized shades of beauty. This has made the contemporary woman “an artisan” because of her craftsmanship. Narcissistic attitude penetrates into the nature of common masses while extensively using such editing apps. There is nexus between technology and beauty versions. Software use to be upgraded with the passage of time in order to meet the requirement of present society’s version of beauty.

Beauty oriented social organizations such as cosmetic and fashion industry, and media in the form of electronic such as Television, Facebook, Twitter, Instagram,

and print like magazines etc. are pressurizing women intensively. Fashion updating, beauty tips and skin care pages which focus on women promote the idea of beautification. Several adverse impacts that objectification and the ideal of the flawless woman have on women's health.

2.6 Cosmetic Surgery

Cosmetic surgery is a method performed to reshape typical structures of the body or to embellish parts of the body, with the point of enhancing the customer's appearance and confidence. Cosmetic surgeries are the disciplinary practices of femininity that are done to enhance bodily attractiveness. It is interesting, however, to note that the female is advised to convince herself that she is good enough after the outer transformation, making the message that without having physical attractiveness, a woman's beauty is incomplete.

There is no reason for aping the routine of your role model essentially on the grounds that what is ideal for that celebrity might possibly be inappropriate for your body. Common people are getting inspired with the idea of surgeries' and medicinal effect on beauty as they aspire to be like their idols.

“The market of beauty has been quite successful in brainwashing our psyche so much so that we do not mind torturing ourselves under knives and chemicals.” (Watsa, 2013, para 10).

Women who consider themselves as a person with imperfect look feel unhappy, insecure, uncomfortable, and depress. They find it essential that physical shift can bring them a perfect physical appearance.

In an interview, Dr Daniel Brauman, (2011) mentioned *aging, sagging, wrinkles and any apparent facial disease* as the causative agents that lead the interest of patients to plastic surgery. SunKissAlba as well as Debbie Fugazy, who is the famous model shared their views after experiencing plastic surgery that before undergoing it, they did not see themselves as complete beauty. Debbie Fugazy, for instance, said that: “I used to apply more and more makeup” in order to hide aging factor. Ramos (2014) stated that “if people will like me, I will like myself.” It has been proved from survey conducted in 2015 by ASAPS that women had more than “11.5 million cosmetic

procedures which is 90.5% of the total.” (Cosmetic Surgery National Data Bank Statistics, 2015, p. 6)

Building on Wolf’s *beauty myth* and Barthes’ notion of *signification*, present study seeks to decipher the present implications of these ideas. Our concern, here, is to infer the ways in which *reality is perceived in horoscope* (Gresaker, 2017, p.521). Astrologers engage the readers in activities like future action plans, strategies that they should or should not follow in future to become successful etc. The following analysis of horoscopic statements target female readers to pursue beauty standards of society.

1.1 Methodology

This papers employs the method of Random sampling to collect data from horoscopes section of six online international women magazine and horoscope web pages which span over a period of four months, May through August, 2017. What bolsters the decision of corpus is a prescriptive capacity of horoscopes basing upon the *Pygmalion* impact component and the context in which they show up. The fundamental aspects made for this article concern two territories – Barthes’ and Wolf’s myth, both inside the system of horoscopes. The said frameworks don't work separately; there is always a shared correspondence between them for a reason – the key component of each is language. They exist in a particular setting and serve specific capacities. Hence, a brief linguistic tinge is also added from a socio-cultural aspect.

4. Data Analysis

Analysis of Horoscopic discourse (data) of Cosmopolitan Beauty Myth from the Socio-Cultural lens

Horoscopes are joined by delineations and photos that feature delightful, thin and mostly for white woman. The major suspicion embraced here is that discourse both reflects and makes reality. The sociolinguistic image of a cosmopolitan lady in the horoscopic discourse cited here permits, in this way, to examine the genuine condition of issues and the expected and prescribed ideal. Following is the interpretative analysis of Horoscopic Discourse, randomly chosen from six Online Horoscope magazines i.e. Metro, Herpersbazaar, Manrepeller, Cafeastrology,

Priceline, and Women of three months i.e. May to August 2017. This analysis divides the discourse in to categories with which women are labelled.

4.1 Appearance-conscious

As indicated by the beauty myth, women are (ought to be) worried about their bodies. Their appearance matters a considerable measure. This label is easily observed in the following statements taken from Online Horoscope websites as mentioned above.

- 1. Talking has always been the cornerstone of any Gemini's persona – and that extends all the way to your busy hands, so don't neglect them! Regularly slathering your mitts with hand cream and cuticle oil will keep those chatty hands soft and smooth.*
- 2. Taurus ladies are renowned for their long and elegant necks. Regular moisturiser and exfoliation on the neck are a must - and don't be stingy with the sunscreen!*
- 3. Get ready for being loved by layering on a scented body oil to make the skin look great*
- 4. Ruled by sensuous Venus, the Taurus woman was born to love, and to be loved. Lush and curvaceous, her idea of a workout is walking to the beauty salon.*

4.2 Aging cognizance

Cosmopolitan woman is more conscious about age. To minimize the aging process and its effects, a lot of care is required. It evidently observed in following horoscopic discourse that aging in women is to be controlled so that they look desirable. With age, the sense losing smooth skin arise the feeling of disintegration in them.

- 5. Take good care of the neck area - especially because it's one of the first places where the signs of ageing become visible.*
- 6. You are like a fine wine; as your flavors smooth with age, you get more and more desirable*
- 7. While you'll have the joy and laughter in old age, you want to make sure you keep your looks too, which might disintegrate if you're not careful. Start taking the steps now to ensure you don't lose your smooth skin and winning smile.*

8. *The strong and stable Capricorn woman, a master of aging gracefully, is fiercely loyal to her favorite looks and beauty routine.*

4.3 Cosmetic Beauty

The most crucial of all is to hide the apparent deficiencies in order to effectuate the standard of cosmetic beauty. We are living in the *plastic world*. Thus, artificial beauty has become the indispensable factor of beauty myth. The astrologers promote the idea of beauty in terms of using cosmetic products. These products are ‘guaranteed head turner’ as it is observable in the following horoscope statements. This ultimately build confidence in women.

9. *Smoky eye shadow or even just a flick of liquid liner will enhance those sultry Scorpio peepers. To amp up the sexiness, wear a musk-based scents - it's a guaranteed head turner.*

10. *As for the lips, a classic slick of crimson did the trick — drama on both eyes and lips demands a second glance.*

11. *Aries women also party girl; you need to focus on your lips of course, and you keep the eyes simple just stain of black liner along the top and bottom and oodles of layer of mascara – nothing more.*

4.4 Fashion Sensibility

Fashion means a lot to cosmopolitan woman. Their appearance matters a great deal and they should continue acclimating to the changing fashions since they are being observed constantly:

12. *In the new-year, Jupiter in your chart means you'll be itching to bust out some new beauty trends.*

13. *Your clothes should be feminine — think floaty gauzy as worn by Cate Blanchett.*

14. *Dramatic colours such as gold, red and purple are the ones for the dramatic, flamboyant Leo woman. Forget about big comfy jumpers, sensible shoes and trousers — striking angular shapes, sharp cuts, bold and dramatic clothes are perfect for this confident star sign.*

The above horoscope discourse reveals that the fashion has impacts upon the life of women. Hence, the astrologers promote the idea that a ‘confident star sign’, for example, Leo women should have great sense of fashion and styling.

4.5 Preposterous by Nature

Body is additionally associated with mind. The notorious female instinct which has been believed to be their trademark, can be seen in the horoscopes. Ladies appear to be urged to take after their senses and instincts, feelings maybe. Tyson (2006) mentions the roles that a patriarchal society assigned to women as:

“Traditional gender roles cast men as rational, strong, protective, and decisive; they cast women as emotional (irrational), weak, nurturing, and submissive.” (p.85)

The societal implications turn the idea of ‘shouldn’t’ to ‘couldn’t’. Firstly, the society limits women by providing them with terms and conditions.

Characteristically, reasoning is viewed as typically a male-thing. Here are a couple of illustrations from selected Horoscope websites:

15. Try to think rationally and logically (we know that’s hard for you).

16. You’re like an excited puppy.

17. Look before you leap and think before you speak.

18. Stop over-thinking and chill, will you?

19. We know, that’s going to be tough for you, but try to rein in that wild bull and see the other side of things now and then.

Hence, the beauty myth (Wolf, 2002) in the society limits the potentials of women. On one side women are given traditional gender roles as irrational and illogical in patriarchal society. On the other hand, when they try to think, the society constraint them by saying ‘you’re an excited puppy’ and ‘stop over-thinking’, which bring them to an ultimate halt.

4.6 Strict Fitness Regimen:

It is essential for a cosmopolitan lady to keep her body fit as a fiddle. Being alluring requires devotion – eat less. Astrologers motivate female readers to contribute extra efforts to their appearance. Till 1990s, women were defined almost solely in relation to men, in concern to the presence or absence of a “boyfriend”. (Gresaker, 2017,p.1)

20. Strive to be better than your boyfriend's ex-girlfriend —the one with the jaw-dropping body!

21. *It's probably best to stick to fruits, whole grains, and lean protein, even if it's not quite as fun.*
22. *You should enjoy your favorite foods in moderation; after all, you still deserve to have some fun.*
23. *The Taurus woman is always watching her diet*
24. *Try replacing sweets with fresh fruit.*
25. *Moderately consume chocolate and sweets if you want to have a good figure.*

This term 'fitness' is not specifically used in terms of health of women. Rather, here, it means just to be fit to have a 'boyfriend' or 'to have fun'. Although, good and healthy diet is anecessity for women yet, in terms of beauty myth (Wolf, 2002), it is just for striving to be 'better than boyfriend's ex-girlfriend'.

4.7 Mismanagement and Control Freaks

"Using enthusiastically inciting tone, the astrologer declares that 'there's no reason to wait' and commands the female 'you' to 'go, get started' before it is too late."

(Gresaker, 2017, p.528). Women are labelled as 'control freaks' in horoscope as seen in the following statements.

26. *You'll find it difficult to cope with any more than you have already to deal with right now.*
27. *You're a known hot head and let's face it when you're stressed you can be a bit of a jerk.*
28. *Unfortunately, your pride and your ego could keep you locked in a certain situation.*
29. *You're a control freak and you're not so great at delegating.*
30. *Changes are happening in your life this month that you can't stop or adjust the settings for, and you're going to have to accept that this is out of your hands now.*

Above horoscope discourse is an evidence of targeting women as 'hot head' and control freaks.

4.8 Paranoid

Lois Tyson (2006) elucidates that concept through the word *hysteria*, which is the Greek word for womb and alludes to psychological disorders that refer to women and described by overemotional, greatly silly conduct.

31. *Patience is needed...yeah, we know, not one of your strong points...*

32. *Don't let paranoia or jealousy creep in, but stay constant and attentive and use your charm.*

The above horoscope statements reveal that paranoia and jealousy are also the labels of women.

4.9 Emotional Overload

Regardless of whether keeping in mind the end goal to discover arrangements or manage their emotional "overload", ladies talk. Again, characteristically, this component of character is thought to be negative, may be in light of the fact that it is fundamentally associated with gossip. It appears to be, in any case, that ladies are urged to share their musings and sentiments and one can perceive both gainful and destructive for a situation:

33. *Talking has always been the cornerstone of any Gemini's persona – and that extends all the way to your busy hands, so don't neglect them!*

34. *You need to talk about all the things you keep to yourself.*

35. *Don't be scared to talk to people or be open about your feelings. This is how you get what you want, by talking about it.*

36. *If something really crappy happens to you then you have every right to feel hurt, or feel down and want to talk about it.*

Women's capacity to feel and show compassion, as observed in above horoscopic discourse, suggests that they are people-oriented. They give off an impression of being required to think about others.

37. *Uranus will be around to help you on June 9th when a friend in need may be like, "Hey, I need you."*

38. *Cancer women treat themselves and other with kindness and compassion. Their love will preserve their inner and outer beauty, and will foster healthy, rich relationships with those in their lives.*

4.10 Money Savvy

Shockingly, in the analysed horoscopic discourse, though little joys are approved, women are additionally admonished against squandering cash. This inner conflict once more is exceptionally striking. Horoscopic exhortation incorporates being

cautious with budgetary issues from one perspective and not being excessively fixated on them on the other.

39. This month you're going to focus on money. You'll be thinking about earning it, spending it, saving it and investing it.

40. A promotion's likely, and so is more money, not to mention power and responsibility. Don't let it go to your head, but also enjoy the heck out of wearing such a cool new hat! And make sure you and your friends celebrate all that. A promotion's a big deal!

The above forty horoscope statements, from six online websites selected by employing random sampling technique, are the clear instances of Cosmopolitan beauty myth in socio-cultural perspective. This analysis reveals that women are labelled as above described categories.

The above horoscopic statements result in the sense of cosmopolitan beauty in women, creating an urge of cosmetic surgery in them, in order to look younger, and attractive. Even as Cosmetic Surgery Report cited in COSMETIC MEDICAL AND SURGICAL PROCEDURES: A NATIONAL FRAMEWORK (2011) reveals “cosmetic surgery is promoted as an anti-ageing device, which pathologies the process of natural bodily change and devalues older people in our community, especially older women ... that promotes and maintains a narrow beauty ideal” (p. 35). This ‘beauty ideal’ is the beauty myth.

4.4 Linguistic analysis of the Barthes' Beauty Myth

The linguistic analysis probes in to the meaning of artificial/cosmopolitan beauty and how it is elicited through discourse by incorporating Barthes' thought. Following is a diagrammatical adaptation of Barthes's Beauty Myth's mechanism:

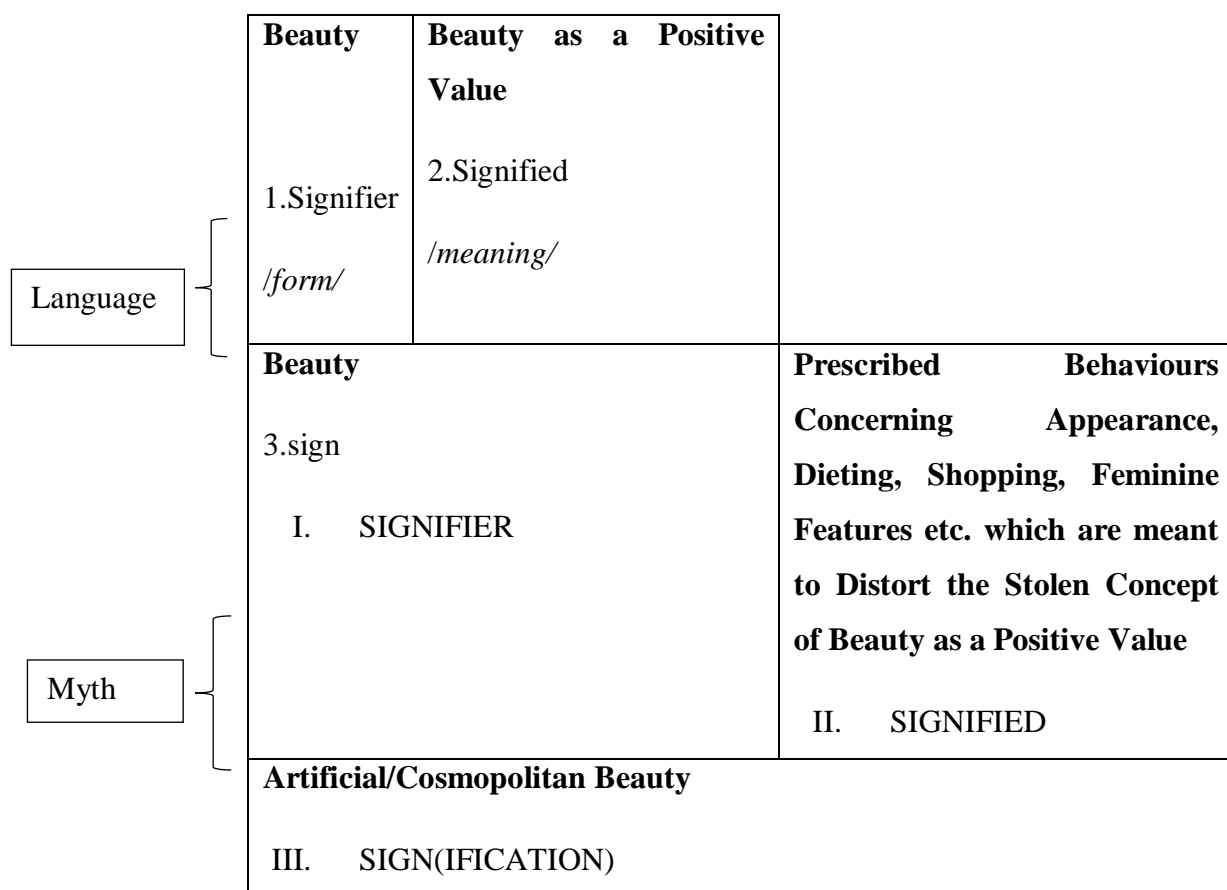


Figure 3: Adaptation of graphical representation of Barthes' Beauty Myth's Mechanism

“The signifier in myth is called “form,” the signified “concept.” This “form” already uses a fully meaningful sign “inherited” from culture (so two levels of meaning / signification). (Barthes, 1972, p.115)

At the language level, beauty works as a positive value – unadulterated, all-inclusive and evident. At the level of myth, its sense gets distorted by the idea. The myth does not delete the feeling of beauty, but rather just estranges it. Along these lines another signification is granted. A mythical word (mythical beauty) is characterised preferably by its connotation than its denotation. The literalness of sense permits to

separate the deliberate appropriation of the idea. In this procedure, words are stolen and afterwards given back, however they are never given back the same since they have been quickly mutilated meanwhile. The strict feeling of beauty is estranged, however it is still there. New ideas are deliberately added to it with the goal that the beauty myth could serve its major part.

How can it function? Barthes (1972) describes that, myth basically goes for causing a quick impression – it does not make a difference in the event that one is later permitted to see through the myth, its activity is thought to be more grounded than the sane clarifications which may later give a false representation of it. This implies the perusing of a myth is depleted at one stroke. Surely, ladies are under an industrious impact of the myth – they essentially confront it consistently. Additionally, in the reference to horoscopes this forcefulness, urgency and goal of the beauty myth is plainly noticeable. Provided that this is true, for what reason do ladies respect it? In the event that in a horoscope you are recommended to purchase a fresh out of the plastic new match of shades to improve your inner selves, does it actually mean to mislead you? The genuine aim is not to make you content with another device you can add to your closet, however to really get it and fulfil another person with the cash you paid for it. By similarity, why are ladies urged to be fixated on their appearance and forewarned not to be excessively fixated on money related issues or work? Is there anything political in it?

The above can likewise be clarified by methods for values which build the semiological framework existing in reality, from Barthes' view, that is an arrangement of qualities; now the myth-buyer takes the implication for an arrangement of certainties: myth is perused as a true framework, though it is yet a semiological framework. At that point, are values the way to understanding the myth? It might be one of numerous different potential outcomes of moving toward the issue which has in no way, shape or form been depleted in this article – there are still a lot of different viewpoints and measurements to be examined.

5. Conclusion

Horoscopic Discourses pave the way towards contouring women's minds with idealized notions of Beauty which a society holds for them. These are manifested magically with the help of manufacturing industries, which have now provided

women with a philosophy of life. The phenomenon is going global, and the interests in Beauty discourses are converging. Women see women all around them, in advertisements, movies, magazines etc. This image bombardment has intensified the competition—for women's magazines have now become a prescription to a healthier, glowing, radiant life while ignoring their intellectual journey, and driving women to beauty addiction. The horoscopic advice leads women to prophesize about their future, and act out the suggestion embedded in them which promote the conventional norms about them. And as the experiences along the way become ever more extreme, the stronger will grow women's maddening sense and they will 'lose their minds' (Diwekar, 2010). Beauty, with its split-personality, is conveyed to us through seductive, embarrassing, challenging, and guilt-laden dazzling covers nourished with horoscopic advice on the mantra of being beautiful.

Conclusively, the significance of this research lies in the fact that women all around the world shall be able to understand the intended meanings behind horoscope discourses, as described above, and their objectives of setting standards of beauty. Future researchers can foreground the hidden intensions of horoscope discourses that can help 'ease' the standardized notions of beauty which encapsulate the minds of societies all over the world.

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Citation for this paper:

Khan, A., & Khalid, S. (2020). Beauty and Beyond: Exploring the Cosmopolitan Beauty Myth in Online Horoscopic Discourse. *Balochistan Journal of Linguistics*, 08, 22–43.

Effect of Test Anxiety on Students' Achievement in Language Learning between Male and Female in ESL Context

Aamir Saeed, Munir Khan, Amber Nasreen Anjum & Arshad Saleem

ABSTRACT: The study aimed to analyze the effect of test anxiety on the student's academic achievements in ESL context among genders. The phenomenon of test anxiety has already been widely studied to evaluate academic performance and progress. However, it is a psychological conception that needs to be understood in terms of supplementary indicators. The study employed descriptive correlation method as a research design. A questionnaire was designed to collect data from the participants. The population of the study was ESL learners at undergraduate level. The stratified random sampling of the study was 70 ESL learners from different urban area universities including 35 male students and 35 female students. T-Test, Means, Standard deviations, Regression Analysis, and Spearman correlation were computed to analyze the data. Findings revealed an acute and dire correlation between test anxiety (TA) and student's academic rewards (CGPA) which was statistically significant ($p < 0.005$) and TA has negative impact on CGPA. Further, the female respondents were found to be more anxious than the male as male had 24% ($r = 0.24$) impact of TA on their CGPA whereas the female had 54% ($r = 0.54$) effect of TA on their CGPA.

Keywords: *Test Anxiety, Students' Achievement, Language Learning, ESL*

1. Introduction

Tests and examinations are often considered as an essential act or process to test student's skills and measure their knowledge from preschool to higher education level. They are designed and/or conducted to evaluate the student's learning process and academic progress that can cause uneasiness, nervousness, and feeling of worry and fear among students which have an acute impact on their academic performance and achievements. The greatest number of students are afraid of tests and examinations since they measure one's knowledge and credibility of learning. Tests and Assessments always compel and motivate students to perform better and put a responsibility over them not only to learn or to get knowledge but also to pass it with fine score.

"The phenomenon of test anxiety has probably been in existence for as long as tests have been used to evaluate performance" (Tryon, 1980). It is always appeared to be linked with academic disciplines since it generates edginess, inquietude, stress, and concern in students before and after tests or examinations. Test Anxiety is regarded as one of the major factors that have affected the student's academic progress (Legesse, 2014). Myriad of different scholars and researchers have considered Test anxiety as a most disruptive factor or hindrance in academic progress and

attainments (Cassady, 2004; Ojediran & Oludipe, 2016). It represents simulative situations where students are highly anxious about their self-image, doubted their abilities and skills, and apprehended of failure. Fear of failure, lack of confidence, lack of preparation, lack of organization, and nervousness may also contribute to test anxiety (Du, 2015).

Test Anxiety has affected various disciplines of academic studies. It has not only affected the social sciences, natural sciences, mathematics, and business studies but also has negative influence on learning a second and/or foreign language. It impedes learner to learn any language other than native language or learn English as second language. Test anxiety acts as an obstacle in academic progress and attainments. According to Stephan Krashen (1982), anxiety is one of the affective variables which hinders or prevents the second language learning process. A learner with an ultimate anxiety and low motivation fails to learn the target language and is unable to perform better in tests and examinations (Krashen, 1982). Gender is appeared as an integral or fundamental factor of test anxiety (Eman, et al., 2012). Test anxiety affects both gender and their academic progress but the extent of its effect varies. Past studies have explored that female students have higher test anxiety level than the male students (Chapell, et al., 2005; Ali, et al., 2013).

There are several other factors like learning environment, attitude, motivation, teachers, parents, nature of learning, which have an acute impact on the student's academic progress and attainments while learning the second language. However, test Anxiety is considered as the major factor that has great effects on learner's achievements. Zollar and Ben-chain (1990) highlighted that the society and time in which the men live is a "test-conscious age" where people shape their lives with the great influence and determination of test performance. This interest in test performance and grading system causestest anxiety among the students. Both male and female are profoundly affected by test anxiety. Therefore, the present study intended to investigate the effects of test anxiety on ESL learner's academic progress and achievements and to explore the extent of test anxiety between male and female.

The research questions of this research study are:

- What is the effect of test anxiety on students' achievements and learning process at the undergraduate level?
- What are the factors that contribute test anxiety?
- How does test anxiety vary in academic performance of male and female students?

1.1 Framaework of study

The framework of the study is designed to measure the effect of test anxiety on learner's academic achievements and to explore the gender differences in terms of test anxiety level. Three variables are determined. Test anxiety is independent variable whereas effects of test anxiety on student's academic achievements and gender are dependent variables. The primary data was rondonly collected from 70 undergraduate students (35 male & 35 female) of different batches by using a questionnaire as a data collection tool.

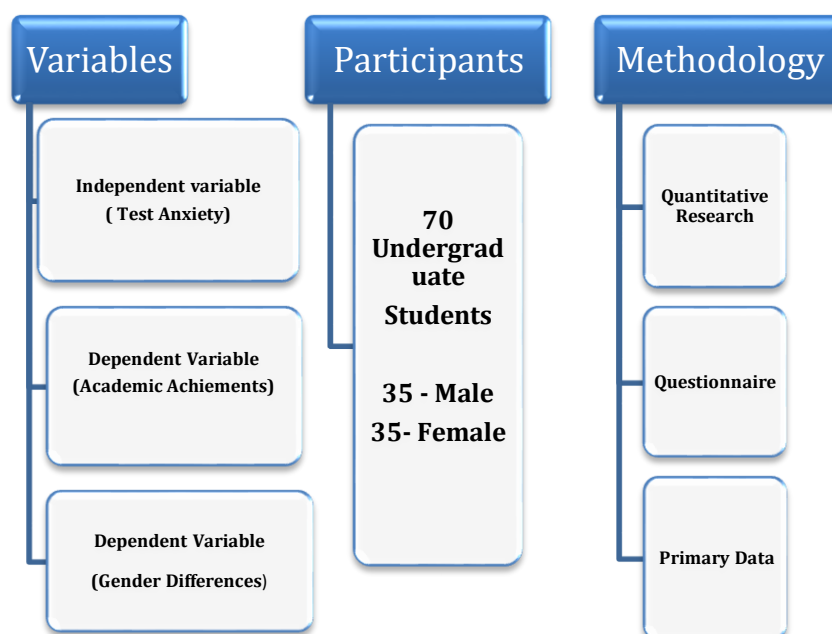


Figure 1: Framework of Study

2. Literature Review

A number of Research Scholars have been working since many years on exploring the factors and components which affect the learning process, academic progress,

and achievements. The Walberg's theory (1984) stated that "there are many factors which can contribute to the variance in students' cognitive and affective outcomes. Some of these factors are maturity, students' abilities, teaching methodologies, motivation, environment at homes and the peer groups inside and outside the classrooms." Besides these factors, test anxiety is considered as a major factor affecting learners' achievements (Chapell, et al., 2005; Ali, et al., 2013; Legsee 2014).

The feelings of worry, fear, uneasiness, and nervousness that a student feels before-during and after an examination are named as test anxiety or exam anxiety. The term 'Test Anxiety' has widely used in academic discipline and studied in linked with academic performance and progress (Newton, 2015). According to Tryon (1980), the existence of test anxiety has probably been as long as the tests and exams have been used to evaluate the academic progress. It has affected the psychological state of student before and after an important tests or exams. Hong (1999) stated that "students' perception of test difficulty before the exam was strongly related to emotionality aroused during the exam as indicated in the recall of their test anxiety after the exam". It is defined as 'a set of responses (phenomenological, psychological, and behavioral) that concern about feasible failure or negative consequence on a test or an examination in a similar evaluative situation' (Zeidner, 1998). Legsee (2014) illustrated that the ones who are being evaluated on 'performance anxiety' vary in levels. Such fear or nervousness can be experienced not just while before taking exam or test but also during the preparation for exams, for the days or even weeks earlier. In evaluative situations, students with test anxiety often feel nervousness, apprehension, and uneasiness (Spielberger & Vagg, 1995). Such students fail to perform ideally in tests and exams (Hancock, 2001). Test Anxiety leads students to self-doubts, 'engage in self-depreciating thoughts', and mistrust of their skills and ability to perform optimal in evaluative situations in association with desired goals and resulting in poor academic progress (Zeidner, 1998).

There are distinct elements of test anxiety as reported by various researchers and psychologists such as 'worry, emotionality, tension, thinking, cognitive interference and lack of self-confidence' (Liebert & Morris, 1969; Sarason, 1984; Unruh & Lowe, 2010). The elements like worry and emotionalism, Ideal paradigm of Academic

success, Fear of fear, Lack of Self-confidence fundamentally contribute in Test Anxiety (Liebert& Morris, 1967; Wine, 1971; Sarason&Sarason, 1990; Einat, 2000).

2.1 Worry and Emotionality

Speilberger (1979) regarded worry and emotionality as the prime factors of test anxiety. Sharma and Sud (1990) have analyzed in their study that worry is associated with cognizance which concerns about outcome of failure. Whereas as emotionalism is evoked due to response of ‘autonomic nervous system’. Worry expresses subjective notion regarding poor academic performance, progress and its sequel i.e. failure while Emotionality expresses ‘physiological components’ including strain, apprehension, and increased pulse rate (Legsee, 2014). The integration of these two prime elements impedes the academic progress and test performance.

2.2 Self-standards

Moreover, Einat (2000) proposed another fundamental component of text anxiety i.e. ‘Individual’s high personal standard level’. The high standard level that is set by persons (students) who wish maximum academic success and achievements. But students feel fear to achieve that level of their high standard and that caused them anxiety and nervousness. Such Students are anxious about their self-image and self-standard that hinders their academic performance and progress. The self-worth model suggests multiple components that incite one’s sense of self-worth. One of its prime asserts is “one’s sense of worth depends heavily on one’s accomplishments” (Covington, 1984, p. 8). In contrast the model signifies that the students with test anxiety are unable to sustain self-worth and keep their academic proficiency due to frequent failure (Covington, 1992).

2.3 Fear of Failure

It is the general indicator of test anxiety. The students, who are lacking self-confidence experience fear of negative evaluation, suspect their academic skills and preoccupies with cynical thoughts (Sarason & Sarason, 1990). Additionally, such students are more likely to stress over negative evaluation and find them unable to perform optimal in test (Zeidner, 1998). Test Anxious students consider testing situation as menacing and threatening to their self-image and future and often respond

by concerning, Scaring, and pondering negative thoughts that leads to academic failure (Liebert & Morris, 1967; Wine, 1982).

2.4 Test Anxiety Models

A myriad of views and models are proposed concerning the concept of test anxiety. As it is perceived as ‘multidimensional construct’ which implies elements like apprehension, worry, emotionality, and stress that are comprised of cognitive components (Blankstein, 1992). Many researchers analyzed various indicators and factors to contribute in test anxiety doctrine. Infinite works on that discipline proposed models or theories to report and highlight the causes of test anxiety (Legsee, 2014).

2.5 Cognitive Appraisal Model

Lazarus (1985) designed the model that posits that the situations and circumstances are directly linked to person’s responses and reaction towards it. The individual’s interpretations and expectations of circumstances, affecting the perception and interpretation of given encounter as peril, menace or challenge. Interpreting an event or incident as harm or threat causes maim performance if the same event is perceived as challenge makes individual confident and optimistic while encountering threat and risk. Newton (2015) reported that academic progress and attainments leads to much signifies in making personal and professional decision, generally students are confined to premise test as peril, threat and/or a challenge in its consequence they undermine their academic performance in tests or examinations and/or prospering with confidence in conquering the fear posed by Test anxiety, respectively.

2.6 Interference Model

The Model is originated from the primordial conceptions of ‘Attention Theory’ by Wine (1971), which averred that an anxious individual allots its attention within “task relevant actions and preoccupations with worry, self-criticism and somatic concern,” thus affecting its performance. Furthermore, the model asserts that agitated individual is preoccupied because of anxiety and ‘task-irrelevant cognitions as well (Sarason, 1986). Cognitive interference might be the prime indicator of highly test-anxious individual in lowering its performance and process (Sarason, 1984).

2.7 Information Processing Model

People possess a certain competence of ‘processing information’ thus under an evaluative situation test anxiety might hinder one’s attention to pay full concentration or energy on learning (Benjamin et.al, 1981). Nevertheless, the model concerns two phases i.e. ordered and retrieved when required. Each of these steps reports for “the input processing and output of information processing”, thus the model asserts that both of these phases might be highly influenced by test anxiety. Benjamin (1991) further asserts that there is a variation between two kinds of examination anxious students. First type is those with substandard way of study who face difficulty in “encoding, organizing and retrieving information”, and second is those with optimal way of study who only face difficulty in “retrieving the information during the examination”.

2.8 Skill-Deficit Model

The Model offers an idea that inadequate preparation for the test or examination causes an anxiety and fear in students. Test anxiety and poor academic progress are made due to lack of preparation, lack of knowledge, and lack of learning skills (Gambles, 1994). The skill-deficit model supports the notion that it is meager learning and insufficient preparation for test generates anxiety and apprehension that crucially affects academic performance, progress, and attainments. Thus the model asserts that a learner with optimal learning and ample preparation for the examination might lessen the anxiety factor and increasing the academic progress.

2.9 Test Anxiety and ESL Learning

Skehan (1989) explored the multiple factors that influenced the second language learning or ESL learning such as language competence, cognitive aptitude, attitude, gender, age, anxiety, motivation, and others. Anxiety is considered as a prime indicator or among the other factors (Burgucu, et al., 2011). It affected many academic disciplines and academic learning similarly it is crucially associated with English as Second Language Learning (ESL). Hence, it is termed as Language Anxiety (Tanveer, 2007). However, when the language learning is being tested or evaluated, it is called Test Anxiety. Horwitz *et al.* (1986) viewed anxiety as “a distinct complex of self-perceptions, beliefs, feelings and behaviors related to

classroom language learning arising from the uniqueness of language learning process”.

Several past studies found notable link between anxiety and discourse communication whether the language is native one (L1) or the targeted one (L2). But what the situation demands is the reason that causes anxiety. Tanveer (2007) claimed that “anxiety is experienced when speaking in a second/English language seems to be more debilitating than the anxiety experienced when speaking in the first language”. It is because of ‘linguistic variation’ that the speaker or the learner find difficult to adopt in communication while using English or targeted language and that variation and difficulties generates anxiety in ESL learners. Here anxiety not only acts as barrier for ESL learners to learn it or communicate in but it also hinders their academic progress and attainments.

2.10 Factors of Test/Language Anxiety

Previous research studies explain that anxiety is influentially linked with language performance and academic evaluation with in social context, and identifies three principal factors related to performance anxiety (Horwitz et al., 1986, p.127; Brown, 2000, p.151).

2.11 Test Anxiety and Academic Achievements

In evaluative conditions, academic progress or attainments deals with the formation of ‘skills, motives, intrigue and manners that needs to be achieved by performance (Legsee, 2014). In academic settings, achievements and attainments greatly focus on student’s learning and performance that set their aims, hopes, and plans for academic and professional future. Academic achievements certainly a process to get individuals closer to its aims and goals.

Numerous studies have been administrated to scrutinize the influence of test anxiety with students ‘achievement in distinct domains on the basis of “gender, race, locality, language, ethnicity, parent’s social status etc” (Hong, 1999; Mcdonald, 2001; Kaya, 2004, Chapell, et al., 2005, Nicholson, 2010; Ali, 2012). Likewise, Woolfolk (2004) has asserted that “test anxiety has interference on three points: focusing attention, learning, and testing. Highly anxious students divert their attention between this new

material and tension. As a result, the achievement of anxious students becomes lower” (p. 366).

The bulk of research studies have premised that exam anxiety is negatively associated with academic performance and progress of students (Chapell, et al., 2005; Ali, et al., 2013; Legsee, 2014; Newton, 2015). Moreover, they have claimed that higher the test anxiety in students lower the academic progress or achievements and lower the test anxiety greater or optimal the academic performance and progress.

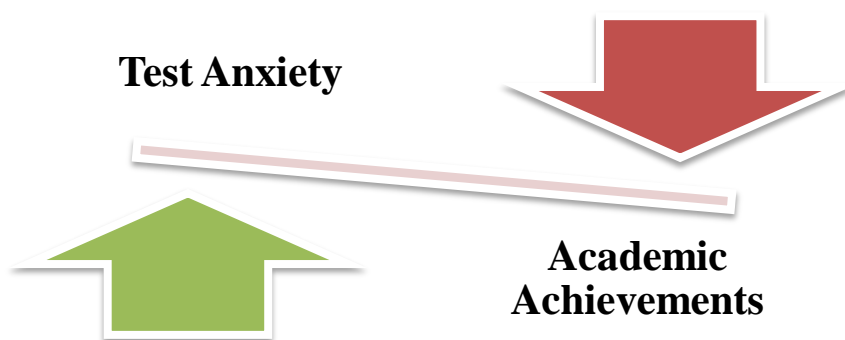


Figure 2: (Test Anxiety & Academic Achievements)

To testify the effect of the test anxiety on student’s progress in sciences especially in physics subject, a research study was being conducted by Oludipe (2009) and he has found in his study that the students with low anxiety perform well rather than the students with high anxiety level. Anxiety plays a negative part in academic discipline as it impedes learners to learn, to perform optimal, and score well in tests and examinations. Hancock (2001) has reported in his study that high anxious students are less motivated to learning results poor academic performance and low academic attainments.

The student’s academic progress and achievements are negatively affected whether they have high anxiety level or low anxiety level; only students are good at academic learning and performance that have moderate level of test anxiety (Vogel & Collins, 2004).

2.12 Test Anxiety and Gender Differences

Gender (Male & Female) is considered as an essential element that contributes in test anxiety or exam anxiety (Eman, et al., 2012). Most of the research studies have been conducted to explore the gender differences in terms of test anxiety and to measure

the level of what extent test anxiety varies among genders i.e. male and female (Hong, 1999; Cassady & Johnson, 2002; Kaya, 2004, Chapell, et al., 2005, Nicholson, 2010; Rana, & Mahmood, 2010; Ali, 2012; Legsee, 2014; Newton, 2015).

Zeidner (1990) found that certainly there is distinction in test anxiety account of male and female is because of gender difference in cognitive skills and academic learning aptitude. Cassady and Johnson, (2002) premised that “one explanation for differences in test anxiety on the basis of students’ gender is that males and females feel same levels of test worry, but females have higher levels of emotionality”. Further, Rana and Mahmood (2010) have also concluded in their study that gender along with other mutable like test anxiety, ‘motivation to learn’ and adequate formal order skills have an ultimate effect on the academic achievements. Eman,et al. (2012) reported that meditative styles have an effect on one’s interpretation and reactions towards other people and situations which might be deviated in gender.

Previous research studies elucidated the gender differences in terms of test anxiety and found an extent variation in exam anxiety level within classroom learning and performance. A myriad of research concluded that female students have higher test anxiety level than male students. Moreover, Eman, et al., (2012) stated that “female students attributed their test anxiety to stress provoking exam environment, parents, teachers, self-expectations and poor study habits whereas male students seemed to be aroused more by self-expectations, poor study habits and peers’ expectations. However, male students seemed to be undisturbed by the teachers’ pressure. This shows that women have a greater tendency to seek social approval than men”. Ali, et al., (2013) explored that “there were significant differences between test anxiety of male and female students. It was concluded that females had higher test anxiety than males”.

Research on test anxiety generally concentrated abundantly on appropriate methods of measuring the construct, the effect of test anxiety on academic and standardized test performance, and the underlying locus of the impact of test anxiety. However, there exist some inconsistencies regarding the relationship between anxiety and test scores in the results of research literature. While some researchers state that there is almost no relationship between test anxiety and the learners' performance, (e.g. Ma,

1999), others have found a significant relationship between these two constructs (e.g. Dordi Nejad et al., 2011). Zaharakar (2008) associated high levels of anxiety with individuals' mental and physical malfunctions which negatively affect their personal, social, familial, occupational, and educational performance. Not only the results vary between test anxiety and test score there are some conflicting evidence on how male and female participants would report their level of test anxiety. Females have repeatedly been found to express higher levels of overall test anxiety than males (Bandalos, et al., 1995; Hembree, 1988; Volkmer & Feather, 1991; Zeidner, 1990). Those research findings which indicate that females express higher levels of test anxiety, however, have different explanations as to why this result is achieved. Some believe that the levels of test worry between genders are the same, however, due to higher levels of emotion in females they generally report higher levels of anxiety (Deffenbacher, 1980; Mueller, 1980). Arch (1987) suggested that gender dissimilarities in self-reported efficacy, esteem, discomfort, and task avoidance were due to the level of performance evaluation. When performance evaluation was noticeable, females were more likely to rate themselves as less capable and self-assured in their abilities, more uncomfortable with the experimental setting, and less eager to do the task again. However, when the experimental condition did not have a salient evaluative component, females had more positive feelings on all perceptions of the event and their abilities. Goodman and Kantor (1983) found that sex role is associated with social anxiety for women but not for men. Some believe that anxiety does not automatically impair academic and social competence, but may have in some instances positive, 'self-actualizing' effects (Dodez, et al., 1982). Dabrowski's (1972) theory of positive disintegration argues that anxiety appears to be the dynamic of self-actualization. A study to assess this hypothesis (Wilkins, et al., 1977) reported that self-actualization was incompatible with chronic, debilitating or neurotic anxiety.

3 Methodology

3.1 Research Hypothesis

The study has been designed to test the following research hypotheses that are initially based on empirical literature.

H_{a1}. Test Anxiety seems to have a negative influence on Student's Achievements.

H_{a2}. High Test Anxiety is associated with lower Academic Progress.

H_{o3}. There is a gender difference in terms of test anxiety and academic learning within classroom performance.

H_{o4}. Female Students are more test anxious than male students.

The Research study is the profound diligence and an effort to analyze the ESL learner's relationship of test anxiety and with their academic performance and progress and to look into the variance and alteration in test anxiety level among genders (Male & Female). In order to measure the relationship between variables the descriptive-correlational research design has been employed.

The main variables of the study are the examination anxiety, student's academic rewards and gender differences within classroom performance. Thus the study deals with test anxiety as an independent variable (a free variable which has scientific effect on dependent variable regardless of being affected itself), student's academic learning, performance, and progress as dependent variable (a bound variable that is controlled or changed by the independent one), and gender differences are treated as a categorical variable.

The population of the study is consisted of the students of English Department in Karachi University. The reason to make students of department of English only as study's population is that the current study deals with only the students who are studying English as their prime subject. Moreover, the target population of the study is only the ESL Learners and Undergraduate students

The sample of the study consisted of 78 ESL learners. The research instrument for data collection that is Questionnaire has been administered to these 78 ESL learners and distributed to these respondents. Out of these 78 respondents, 70 respondents have returned the Questionnaire to the researcher. Owing to this, the final sampling size is 70 ESL Learners as the participants of the research study. As the study aims to analyze the gender differences in terms of test anxiety within classroom performance or to measure the extent of variation in test anxiety among genders, so the data has been collected from both genders i.e. male and female equally. The sample of study comprised 35 male and 35 female ESL learners studying in divergent batches.

Stratified random sampling is performed that is based on the levels of learners' linguistic knowledge and test anxiety that varies batch to batch. The study has followed the simple random sampling (SRS) in some instance, particularly while selecting the students from within the batches as there are four batches of the department as the strata. On the part of students, purposive sampling is used to select male and female ESL learner equally from the batches sampled, followed by stratified random sampling based on gender differences, and conclusively simple random sampling (SRS) is conducted in each stratum.

The Questionnaire was structured as the research instrument of the study to measure the impact level of test anxiety on student's academic rewards or achievements. The designed questionnaire is consisted of two parts. The first part was designed to collect respondent's personal information like their department, batch, gender, and CGPA whereas the second part was quantitative inventory i.e. the 20 questions/items to analyze test anxiety's effect on student's academic progress and attainments. The questionnaire is a '5-point Likert type scale' and the respondents responded out of these five options: (1) Strongly Agree, (2) Agree, (3) Undecided, (4) Disagree, and (5) Strongly Disagree. The research tool was designed in English as it had to be administered on ESL learners.

'Cronbach Alpha Reliability Coefficient was used to analyze the internal consistency of the research instrument. According to Tavakol and Dennick (2011) the alpha value from 0.70 to 0.95 is satisfactory and adequate to consider the instrument as reliable. Thus the determined value of 20 items questionnaire was 0.77 or $\alpha = 0.77$.

Table 1: Reliability Statistics: Cronbach Alpha of Research Instrument.

Reliability Statistics

Cronbach's Alpha	N of Items
.777	20

The questionnaire dealt with three major factors or the indicators that contributes to examination anxiety. The factors are 'Fear of Failure', 'Anxious about Self Image'

and 'Nervousness due to Future Insecurity'. The questionnaire was concerned within these indicators of test anxiety and consisted of 8 questions to explore Fear of Failure, 6 questions to analyze the Anxiety about Self-image and 6 questions to examine the last factor of test anxiety i.e. Nervousness due to Future Insecurity among the respondents of the study.

While collecting data both logistical (provisional) and ethical considerations were followed. The logistical considerations implied the Formal Approval Letter that was stated to the Head of the English Department to enlighten him about the research study and implored to permit the researcher to collect data from each batch of the department.

The researcher made the ESL teachers familiar with the purpose and procedure of the research study and requested them to assist in directing and monitoring the respondents in filling the questionnaire. Although the 30 minutes' time plan was reported, 45 minutes were allotted for completion and data collection. The data was collected within four days, one day for one class and usually taken in morning time before their break as there is no attendance issue in morning and the students make careful and honest response to the research questionnaire.

The data was analyzed statistically by using software 'Statistical Packages for Social Sciences' SPSS version 20. Descriptive Analysis method was used to describe the fundamental features of the data in study. Cronbach Alpha Reliability Coefficient was performed to analyze the reliability of the research instrument. K-S Test was used to analyze the Normality of research data.

Regression Analysis, a statistical method was employed to measure the strength of the relationship between dependent variable and independent variable. Means, Standard deviations, data frequencies and percentages were used to analyze the effect of test anxiety on student's academic achievements. Spearman correlation was used to examine the correlation between the test anxiety and academic attainments of the research respondents. Nevertheless, T-test was also used to determine the gender difference in terms of test anxiety.

4 Research Findings & Discussion

The study reports the detailed description of the research results and discussion of the hypotheses that were tested in study. The results were analyzed on the basis of collected data that concerned test anxiety and academic achievements.

4.1 Descriptive Analysis

The participants of the research were the ESL learners selected from each batch of the department of English University of Karachi. The 70 respondents were taken 30 from first year (42.9%), 15 from second year (21.4%), 15 from third year (21.4%), and 10 from final year (14.3%) for the study.

Table 2: Frequency & Percentage of study's Respondents

Batch		Frequency	Percent	Valid Percent	Cumulative Percent
	First Year	30	42.9	42.9	42.9
	Second Year	15	21.4	21.4	64.3
Valid	Third Year	15	21.4	21.4	85.7
	Final Year	10	14.3	14.3	100.0
	Total	70	100.0	100.0	

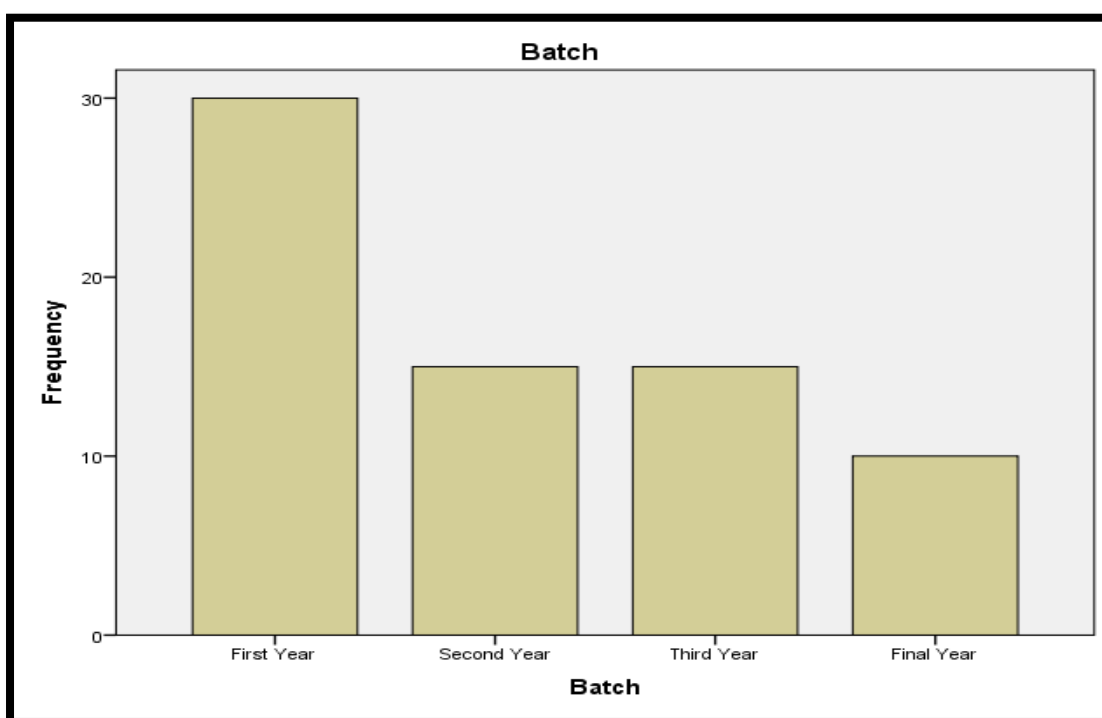


Figure 3: Frequency of the Respondents of the study

While conducting research, 50 of the participants (71.4%) reported their CGPA i.e. above 2 and 20 of the participants (28.6) reported their CGPA i.e. above 3.

Table 3: Frequency & Percentage of CGPA of study's Respondents

CGPA

	Frequency	Percent	Valid Percent	Cumulative Percent
Above 2	50	71.4	71.4	71.4
Valid Above 3	20	28.6	28.6	100.0
Total	70	100.0	100.0	

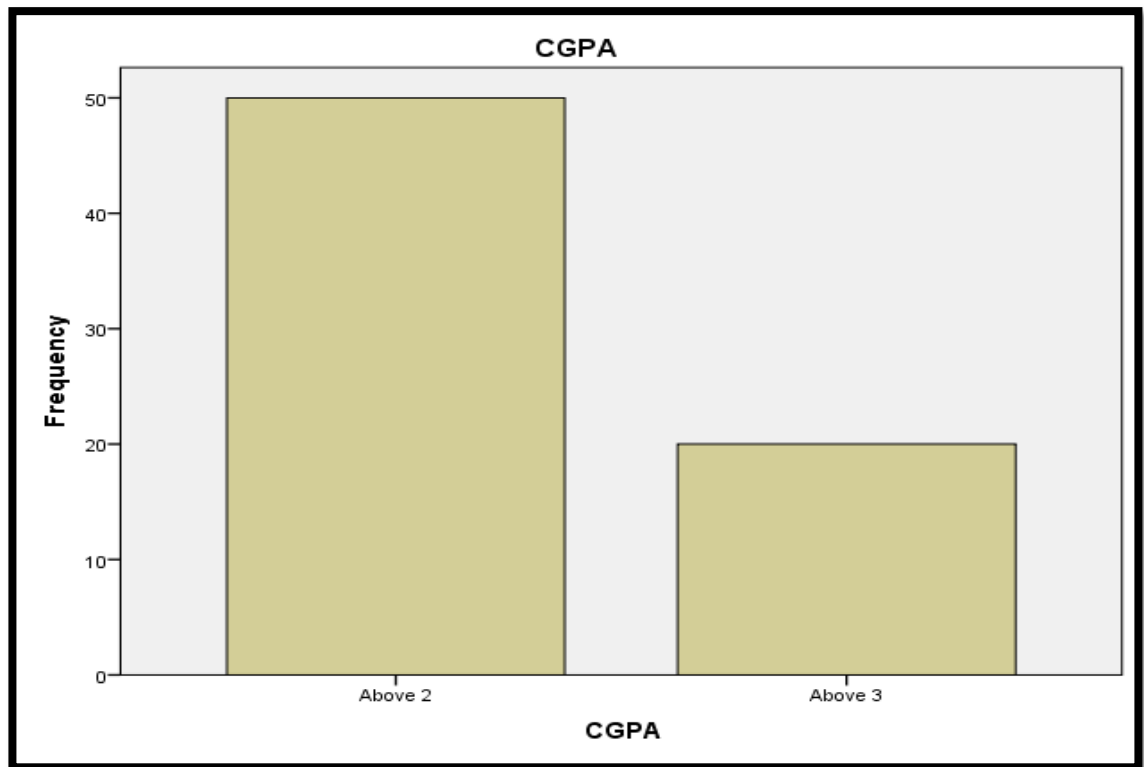


Figure 4: Frequency of CGPA of Respondents of the study

The study dealt with equal number of male and female participants as it aimed to scrutinize the gender difference in terms of test anxiety and its effect on academic rewards. Owing to this there were 35 (50%) male participants and 35 (50%) female participants were taken for the research study.

Table 4: Frequency & Percentage of Gender of study's Respondents

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	35	50.0	50.0	50.0
Valid Female	35	50.0	50.0	100.0
Total	70	100.0	100.0	

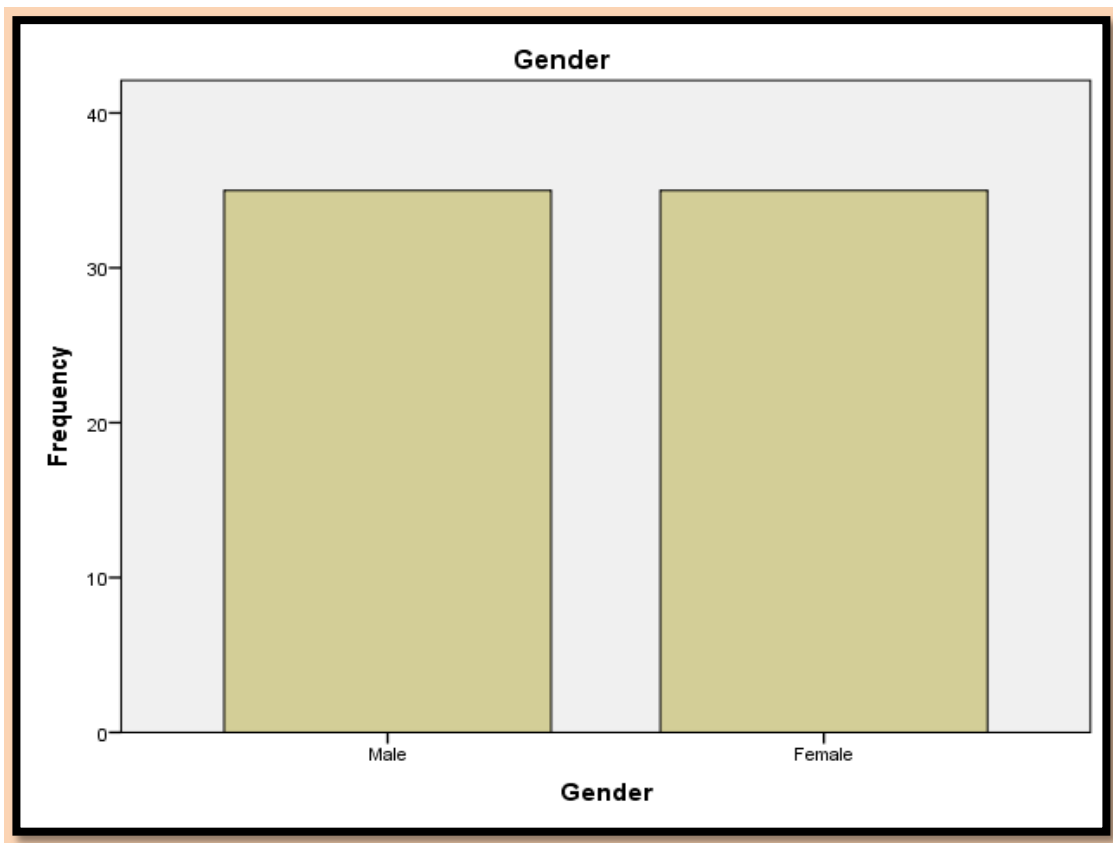


Figure 5: Frequency of Gender of Respondents of the study

T-Test Analysis

To analyze the impact of test anxiety (TA) on male and female student's academic attainments i.e. their CGPA, T-Test was employed. It compares two group's means (average) and shows that if they are similar or different from each other. The results of Group statistics and Independent samples test are interpreted below in *table 7 and 8*.

Table 5: Group Statistics

T-Test Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
TA	Male	35	2.6800	.54748	.09254
	Female	35	2.5286	.54669	.09241

Table 6: Independent Samples Test

T-Test

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
TA	.027	.871	1.158	68	.251	.15143	.13078	-.10953	.41239
Equal variances not assumed			1.158	68.000	.251	.15143	.13078	-.10953	.41239

Table 6 shows that the Female students recorded as more test anxious as compared to Male students since the TA mean of Male is 2.680 and std. Deviation is 0.5478 ($n=35, m= 2.680, std. D= 0.5478$) and TA mean Female 3 is 2.528 and std. Deviation is 0.5466 ($n=35, m= 2.528, std. D= 0.5466$). And from the next table, the results highlighted that there is a trivial gender differences in terms of test anxiety ($t=1.158, df= 68, p=0.251$). As if the p-value is less than the alpha level: $p < 0.05$. the result shows that that there is no difference between means (groups) but in table 8 the value of $p > 0.05$ ($p=0.251$) hence the means are different from each other. The female ESL learners and male ESL learners have more or less likeness in test anxiety while academic performance.

4.2 Regression Analysis

Linear Regression was employed to analyze the extent of the relationship between dependent variable which is student's attainments or their CGPA and independent variable which is test anxiety.

Table 7: Regression Model Summary

Model Summary

Gender	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Male	1	.246 ^a	.061	.032	.45093
Female	1	.542 ^a	.293	.272	.39109

a. Predictors: (Constant), TA

The above table reported that the effect of examination anxiety on male student’s academic achievements is 24% ($R=0.246$) and on female student’s academic attainments is 54% ($R=0.54$). Hence the female students were found to be more anxious than male students.

Table 8: Regression Coefficients

Coefficients^a

Gender	Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
			B	Std. Error	Beta		
Male	1	(Constant)	1.733	.386		4.489	.000
		TA	.206	.141	.246	1.459	.154
Female	1	(Constant)	1.137	.317		3.586	.001
		TA	.454	.123	.542	3.701	.001

a. Dependent Variable: CGPA

In case of male, regression coefficient (β) is 1.73 for (constant) TA and its significant value is 0.000, which shows that TA has significant impact on dependent variable which is student’s CGPA. In case of female regression coefficient (β) is 1.137 for (constant) TA and its significant value is 0.001, which shows that TA has significant impact on dependent variable which is student’s CGPA. Table signifies that the value of t is 4.489 in case of male and 3.586 in case of female and the level of significance is less than 0.005 in both cases which is significantly acceptable.

4.3 Normality Analysis

K-S Test was employed on collected data to check or verify if the data is normal for spearman correlation. The results of analysis are shown in table given below.

Table 9: Normality Analysis (K-S Test)

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
CGPA	.449	70	.000	.566	70	.000
TA	.070	70	.200*	.989	70	.797

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

As the table signifies that the significant value of independent variable is more than 0.005 and value of dependent variable is less than 0.005 which shows that the data is normal so the spearman correlation can be employed on study for further analysis.

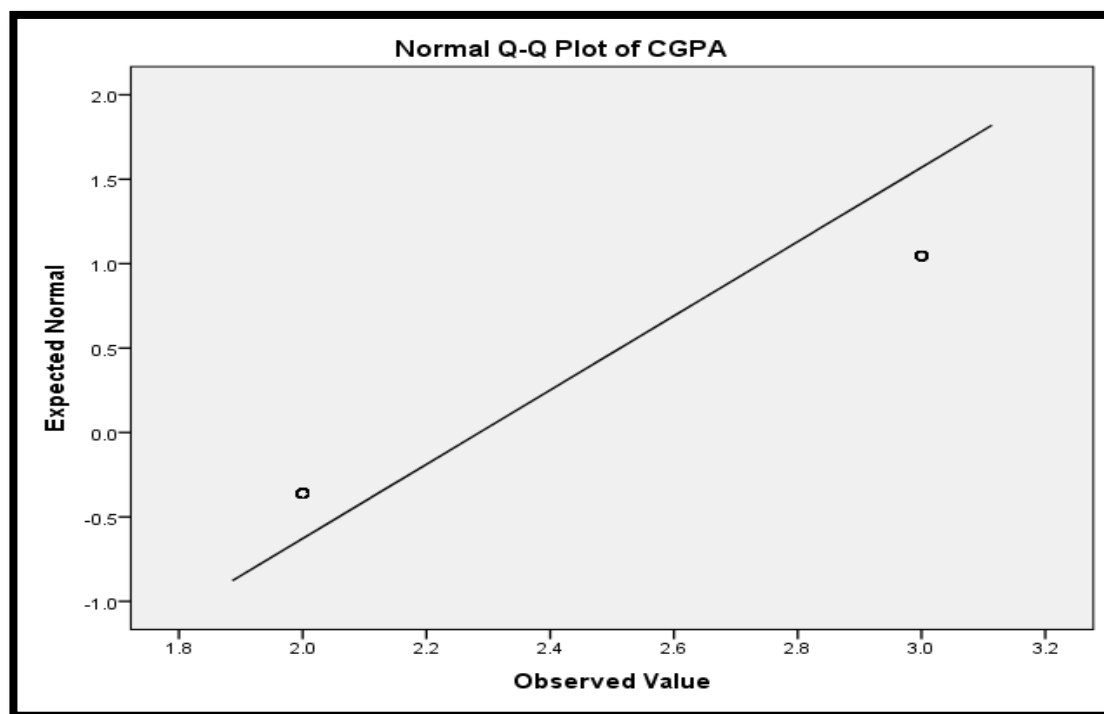


Figure 6: Expected Normality of Data

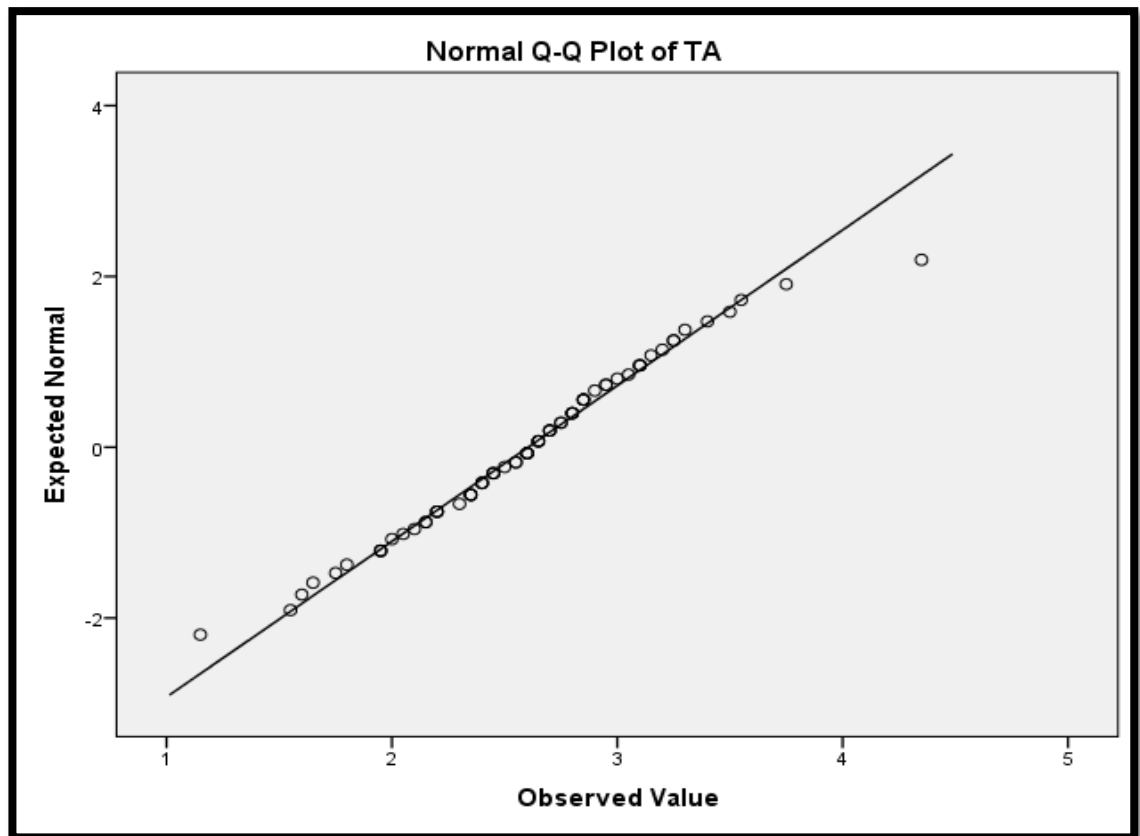


Figure 7: Observed Normality of Data

The graphs given above also shows the normality of data as it is in linear form or the diagonal line is straightly dotted.

4.4 Spearman Correlation

To determine the strength of relation between the dependent variable i.e. student's CGPA and independent variable i.e. TA among the genders, the spearman correlation was run on the collected data. The findings of analysis are shown in table given below.

4.5 Nonparametric Correlations

Table 10: Spearman Correlation

Correlations				CGPA	TA	
			Gender			
Spearman's rho	Male		Correlation Coefficient	1.000	.169	
			CGPA	Sig. (2-tailed)	.	.331
				N	35	35
				Correlation Coefficient	.169	1.000
			TA	Sig. (2-tailed)	.331	.
				N	35	35
	Female			Correlation Coefficient	1.000	.580**
			CGPA	Sig. (2-tailed)	.	.000
				N	35	35
				Correlation Coefficient	.580**	1.000
	TA	Sig. (2-tailed)	.000	.		
		N	35	35		

** . Correlation is significant at the 0.01 level (2-tailed).

The spearman correlation was run to analyze the relationship between test anxiety and CGPA of the ESL learners of department of English University of Karachi. It was analyzed that there is a strong and dire correlation of TA and CGPA in case of Male which was statistically significant ($r= 0.169$, $n= 35$, $p= .331$). And in case of female it was also analyzed that there is a strong and positive correlation of TA and CGPA which is statistically significant ($r= 0.580$, $n= 35$, $p= .000$).

5 Discussion

The main objective of the study was to determine the impact of test anxiety on student's academic attainments and to analyze the link between TA and CGPA among genders. Thus the results of the research findings with respect to research questions and hypotheses of the study are briefly discussed below.

The findings of study reported that there is a negative impact of exam anxiety on academic achievements ($r=0.169$ in male & $r= 0.580$ in female) which is statically significant. Moreover, the study also concluded that there is significantly a gender difference in terms of test anxiety that the effect of examination anxiety on male student's academic achievements is 24% ($R=0.246$) and on female student's

academic attainments is 54% ($R=0.54$). Hence the female students were found to be more anxious than the male students.

The first objective of the study was to measure the extent of relationship between test anxiety and student's academic score among genders and the findings shown that the TA mean of ESL learners of both genders ranged from 2.52 to 2.68 and their significant value ranged to 0.251 ($p>0.005$) as shown in *Table 5 and 6*. These results supported the study's null hypothesis that stated: 'There is a significant gender difference in terms of test anxiety and academic learning-with-in classroom performance. However, these findings certified the results of some earlier research studies as legsee (2014), explored the significant value which was 0.414 ($p=>0.005$).

Current study analyzed that test anxiety had a 24% ($r=0.24$) negative impact on male student's achievement score and 54% ($r=0.54$) negative impact on female student's academic score as shown in *Table 7*. This analysis of effect of exam anxiety on student's academic rewards among genders concluded that female students have relatively higher exam anxiety than the male students and this also corroborated the other null hypothesis that stated; 'Female Students are more test anxious than male students'. However, this result of study verified the several studies in which female respondents found to be more test anxious than the male respondents (Hong, 1999; Cassady& Johnson, 2002; Kaya, 2004;Chapell, et al., 2005; Nicholson, 2010; Rana, &Mahmood, 2010; Ali, et al., 2012; Legsee, 2014; Newton, 2015).

Moreover, the second hypotheses of the study probed to examine the extent of relationship between test anxiety and academic achievements of ESL learners. A five-point likert scale was employed to measure test anxiety. The score yielded were then correlated with test anxiety (TA) and respondent's academic score (CGPA) by using spearman correlation at 0.05 level of significance. It was analyzed that the test anxiety is negatively correlated with student's academic performance and their attainments as in case of male students ($r= 0.169, n= 35, p= 0.331$) and in case of female ($r= 0.580, n= 35, p=0 .000$) as shown in *Table 10*. These results implied that concerning the link between test anxiety and student's academic rewards, the more anxious they became while exams the poorer they performed in and vice versa.

Nevertheless, the study also explored that extremely exam anxious students had low academic score and low test anxious students had greater academic attainments as

the myriad of previous research studies on the same grounds favored the same statement and findings which were already cited before. As Hembree (1988) meta analyzed the different states of America's 562 studies, where he found the equivalent results that high test anxiety is associated with lower academic success.

In addition, further research is also recommended which may be done with divergent methods (Qualitative or Quantitative Research Methods), more or less numbers of population/participants, and in order to explore the effective treatments to deal with student's examination anxiety.

5.1 Conclusion

The study aimed to scrutinize the effect of test anxiety on academic rewards of ESL learners. It also intended to investigate the extent of test anxiety on student's achievements that varies among genders (male & female). The researcher structured the questionnaire that was consisted of 20 statements in ordered to measure the effect of test anxiety on student's academic attainments. The questionnaire was treated as the research tool for data collection. Hence, the questionnaire was administered on 70 ESL learners (35-Male, 35-Female) of Department of English at University of Karachi. Descriptive-correlation was employed on study as a research design. SPSS version 20 was used to analyze the Descriptive Data of study. Means, Standard Deviations, Frequencies (T-Test), Regressions, K-S test for normality analysis, and spearman correlations were computed on collected data.

The present study found an acute and dire correlation between test anxiety (TA) and students' academic rewards (CGPA) which was statistically significant ($p < 0.005$) and TA has negative impact on CGPA.

It also declared that there is a significant difference among genders in terms of test anxiety. The extent that test anxiety varies among genders is considerable as well. Findings of study presents that the female respondents were found to be more anxious than the male. The male had 24% ($r = 0.24$) impact of TA on their CGPA whereas the female had 54% ($r = 0.54$) effect of TA on their CGPA. Students often reported inadequate or inefficient test preparation, lack of self- confidence, fear of negative evaluation or fear of failure, teacher's partiality, inapt test techniques, and arduous content course as factors that hinder their academic progress and

attainments. However, the statistical analysis revealed that the test anxiety is the fundamental obstacle or barrier in their academic success and rewards. Since it is an exam anxiety that impedes students to perform optimal in tests or exams, so it is the liability of an institution and an instructor to provide composed and comfortable atmosphere to the students where each student is being motivated, appreciated and encouraged.

The study has been reached to its following conclusions based on the findings and discussions of the study.

- It is explored that there is negative effect of test anxiety on student's academic performance and progress. In addition, it is also reported that high anxiety is linked with low academic progress.
- It is concluded that test anxiety has dire impact on both genders and there is significant gender difference in terms of test anxiety. It is examined that the effect of test anxiety varies among both genders with great extent on their academic progress.
- It is accounted that female students reported as more exam anxious than the male students. Test anxiety has greater impact on female students as compared to male students.
- It is analyzed that test anxiety has an apparently effect on student's achievements and represents a substantial personality and individual difference variable.
- Fear of failure, concerned for self-image or self-standards, and nervousness due to future insecurity were reported as the indicators that contribute to test anxiety. Test anxiety impedes students to evince their acquired knowledge and skills in tests and to perform optimal while taking tests or examination.

5.2 Recommendations

The current study has contributed to the existence body of information or knowledge regarding the relationship between exam anxiety and academic achievements in university students. But still there are a number of questions that remained unanswered and things that needs to be adopted or explored with variation in research techniques. This study suggests the following recommendations for the future researchers;

- As the current study dealt with only undergraduate students, However the research may also be conducted from primary to university level and dealt with both undergraduate or graduate level of students for future research studies.
- Although the nature of current study was quantitative research method for that purpose the questionnaire was structured, for future research qualitative method may also be considerate in which the observations and interviews will be the measuring instruments of test anxiety rather than the questionnaire.
- The present study administered its research instrument (Questionnaire) on a small size of population/sample consisted of only 70 students (35 boys, 35 girls), whereas for further research on the same grounds the sample size may be more or less in number of population/sample.
- This research study concerned with both genders that were equally selected in numbers as its sample, but the further research may deal with any one of genders to examine the effect of test anxiety on their academic success with no comparison with other one.
- ESL learners were the main focus of the study to analyze their test anxiety level as they are dealing with English as their prime subject. But for future research study the relationship between test anxiety and academic achievements may be analyzed from students dealing with different subjects like Business, Chemistry, Physics and etc.
- Current study only aimed to determine the effect of test anxiety on student's academic score. Hence the more research is required to explore the practical implications toward handling test anxiety and effective treatments to deal with student's anxiety while taking tests or examinations.

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Citation for this paper:

Saeed, A., Khan, M., Anjum, A. N., & Saleem, A. (2020). Effect of Test Anxiety on Students' Achievement in Language Learning between Male and Female in ESL Context. *Balochistan Journal of Linguistics*, 08, 44-74.

Exploring the Role of EAP (English for Academic Purposes) Course in Developing the Learners' English Language Proficiency at Higher Education Level

Farheen Shaikh, Farah Naz Abbasi, & Shehla Anwer Kurd

ABSTRACT: The EAP (English for Academic Purposes) courses at the tertiary level are taught as the Functional English courses as these EAP courses consider not only practical use of language for students but also the use of language in the particular arena of specialization by the learners. The present study purports at investigating the role of the existing EAP course of the University of Sindh in developing the learners' English language proficiency and identifying the methods employed in the EAP course to assess and evaluate the learners' English language proficiency. The study also aims at finding the extent to which the learners are satisfied with their assessment and evaluation results and exploring the learners' suggestions for the improvement of the assessment and evaluation in the EAP course. Total 23 Part II undergraduates from five different departments were recruited as participants through random sampling method. The study employed qualitative research method and semi-structured interviews were conducted. The obtained data was analysed thematically. The findings of the study revealed that the EAP course played an important role in developing and increasing the students' English language proficiency as they improved their speaking skills and confidence because they got the opportunity to speak English in the class. The teacher, the EAP book, and self-study altogether facilitated them in improving their English proficiency at the university. Majority was highly satisfied with their assessment results. It was also found that for assessment, all the interviewed departments of the university have similar design of exam paper. The students suggested an exam paper design like that of CSS (Central Superior Service) Exam. Further, there should be balance between test questions and time duration.

Keywords: *EAP, Higher Education Level, English Language Proficiency, Assessment and Evaluation.*

1. Introduction

The EAP (English for Academic Purposes) courses at tertiary level are selected as the English courses as these courses consider not only practical use of language for students but also the use of language in the particular arena of specialization by the learners (Chowdhury and Haider, 2012). Therefore, the learners and the context are focused in EAP while the language itself is given primary importance in EGP (English for General Purposes). As proficiency of English is crucial for the academic and professional achievements (Sultan, et al., 2019), EAP courses aim at enabling the learners of higher education to have enough proficiency in the selective aspects of English language so that learners can be successful in learning and getting the information and knowledge through textbooks, lectures and group study in a limited or shortest period of time.

In the context of English for Specific/Academic Purposes, supporting the views of Hutchinson and Waters (1987) and Dudley-Evans and St. John (1998) Celik (2018) explain that, it is crucial in the EAP courses to investigate if the EAP course is efficiently and effectively developing the learners' English language proficiency and facilitating the students' learning and achievements.

In addition, Hutchinson and Waters (1987) claim it is necessary for the ESP courses to justify their appropriateness. Moreover, inferentially investigation regarding the suitability of the course for the learners is an all-inclusive task for attaining a complete and clear idea that whether and by what means the function of the course is fulfilled (Celik, 2018; &Su, 2009). In Teaching English for Academic Purposes (TEAP) it is very important to collect a valuable feedback from the stakeholders of the EAP course as their feedback can assist in increasing the quality of teaching (Klimova, 2015).

EAP courses help the learners advance their English language proficiency, get confidence to exist and learn, and improve their accomplishments and scores in other subjects (University of Missouri-St. Louis, 2016). The proficiency of the learners are assessed after teaching the course in order to evaluate the effectiveness of the EAP course. Special attention needs to be paid on the assessment pattern for measuring learners' skills so that assessment can be conducted effectively.

An EAP course designed by Higher Education Commission is being taught to the multidisciplinary learners of Part I at the University of Sindh. Considering the above claims and assertions, the present study is conducted to investigate the role of the existing EAP course of the University of Sindh in developing the learners' English language proficiency; and to identify the methods employed in EAP course to assess and evaluate the learners' English language proficiency and the extent to which the learners are satisfied with their assessment and evaluation results. The study also aims at exploring the the learners' suggestions for the improvement of the assessment and evaluation in the EAP course.

Having designed the objectives, the following three research questions are formulated for the study.

1. What is the role of the existing EAP course of the University of Sindh in developing the learners' English language proficiency?
2. What methods are employed in the EAP course to assess and evaluate the learners' English language proficiency and to what extent are the learners satisfied with their assessment and evaluation results?
3. What do the learners suggest for the improvement of the assessment and evaluation in the EAP course?

The findings of the study will be beneficial for the EAP teachers, learners, policy makers, course designers and administration of the university and other public sector universities where EAP courses are implemented.

2. Literature Review

The increasing demand of English language learning calls to design a course of English language which can fulfill the learners' specific needs. During the last century it was realized that each learner has different needs, especially when learners are from different social contexts (Crystal, 2003; & Orr, 2001).

Paradiz (2012) emphasizes genuineness of EAP contents that the learning material should be relevant to the learners' needs. Learners' needs are given primary importance in EAP. For designing and evaluating the EAP syllabus it is essential to understand the learners' needs (Sultan et al., 2019).

The EAP courses at tertiary level are selected as the English courses because these courses consider not only practical use of language for students but also the use of language in the particular arena of specialization by the learners (Chowdhury and Haider, 2012). Therefore, the learners and the context are focused in EAP while the language itself is given primary importance in EGP (English for General Purposes).

Chowdhury and Haider (2012) differentiated EAP and EGP in this way that in EAP the students learn particular academic and formal genres of language whereas in general English courses the students learn social and informal genres.

Hyland and Lyon (2002) describe that the teachers of English Language have recognized that dissimilarity is found between the teachings to the students who are learning English for fulfilling their academic needs and to the learners who want to fulfill their general needs regarding language. Another difference is found in the teaching to those namely the learners of ESP (English for Specific Purpose) who aim to fulfill their occupational needs. Hyland and Lyon (2002) argue that the EAP courses designed for the learners of ESL and EFL have reached the worldwide commercial level. EAP courses aim at enabling the learners of higher education to have enough proficiency in the selective aspect of English language so that learners can be successful in learning and getting the information and knowledge through textbooks, lectures and group study in a limited or shortest period of time.

The EAP learners are the adults (Cercone, 2008; Miroballi, 2010; & Tahir, 2012). The age of most of the EAP learners is over 18 and they know what they need to learn; what is lacking in them and what they want to learn; they know well what they are and what they want to be (Gillett & Wray, 2006). According to Parker (2004), “adults can be good foreign language learners, and more so when their particular aptitudes and needs are taken into account” (p. 9). Knowles (1984) believes that “as a person matures he or she becomes ready to learn when they experience a need to know something” (p. 12).

Üstünel & Kaplan (2015) note that “evaluation of an EAP program is required to bring necessary improvement in it and make it effective and efficient” (p. 34). Klimova (2015) believes that in Teaching EAP, it is very important to evaluate EAP course as a valuable feedback can be provided to increase the quality of teaching. Nunan (1988) explains the significance of evaluation that evaluation tells about the need for some modifications in a course in order to achieve the course objectives more effectively, if the course objectives are not being achieved by some specific learners. Moreover, Dudley-Evans and St. John (1998) declare that evaluation provides the information regarding the weaknesses of the course and its suitability for the learners.

Another study was carried out by Salumahaleh, et al., (2013) at Bu Ali Sina regarding the role of the EAP course in developing the English language proficiency of learners. They found in their study that the EAP course was helpful in developing

the students' reading and writing proficiency but was not of great help for the speaking proficiency.

Hossain (2013) conducted a study to find the needs of the students of engineering at Presidency University Dhaka. The findings of the needs analysis showed that the learners often didn't succeed in producing well-organized paragraphs because they couldn't create cohesive, coherent, and analytical writing. As a result, for those students improvement of speaking and writing skills are extremely important. He concludes the result of his study that the students possessed almost twelve-year experience of learning the target language, i.e. English but they didn't have a good proficiency level in English. They could perform better in writing rather than in speaking. Hossain declares that Business Communication is needed to be learned by the learners to be successful in their professional career. Therefore, speaking skills and business correspondence need to be focused.

Ekici (2003) conducted a research for identifying the language aspects and sub-skills needed to be learned through EAP course by the learners of Faculty of Applied Sciences at Ba_kent University to develop their English language proficiency. The researcher discovered "the sub-skills which were attached the greatest importance: for speaking skill regarded as learning needs were asking questions, answering questions, describing, comparing-contrasting, solving problems, making presentations, producing correct pronunciation, using appropriate intonation and stress patterns and for listening skill regarded as learning needs, obtaining specific information, listening for translating; for listening skill regarded as target needs were understanding native speakers, understanding face-to-face conversations, conversations on the phone, listening to the radio, understanding TV programmes, announcements at different places, presentations and discussions; for reading skill regarded as target needs were reading business letters, brochures, itineraries, catalogues, fax messages, newspapers, magazines and periodicals, maps and email messages as text types; for writing skill regarded as target needs were writing business letters, notices, itineraries, tour commentaries, brochures and leaflets" (p. 100)

The study regarding the assessment and evaluation of the EAP learners was conducted by Üstünel & Kaplan (2015) in which the greater part of the

undergraduates declared their frustration with the writing section of the examination as the students found it difficult and impracticable to complete the writing section in the time allotted to them. The majority of the students in their study proposed that there should be given those words that are already taught and discussed in the class.

In the Pakistani context, Ayoub and Khan (2017) investigated English language needs of the engineering undergraduates in Multan. Their study revealed that writing and speaking skills are the most essential skills for the engineering students. Moreover, the instructional material was not suitable for the future engineers.

Sultan et al. (2019) analysed Pakistani Engineering students' target needs and also identified the gap between the students' needs and the present syllabi.

The section reviewed the related literature and presented the studies conducted in the context of the study. The above discussion certifies that undertaking an investigation for analyzing the learners' needs and evaluating the effectiveness of EAP courses is really necessary, as it brings improvement in the English teaching and learning programmes and satisfies the learners' needs by identifying and removing the gaps.

3. Methodology

In this study the qualitative method is employed. In this method respondents respond in detail to provide more information regarding the phenomenon (Cassell & Symon, 2011). Hence, the method makes the respondents provide the researchers comprehend thoroughly the issues.

Dörnyei (2007) noted that interviews provide interviewers flexibility and a great quantity of in-depth data regarding interviewees' experiences, perceptions, sentiments and aims. The mentioned advantages give good reason for its wide usage in the studies on persons' beliefs, desires, interests, and perceptions (Gu, 2009; Gao, 2008; Parks & Raymond, 2004; Gao, 2006; Wenden, 1991; Gan, Humphreys & Hamp-Lyons, 2004).

Table 1: Methodological Design of the Study

➤ Participants For Interviews	<i>Departments</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
	General History	4	1	5
	Sociology	3	1	4
	Social Work	3	1	4
	Economics	4	2	6
	International Relations	3	1	4
	TOTAL	17	6	23
➤ Data Collection Tool and Analysis	Interview			
	Thematic Analysis			

In the study total 23 Part II undergraduates who were taught EAP course in Part I from five different departments were recruited as participants through random sampling method. The study employed qualitative research method and semi-structured interviews were conducted. The obtained data was analysed thematically. In the study the semi-structured interview questions were adapted from Chilli (2013) who revealed the EAP learners' perceptions regarding EAP course. The validity had already been checked by the developer. For making the interviews reliable all the interviews were taped and transcribed. The willing participants were recruited and informed about the objectives of the study. The right to withdraw from the study at any stage of the study was also given and their confidentiality and their anonymity were protected.

4. Results and Discussion

This section presents the results and discussion of the data. The two major themes emerged which were further divided into sub themes.

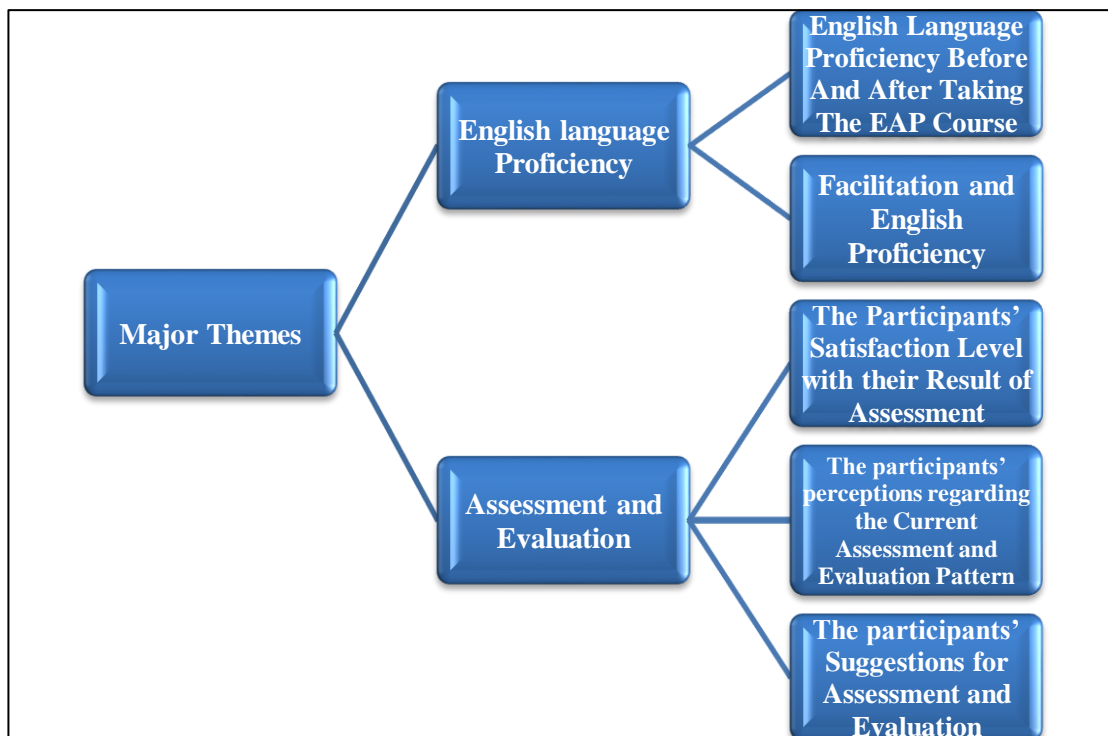


Figure 1: Major Themes

4.1 English Language Proficiency

This section deals with the first theme i.e. English Language Proficiency. It presents the findings and discussion of the two sub themes in which the major theme is subdivided.

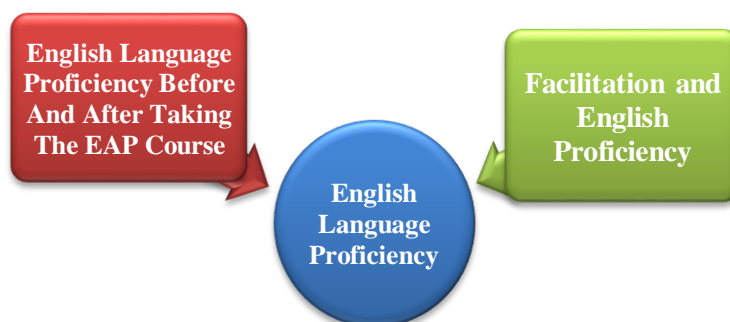


Figure 2: Theme 1- English Language Proficiency

Through qualitative data, students were asked about their English language proficiency before and after taking the EAP course; and what factors facilitated them most in improving their proficiency.

4.1.1 English Language Proficiency Before and After Taking the EAP Course

The participants were asked about their level of English language proficiency before getting admission in the university and after taking EAP course in Part I of undergraduate program at University of Sindh.

According to the results, the level of English language proficiency before getting admission in the university for half of the participants was “Good”, for less than a quarter was “Average” and for the rest of them was poor. The findings seem to support Esmaeili (2016) who in his study found the students’ English proficiency low. According to the University of New England (2016), the EAP course is designed for tertiary level learners who want to improve their study skills and English language proficiency. 65% of the respondents believed that their level has increased to a great extent. Some of the respondents with a considerable improvement in their proficiency level compared college and university teaching ‘in colleges, English teachers teach us English in native languages.’ Also, they didn’t have English speaking environment in colleges while in university, teaching is in English. They told that the teachers provided them the environment in which they could learn English. One of the participants declared that, *“to learn anything the right environment needs to be created.”*

Some respondents were of the view that EAP course has increased their speaking skills and confidence because they got the opportunities to speak English in the class. This finding supports Bell (1998), who believes that opportunities are imperative and students build up and convey their thoughts freely and explicitly and in their opinions they create arguments. EAP courses help the learners advance their English language proficiency, get confidence to exist and learn, and improve their accomplishments and scores in other subjects (University of Missouri-St. Louis, 2016)

26% of the participants declared that their English proficiency level has increased a little. The reasons mentioned by the participants behind getting a little improvement in their English proficiency level are: their English proficiency level was poor; they

had studied in Sindhi and Urdu medium schools and colleges; they were far behind those class fellows who had English medium schooling so far. Also, they used to face difficulties in understanding things in English in the class. One participant says,

'We were considered to have same knowledge of English like those who were good in English. The entire class was taught the same thing in the same way. Many good students used to understand those things taught in English in the class because of having the knowledge that needed to be required for understanding those things. Therefore, we used to understand those things to some extent in the class.'

This is found in line with the findings of Esmaili (2016) who declared that the students could not comprehend and understand things in English as their English proficiency was low and the EAP courses couldn't considerably increase the English proficiency of the students.

9% participants of the present study mentioned that their level has not changed. The reasons behind getting no any improvement in their English proficiency level, they told that they had already taken advanced level of English course from English Language centres and whatever was taught to them in the class they already knew those things. One of them told that *"I had better English before coming to university because I used to read English novels."* This appears to support Christine (2016) who found that "the reason to not privilege proficiency over actual need is that those deemed to have a high or a high enough level of English proficiency may have limited, or perhaps no access to EAP support, if such courses target lower-level students. Proficient students are often considered 'too advanced' to need EAP support" (493).

The students were asked about the factors that facilitated them in improving their English proficiency which are discussed under the next heading.

4.1.2 Facilitation and English Proficiency

The participants were given four options -teacher, peers, the EAP book, and self-study and they were asked to tell the factors they found most facilitating in the

improvement of their English proficiency at the university. 71% of the participants of the present study believe that the teacher, the EAP book, and self-study altogether facilitated them in the improvement of their English proficiency at the university. 14% of the participants declared that they got facilitation from the teacher and the EAP book in the improvement of their English proficiency. 10% of them asserted that they found the teacher and self-study facilitating. 5% participants found self-study the most facilitating in improving their English proficiency.

The participants revealed that the teacher used to give us their entire class time, as according to one participant,

'but the time was not sufficient, students needed to go to the corners also for self-study and if I had not done self-study my English Proficiency level was terrible'.

The finding is inconsistent with the findings of Bright and Randow (2008) who found that students of first year did not entirely employ the offer, yet they needed to have language skills development. According to Evans and Morrison (2011), “the most of the Part I students to get adjustment in the new environment of university, to meet the demands of the university and to develop language skill rely on networking and get support from peer than from EAP course” (p. 199)

The participants asserted that their English teacher facilitated them, as it has been remarked by Cohen (1998) that the teachers are “facilitator of learning” (p. 97) and it supports Arthurs (2012) who argues that in the first year of the university students work with English language teachers who make efforts to enhance the students’ English proficiency level and to accustom them to utilize the language of their particular area of study, moreover they effort to support the students in adjusting in the world of an institution of higher education. As one of the participants of the present study noted:

'the teachers provide us good learning environment. If we have any difficulty in any topic, we ask from them. We also do self-study but from the teacher we get more help because the teachers are well experienced and they have

gone through the learning process while we are still in learning process.'

According to another participant,

'whatever madam used to teach us I would search on internet for more knowledge. I used to search on internet because of madam. As madam had showed us the way, if she had not taught us the things I wouldn't have searched those things on internet.'

This seems to be in line with Arthurs's (2012:41) claim that "the English teacher can prepare the students to take responsibility for their learning."

The participants asserted that they learn through self-study, as one of them noted that:

"we are in university we can't and should not depend on the teachers' lectures. We have to work hard and do self-study."

Abdulkader (2009) claims regarding the relevant findings that the students found self-study an important and helpful factor in improving English language skills. The EAP learners are the adults (Cercone, 2008; Miroballi, 2010; & Tahir, 2012). The age of most of the EAP learners is over 18 and they know what they need to learn; what is lacking in them and what they want to learn; they know well what they are and what they want to be (Gillett & Wray, 2006). According to Parker (2004), "adults can be good foreign language learners, and more so when their particular aptitudes and needs are taken into account" (p. 9). Knowles (1984) believes that "as a person matures he or she becomes ready to learn when they experience a need to know something" (p. 12). They use their experience to construct and gain knowledge and their self-motivation helps them to learn effectively with a good pace.

This section presented the first theme which discussed participants' responses regarding their English language proficiency before and after taking the current EAP, the factors that facilitated them most in improving their English language

proficiency. Following is the second theme, the assessment and evaluation, which is further divided into three sub themes.

4.2 Assessment and Evaluation

This section discusses the second theme, assessment and evaluation. The theme is broken down into three subthemes which deal with the participants' satisfaction level with their result of assessment and evaluation, their perceptions regarding the current assessment and evaluation pattern; and their suggestions for assessment and evaluation.

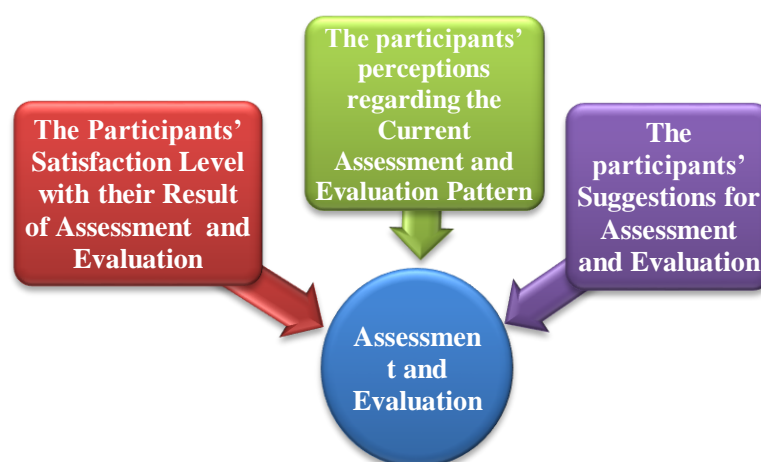


Figure 3: Theme 2- Assessment and Evaluation

4.2.1 The Participants' Satisfaction Level with their Result of Assessment and Evaluation

Majority of the participants stated that they were satisfied with their Part I result of Remedial English, while some of the participants are satisfied to a little extent and few were not satisfied with their Part I result of Remedial English. The participants disclosed that they were satisfied with their result of Remedial English for the reason that they used to attend the teacher's lectures and do self-study and secured good marks. They added that they were given outlines of the topics covered in the semesters. One of them told that:

'we needed to go home and search some supplementary material for writing. When one adds some extra material one gets good marks.'

Some expressed that they were satisfied because they got the result according to their efforts or study. The reasons told by the participants behind their dissatisfaction or little satisfaction with their results are that they were not given class participation marks. According to them viva should have been taken and their regularity should have been considered.

4.2.2 The participants' perceptions regarding the Current Assessment and Evaluation Pattern

All the interviewed departments have same pattern or design of assessment. Participants told that the paper consists of comprehension, summary of a text given in the book, report writing, essay writing, dialogue writing, and a question from grammatical structures. The syllabus is divided into two semesters. One of the participants shared,

'paper (exam) pattern was good. It was conceptual but only those students who were already good at English grammar could have done the paper. There was no place for rote learning. It was totally creative.'

Another respondent stated that:

'the teacher gave us comprehension in which vocabulary was very difficult. Those words were very high from our level. Those words were never read and seen before. We knew only two to three words out of eight or nine underlined words.'

This supports the relevant findings of Hayes and Read (2004), who discovered that the most complicated section of the test for the students was the reading section because of unfamiliar vocabulary.

Next are presented the participants' suggestions for the pattern of assessment and evaluation in the EAP course.

4.2.3 The Participants' Suggestions for Assessment and Evaluation

Here is mentioned the participants' suggestions for the pattern of assessment and evaluation in the EAP course. According to the participants, some more questions

regarding grammatical structures should be included in exam. As one of the participants suggested that:

'more grammar should be included then students would pay more attention to grammar. If students don't know correct grammar then how they could be able to write essay and dialogues etc.'

Regarding the paper pattern the participants suggested constructing the Remedial paper pattern like that of CSS (Central Superior Service), as it was noted by one of them that:

'the paper should be based on CSS paper pattern. If we go for CSS, we must be prepared.'

One of the students suggested that there should be marks on speaking and class performance that to what extent a student is active in class. While we have three hours in exam, any student can write after thinking so much. Marking on class performance is favored by many students because, they added, sometimes students have personal and psychological problem by dint of them they are not able to give their best performance in written or final exam, while they give their best performance in classes. So, those students lose marks due to being judged on written exam and final exam excluding class performance. One of the students suggested that

'50% marks should be given on viva. There should be marks on class performance, presentations and assignments. Its reason is that if one of the best students of the class shows his best performance in the class activities and unfortunately due to any personal problems he/she cannot perform well enough in exams then gets less marks, on the other hand those who are not good in class and, never participate in class activities or presentations etc. they just get good marks due to rote learning and written exam.'

The majority of the participants were satisfied with the examination pattern but not with the number of questions included in the examination paper. They noted that

balance should be there between the test questions and the time duration. One of the interviewees declared that “one question should have been skipped because there was much pressure so we couldn’t do”. Another participant was found to have the same view regarding the length of the paper. He explained that:

‘it depends on a student that how he prepares himself/herself for the exam. But the paper was lengthy, so students got pressurized that this had to be written.. ...that had to be written. We knew the answers but we were confused because of timing that we had to write summary, essay, report, etc.’

This finding is found similar with the findings of study of Üstünel & Kaplan (2015) in which the greater part of the undergraduates declared their frustration with the writing section of the examination as the students found it difficult and impracticable to complete the writing section in the time allotted to them. It was also proposed by the majority of the students that there should be given those words that were already taught and discussed in the class.

Some of the participants recommended taking more and short assignments. As one of them noted,

‘assignment should consist of 1 to 2 pages which should be written by the students themselves. More assignments should be given to students as assignments develop creativity and because of assignments students do self-study, so pressure should be given to students.’

The findings are found in line with the view of Anderson et al. (2009) that the assignments designed “for students should be challenging but not intimidating or overwhelming” (p. 89). It is also noted by Anderson et al. (2009) that “particularly early in the term, it can be useful to have many, smaller assignments as opposed to few, larger ones. Shorter assignments seem less intimidating to students” (p. 90). One of the participants recommended that English Grammar Composition by Wren and Martin should also be used in Part I.

5. Conclusion

The EAP course played an important role in developing and increasing the students' English language proficiency as the teachers provided them the environment in which they could learn English and they improved their speaking skills and confidence because they got the opportunity to speak English in the class. Participants starting with poor proficiency at university increased their proficiency level to a little extent. Few participants of the present study mentioned that their level has not changed, as they had already taken advanced level of English course from English language centres. The teacher, the EAP book, and self-study altogether facilitated them in improving their English proficiency at the university. Majority was highly satisfied with their assessment results. For assessment, almost all the departments of the university have similar design of exam paper. The students suggested a paper pattern like that of CSS (Central Superior Service) Exam, with a few other ideas like balance between test questions and time duration. The findings are applicable to the context of the study. The EAP teachers should provide motivational and encouraging environment for the effective learning of the learners. The suggestion provided by the learners in the study need to be considered carefully for the effective and efficient implementation of the EAP course at the university. In the study, data was collected only from learners, future researchers can collect data from the EAP teachers, course designers and policy makers to improve and make the EAP course effective.

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Citation for this paper:

Shaikh, F., Abbasi, F. N., & Kurd, S. A. (2020). Exploring the Role of EAP (English for Academic Purposes) Course in Developing the Learners' English Language Proficiency at Higher Education Level. *Balochistan Journal of Linguistics*, 08, 75–95.

Investigation of Acquisition of Urdu Plural Morphology among Children of 4 to 6 years

Sana Zahra, Dr. Urooj Fatima Alvi, & Qurrat-ul-Ain

ABSTRACT: Number possesses distinct importance in the inflectional morphology of any language. Acquisition and learning of plural morphology have been investigated in languages like English, Arabic, German, Hebrew, Dutch, French, and Marathi, etc. Such research has not been done for the Urdu language so far. The present research is based on the classic study done by Jean Berko Gleason in 1958. She explored the acquisition of inflectional morphology, including plurality, possessives, progressive and past tense on the children between the ages of 4 and 7 years. By following the same framework, this research investigates the acquisition and learning of Urdu plural morphology in children between the ages of 4 to 6 years. It also explores the impact of age and socio-economic status of the children on the acquisition and learning of Urdu plural morphology. A pictorial questionnaire method consisting of 20 questions, was adopted for the research. The questionnaire was handed out to 40 students belonging to three schools in Lahore. The randomly selected sample was kept balanced in terms of age and socioeconomic status. Qualitative and quantitative analysis of the survey outcomes followed by statistical significance testing using student's *t*-test was used to understand the results. It was found that children acquire the rules of plurality and generalize them at a very early age. Such generalization becomes more robust as they grow older. It was found that age and socio-economic status (SES) both had a significant impact on the learning of Urdu plural morphology.

Keywords: *Inflectional Morphology, Acquisition of Urdu Plural, Socio-economic Status*

1. Introduction

Languages of the world differ with each other in various aspects such as grammatical, phonological, and lexical distinctions. Also, the grammars of the languages differ in gender, tense, and aspect markings on the verb. Some languages like Polish mark both aspects and tense on the verb, and some languages like Hebrew mark only one (tense or aspect). Some languages mark two gender systems (i.e., masculine, feminine) on nouns like French and Urdu languages. Some languages like Russian and German mark a three-gender system on nouns, i.e., masculine, feminine and neuter (Clark & Nikitina, 2009). Inflectional morphology in a language denotes relations such as a person, number, case, gender, possession, tense, aspect, and mood. It works as the crucial grammatical glue which holds all relationships together. The system of plurality also comes under the umbrella term of 'inflectional morphology'. English speaking children acquire the concept of a number between the age of 2 and 4. This process takes place gradually. First, they learn the concept of one after two years they are called one-knowers, then the concept of two, they are called two-knowers. The concept of three is attained (three-knowers). English speaking, children acquire the mechanism and concept of counting by the age of 4 (Wynn, 1990, 1992).

There are several models and theories presented by the researchers about how plurality and other inflectional systems are acquired such as “Words and rules theory” and “Connectionist model” are very famous in this regard. The present study is based on the classic study done by Jean Berko Gleason in 1958. She explored the acquisition of inflectional morphology, including plurality, possessives, progressive and past tense on the children between the ages of 4 and 7 years. She presented children with known novel nouns, which they never had heard before and asked them to make their plurals. For example, the experimenter showed children a picture of a bird on a page and asked the children ‘*this is a wug, this is another one,* (by showing them pictures of two same birds on the next page) then the experimenter said, *now there are two of them, now they are two.*’ Children were supposed to fill in the blank with the plural form. She found that children do generalize the rules of plural formation. She argued that if a child knows the plural of which is witches, it merely means that he already memorized the form but if he can make a plural of Gutch/ Gutches (new noun which the children had never heard before). It means that he unconsciously knows how to form a plural, that’s why he can generalize the rules of plural formation. She also measured the progression of learning these inflections and also measured the effect of age and sex on this learning. She found that the ability to generalize rules to novel forms increases steadily in between four and seven years of age. Although seven-year-olds also made errors in plural morphology, they have internalized English regular plural morphology and can generalize it to different words. She also found that generalizations are early and similar across real and novel nouns.

1.1 Limitations

The first limitation was to get permission from the schools. It was seen that most of the schools, especially private schools, are reluctant to give permission in their schools for research purposes. Two of the mainstream modern private schools simply refused that consumed lots of time. The second limitation was that there could not found enough students from LSESS (Lower Socio-Economic Status School). So, the students from two schools were taken to complete the number of students required for the research. The research was conducted in the hot and noisy playground area because they did not have any extra room or place where it could be managed. Some of the students in LSESS were unable to answer the questions. Some of them had

speaking issues like stammering etc. and some had a lack of confidence to answer the questions. So the interview was conducted to more students to achieve the required number of completed surveys to be done. A lot of time had been spent in both schools belong to LSESS.

1.2 Delimitations

The population sample was delimited to only from private schools of Lahore, Pakistan. Government schools were not included in the research. The research was carried out only in one city of Pakistan, i.e. Lahore. Children from other cities of Pakistan were not included in the present investigation. It was conducted in only eight months. Forty children of two age groups were chosen for the study i.e., 4 to 4.9 years and 5 to 6 years because of a shortage of time. There was an adapted pictorial questionnaire survey method for the research as children of these ages were more interested in pictures. The multi-media technology had not been used because of a lack of facilities, especially in low SES (Socio-economic status) schools.

2. Literature Review

Language learning typically takes the form of a mapping where the learner learns to form a link between word forms and their senses (Quine & Van, 1960; Smith & Yu, 2007). MacNamara (1982) described that children show partial knowledge during this process as meanings are not completely attained. This causes over-generalization and under-generalization. The second category was discussed in the study by Chapman & Mervis (1989) & Gasser (1997). They elaborated that sometimes meanings are attained by the child, but the word forms are not properly developed. This is called a lexical gap, which means that meanings are acquired by the child, but he does not know a word for it. (Momen & Merriman, 2002; Clark, 1987).

Children start to produce plurals at a very young age around 1.6. (Cazden, 1968; Zapf & Smith, 2003). Although they are not able to produce all plural forms required in different contexts. They gradually attained this mastery until around seven years. (Gleason, 1958; Graves & Koziol, 1971; Anisfeld & Tucker, 1967). There are two classes of theories presented in the previous studies about how a child learns English morphology. First is called a symbolic or rule-based theory, which explains that children learn rules of changing singular into plural forms (Marcus et al., 1992). The difficulty that arises with this theory is different allomorphs and their dependence on

the phonological structure. Secondly, numerous plurals are not formed by the rules (like man-men & child- children, etc.). The second class of theories is called similarity-based or instance-based, which suggests that children first learn the singular plural pair instances and then generalize these learned pairs to novel forms. (Plunkett & Marchman, 1993). These classes are also called dual process (rule-based theory) and a single process (similarity or instance-based theory) (Berent et al., 2002). Zapf & Smith (2009) experimented on two years old children and argued that very young children know the language they speak has plural forms and how they are related long before they start to actually produce them in all required contexts. They also elaborated the elements that may limit their performance of plural formation. It includes knowledge of numerous allomorphs and phonological rules which correlate with them. It may also include the child's ability to produce specific sound combinations. (Graves & Koziol, 1971; Storkel, 2001). Some studies suggest that three-year-olds grasp the English plural morpheme 's' on different words to show plurality. (Kouider, Halberda, Wood & Carey, 2006). Children use numerals as plural markers initially, as argued by Clark and Nikitina (2009). They presented that children use *two* as a plurality marker in the beginning. They start using it before the understanding of conventional plural markings. It explains that if a child is not able to use correct plural marking, then he uses *numerals* as a plurality marker. According to Carey (2004, 2009), *two* gets the meaning of plurality by syntactic bootstrapping (because it is frequently used as a plural marker). Barner et al. (2011) also found some evidence that *two* acts as a plural marker in early language development. The reason could be children mostly hear the numeral *two* in caregiver speech. Some studies suggest a stage like the progression in the acquisition of plural morphology. Rote-stage, generalization-stage and mature-stage. In rote-stage, children only produce forms which they have memorized in both regular and irregular forms. In the second stage, children generalize rules to novel forms. This is also called over regularization because children regularize the irregular forms too. The second stage is the most critical. In the third stage, children know regular and irregular forms correctly in all required contexts, called the mature stage (Zapf & Smith, 2007). In the early interpretation of children plural development, they understand that the plural nouns are made by adding morpheme 's' (Marcus et al., 1992). Children's voluntary and correct production of regular plurals rises fast between 18 and 49 months of age. (Anisfeld, 1984; Cazden, 1968; Mervis & Johnson, 1991)

Research on the acquisition of plural morphology has been done in English, German, Arabic, French, & Spanish languages, which will be discussed in detail in the literature review chapter. German has a complex plural inflection system. Kauschke et al., (2011) investigated the acquisition of plural morphology of the German language in early childhood. They found that full mastery of German plural morphology is not achieved by the age of 6. They found some words to be more difficult for all of the participants, such as the word ‘pureumlaut’ that requires a vowel change within the word but no overt suffix. They found several error types, including omitting plural markers and using a singular form instead, over regularization, which is considered as a ‘developmental hallmark’ of the generalization stage.

2.1 Urdu Morphology

Urdu is an Indo-Aryan language of South Asia, which is spoken all over the world because of the big South Asian Diaspora. Urdu is extensively expressed in Pakistan, India, Jammu & Kashmir, and Bangladesh. Urdu is a national and official language of Pakistan and one of the 23 official languages of India (Humayoun et. al, 2018). It is the first language of at least 60.5 million speakers and 40 million more who speak it as a second language. (David et al., 2009). Urdu is a morphologically rich and complex language as compared to English. It is a challenging language because of its Persio- Arabic script and its morphological system. It has primary grammatical forms and words of Arabic, Persian and other languages of South Asia. Urdu has a quite similar morphological policy to other Indo- European languages. These languages have a concatenative inflective morphological system. (Humayoun et al., 2018). David et al. (2009) stated in their book *Urdu Morphology* that Urdu shows extreme register variation from the highly Persianized language of Urdu ghazals (poetry) to the highly Anglicized language spoken by upper class mainly.

Urdu is the national language of Pakistan, but many speakers do not speak it as the first language as their first languages are Sindhi, Balochi, Punjabi, Saraiki, Gujarati, etc. It results in dialectal variations of phonology and grammar. Moreover, English is profoundly affecting the Urdu language primarily because of the upper-class people who speak English. The main reason for the register gap is the generation gap. Older people talk to Persianized Urdu while the younger generation mix English words

with Urdu freely, and they even use English phrases mid-way. Humayoun et al., (2018) described that nouns in Urdu are inflected for gender (masculine, feminine, neuter), number (singular, plural), and case (Nominative, Oblique, and Vocative). We will discuss their details in the literature review section.

2.2 Statement of the Problem

The present study aims to explore the acquisition and learning of the Urdu plural morphology system among the children between the ages 4 to 6 years. The study is replicated to the classical research done by Jean Berko Gleason (1958). The problem has been addressed in various languages of the world, but none of the research has been done for the Urdu language so far in this regard. The study will contribute to the Urdu language acquisition and language learning. It will also benefit from advancing pedagogical methods of learning Urdu for educational purposes or as a second language.

2.3 Objectives of the Research

Following are the main objectives of the study:

- i. To find out the acquisition and learning of the Urdu plural morphology system among the children between the ages of 4 to 6 years.
- ii. To evaluate the impact of age and socio-economic status of children in the learning of Urdu plural morphology system.

2.4 Research Questions

1. When do children master the Urdu plural system? (Considering ages between 4 to 6 years)
2. Which Urdu plural formations are more accessible and which are difficult for the children between 4 to 6 years of age?
3. Does the socioeconomic status of children affect the learning of Urdu morphology?
4. Does the age of children affect the learning of Urdu plural morphology?
5. What are the types of errors mostly found in incorrect responses given by the children in terms of addition, substitution, no marking, and partial marking?
6. What are some of the generalization patterns found in children's responses, which suffix are predominantly used in over regularizations?

7. To what extent can this knowledge help in advancing and enhancing pedagogical techniques of learning the Urdu language?

2.5 Significance of the Research

This work has already been done for several languages in the world, including English, Arabic, German, Spanish, French, and Marathi. But the acquisition of plural morphology for Urdu has not been scientifically investigated this far. This novel research will impact pedagogical mechanisms for Urdu as a first and second language. Our traditional model of teaching Urdu in schools assigns a flat significance to all topics. As a result, an equal amount of effort and time is spent on each topic. This research shows that such a model is neither the most effective nor most efficient for teaching Urdu. This work points out the components of Urdu plural morphology that students find harder to grasp. Such difficulty assignment can be used as a factor for a weighted allocation of time, effort, and significance to various topics. The above-proposed restructuring of Urdu pedagogy will also impact the teaching of Urdu as a second language. As we have discussed above, teaching inflectional morphology is an essential element for vocabulary building and better reading skills. As we see that ties between Pakistan and China are growing more reliable due to CPEC (China Pakistan Economic Corridor), and hundreds of Chinese nationals are coming to Pakistan. This will undoubtedly necessitate large-scale efforts to teach Urdu as a second language. This research will aid the development of such teaching curriculums.

Finally, this research also furthers the domain of linguistic knowledge by testing methods of investigation of the acquisition of language morphology for Urdu. These methods have been shown to work for other languages. The current research not only indicates that the wugs test works for Urdu plural morphology but also suggests alterations to the standard wugs test. Test participants are inquired about their current knowledge of the pluralization of known words. Their information is either reinforced or corrected, before asking them about unknown words. This allows us to measure their existing knowledge of plurals before we claim anything based on their understanding of unfamiliar words.

3. Methodology

A questionnaire survey method has been adapted to explore the Urdu plural inflectional morphology of Urdu language among young children of Pakistan. Forty children between the ages of 4 to 6 were selected from three schools of Lahore, Pakistan. Children were then divided into two groups according to their age i.e., 4 to 4.9 and 5 to 6 years (20 children from each group). The schools were chosen to cover various socio-economic strata of society. One school was presumably selected as high SES and the other two schools as low SES based on their monthly fee structure. A convenience sampling strategy was used to select the participants. The questions were designed to cater to five important plural inflections of Urdu language, which will be discussed later in this chapter. A mixed methodology of qualitative and quantitative analysis has been used for the study. Hypothesis testing (*t*-test) has been used to show the significance of the results.

To answer the research questions, a pictorial questionnaire consisted of 20 questions was designed based on the singular and plural morphology of the Urdu language. The questions consisted of known and unknown words to the children. Unfamiliar words were non-sense, which the children never had heard before. All these words rhymed to the previously known word asked by the children. For example, words ‘balla (bat) and falla’. Balla is a known word for the children whereas ‘falla’ is a non-sense and unknown word for the children. All the questions were asked by showing pictures to the children. Colorful pictures were drawn or collected for both known and unknown words on 20 separate pages. Imaginary creatures were drawn or taken from the internet for unknown or nonsense words. All 20 pictorial questions were given in the appendices. Each page has two pictures of the same image. First, it was showed the children one image and told them, for example, ‘ye aik bacha hai’ and then showed them the second image of the same thing and asked, ‘ye aikaur bacha hai, ab ye do kia ho gaye?’ Children were supposed to fill in the blank.

3.1 Population Sample & Sampling Strategy

The questions were asked from forty children of three schools:

1. F.J. High School.
2. Awan Foundation School.
3. KCM (Kinder Campus Montessori).

All schools are situated in Lahore, Pakistan. F.J. High School and Awan Foundation School are located in Iqbal Park, Defence Road, Lahore Cantt. KCM is located in Garden Town, Lahore. The first two schools were expected to belong to lower socioeconomic status, and KCM belongs to higher socioeconomic status. This assumption was made by the monthly fee charged by these schools and the background of the children coming in these schools. The first two schools fee was around 1000 Rs. per month. Only some of the children gave the full fee while most of the children were taking concessions or utterly free education. Many of the parents of the children of these two schools were drivers or maids. KCM fee was around 14,000, which was considered as high fee among Pakistani schools and people who belong to lower socioeconomic status cannot afford it. 20 students were taken from each of the two socioeconomic status classes. The reason for taking two schools from the lower socioeconomic status class was that enough students required for our research from one school were not found at first. Apparently, the reason was that most of the parents belong to lower socioeconomic class, and they did not send their children at this young age.

3.1.1 Convenience sampling

A convenience sampling strategy was adopted for the survey. First, these schools were selected according to their fees. Then the students of two age groups (i.e., 4 to 4.11 and 5 to 6) were chosen randomly. The targeted age group was children in pre-nursery, nursery, and K.G classes.

Two age groups of the children were targeted. The first age group was 4 to 4.11 years, and the second age group was 5 to 6 years. 10 children were aged between 4 to 4.11 years, and 10 were aged between 5 to 6 years of two targeted socioeconomic status schools. Total 40 students participated in the current research.

The survey instrument was a pictorial questionnaire consisted of 20 pictures. 20 questions were asked by each child. The questions were asked from the children by showing them pictures of 10 known and 10 unknown (imaginary) items. Unidentified items were the imaginary creatures that were hand-drawn or taken from the internet. Unknown item name rhymed to the known item name. For example, Firstly, it was asked the plural of noun 'balla' (bat), then the plural of the word 'falla' which rhymes with balla and was a non-word in the Urdu language. The idea was to

identify if the children were able to generalize the rule of making the plural of a known word to making the plural of unknown/ non-word. If a child had correctly made the plural of balla then the plural of falla was asked from the child. But if he failed to correctly answer plural of balla then he was told the due, correct plural form and he was made to repeat three times, then he was supposed to tell the plural of unknown word falla.

3.2 Hypothesis Testing; Student's *t*-test

For quantitative analysis, a two-tailed independent sample *t*-test was implemented, and a two-tailed paired *t*-test was also conducted to show whether the results were significantly different or not.

'The *t*-test is any statistical hypothesis test in which the test statistic follows a Student's *t*-distribution under the null hypothesis'. (Wikipedia)

Everyday use of a *t*-test is when the test statistic has a normal distribution, and the value of a scaling term is known. The *t*-test is commonly used to find if the two sets of data are significantly different from each other.

4. Results and data analysis

In the following section, the results are presented, and the analysis of the direction of data can be seen:

1. Aggregate analysis; in which overall results are presented which were received from all three schools and both age groups of children (i.e. 4 to 4.9 and 5 to 6 years).
2. Analysis according to socio-economic status (denoted by SES); in which the data is presented into two categories defined; LSESS (Lower Socio-Economic Status School) and HSESS (Higher Socio-Economic Status School).
3. Analysis according to age; in which the effect of age is measured on learning of plural morphology.
4. Pair-analysis, in which all the known and unknown rhyming words will be seen pairwise. By this analysis, it can be identified whether the children were able to generalize the rules of making plurals in the Urdu language or not. It can also be looked deeper into the words which were more straightforward and challenging for the children to make their plurals.

4.1 Aggregate Analysis

4.1.1 Distribution of Correct & Incorrect Responses by Age

Table 1: Distribution of correct & incorrect responses by age

Age	Known Words	Known Words	Unknown Words	Unknown Words	Grand Total
	Correct	Incorrect	Correct	Incorrect	
4 to 4.9 years	94	106	93	107	400
5 to 6 years	122	78	120	80	400
Grand Total	216	184	213	187	800

Table 1 shows the age-wise distribution of correct and incorrect responses of making the plural of known and unknown words. Children were taken from two age groups, i.e., 4 to 4.9, and 5 to 6 years. A total of 400 questions were asked from all forty children (200 questions for known and 200 for unknown words). The overall result of correct answers by all forty children is 54 %. Children aged between 4 to 4.9 years gave 47 % correct answers for known words and 46.5 % for unknown words. Children between 5 to 6 years gave 61% correct responses for known and 60% for unfamiliar words. It shows that as the children grow, they make fewer mistakes in making plurals. The difference between the results of correct responses of two age groups is found to be 14%.

4.1.2 *t*-Test Result:

The result of the *t*-test is ($P < 0.01$), which shows a statistically significant difference between the two groups.

Table 2: Distribution of correct & incorrect responses by SES

School	Known Words			Unknown Words			Grand Total
	Correct	Incorrect	Total	Correct	Incorrect	Total	
Awan Foundation School	44	56	100	44	56	100	200
F.J. High School	53	47	100	53	47	100	200
Sum Of Above 2 Schools	97	103	200	97	103	200	400
KCM	119	81	200	116	84	200	400
Grand Total	216	184	400	213	187	400	800

Table 2 represents the distribution of correct and incorrect responses according to Socio-economic status of schools. The research was done in three schools: F.J. High School, Awan Foundation School, and KCM. F.J. High School and Awan Foundation School were chosen to represent lower socio-economic strata of the society. This is primarily because of the less facilities and the amount of fee being charged from the students in these schools which is around 1000 Rs. KCM (Kinder Campus Montessori) was chosen to represent higher socioeconomic strata of the society because of the above-mentioned reasons. The fee charged in this school is 14,000 Rs. The sum of the first two schools is also shown in table 2.

Firstly, the results will be noticed taken from the two schools representing lower socioeconomic strata of the society. Out of 200 questions asked, 48.5% have given the correct answers for known words, and the same results have gotten for unknown words (i.e., 48.5%). Children belong to HSESS have delivered 59.5% correct answers of known words and 58% for obscure words. The total no. of correct and incorrect responses of known and unknown words is approximately the same within one school. Still, a difference of 10 – 11 % is found between the results of these

representative schools. The T-test shows a significant difference between the two groups of schools with a ($P < 0.05$).

5. Conclusion

The aim of the research presented here was to investigate the acquisition of plural morphology in the Urdu language among children between 4 to 6 years of age. In addition to, it was also interesting and breaking through to find out if age of the children and their socioeconomic background affect their morphological learning of a language. 40 children were randomly selected, belonging to two age groups: 4 to 4.9 years and 5 to 6 years. These students belonged to three schools. 10 students between 4 to 4.9 years and 10 students between 5 to 6 years from each Low and High Socio-Economic Status Schools (LSESS & HSESS) participated in the study. It was found that age and socio-economic status both affect the children learning of Urdu inflectional morphology. Older children of 5 to 6 years performed 14 % better as compared to 4 to 4.9 years old. The children between 5 to 6 years belong to HSESS performed 18% better than the children belong to LSESS.

When statistical tests performed to establish the significance of the results, it showed that children learn to make plurals and generalize the rules at very early in their lives. It was found that not only age but the socioeconomic background of the children also matters in the learning of plural inflectional morphology. The significant differences were found in the performance of the two age groups and two groups of children categorized based on socio-economic status. It was observed that older children generalized more as compared to younger children. The easiest Urdu plural suffixes are found to be ‘ے’, ‘یں’ for the children. A considerable number of students used English words and English suffixes. Regarding English use, no significant differences were found in the children belongs to LSESS and HSESS that shows the deep penetration of the English language in our society.

5.1 Future Work

The research could be expanded through many directions and applications. For example, other morphological systems like tense, gender, aspect, case, and mood, etc. of Urdu should also be investigated both on acquisition (L1) and learning (L2) level on Urdu speaking children. It should be done on Urdu speaking children of various ages, including young children who are a few months old, up to older ones.

Additionally, the rate and order of acquisition of Urdu should also be investigated. The outcomes of the present research should be incorporated into the pedagogical mechanisms of teaching Urdu to young children. The effectiveness of the new methodologies, in comparison with the traditional ones, could be established using field testing and randomized control trials (RCT's). The control arm of such experiments could be comprised of a random sample of participants who are exposed to traditional teaching methodology. In contrast, the intervention arm could be included of participants sampled from the same population who are exposed to the new teaching methodology. The outcomes of the RCT could be quantified using baseline and end line exams.

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Citation for this paper:

Zahra, S., Alvi, U. F., & Q.--A. (2020). Investigation of Acquisition of Urdu Plural Morphology among Children of 4 to 6 years. *Balochistan Journal of Linguistics*, 08, 96–111.

Exploring Trans-Students Experiences in a Transgender School

Maida Ashraf & Zahida Mansoor

ABSTRACT: The study aims to explore trans-students' experiences in a transgender school. Although there was no bar on transgender admission into the educational institutions, however the transgender were not encouraged to enroll into the mainstream Pakistani schools. The current research used a quantitative design, as it attempted to examine the experiences of a particular group of people employing a case study approach, in order to create an understanding of the issue in its real-life setting. The purposively selected sample consisted of trans-students registered in the Transgender School. The data was collected through survey questionnaire about student experiences and analyzed statistically. The major findings indicate that the majority of trans students felt safe, physically and emotionally in the trans-school. Future research could be expanded to include school staff and authorities to gain more knowledge about trans educational aspect. The study concludes that the government and educational authorities should consider transgender's educational concerns and provide resources to facilitate the trans-students. Understanding of students' experiences is vital to developing policy to identify and resolve their problems, and without considering the gaps, we cannot make the school welcoming for trans-person.

Keywords: *Transgender School, trans-students, school experiences.*

1. Introduction

Gender is traditionally binary and restricted to the category of male and female while transgender is an umbrella term used for all those who do not lie in these two groups (Spagna, 2013). The transgender umbrella is described as *male-to-female, female-to-male, intersex, cross dressers, transsexual persons, and gender queer* (Davidson, 2007), *Khawaja sara, Hijra, Khusra, or Murat*, are different names given in Pakistan to third gender.

The golden era for third gender was during the time of the Mughal monarchs, where the transgenders were to guard their ladies in courts and palaces (Jami, 2005), with the end of the princely rulers their situation and position also deteriorated, broke them financially and turned them to begging. In Pakistan, transgenders are the most disrespected and marginalized community in society; overlooked in all aspects of life, including schooling, government jobs, health care, and even life protection (Saddique, 2017).

In 2013, Pakistan's Supreme Court ruled that the transgenders have equal rights as all citizens under Pakistan's constitution. The court ordered both the federal and provincial governments to grant them rights in all areas of life, including education, employment, and inheritance (Asad, 2012). Yet, despite all the constitutional rights, they are still denied their basic rights such as the right to personal freedom, the right to education, freedom of speech, equality and the right against discrimination and violence (Saeed et al., 2017).

Furthermore, several studies point out that transgenders are at risk of experiencing increased psychological distress due to the harassment and discrimination they face

(Effrig, Bieschke, & Locke, 2011). Common areas where discrimination is reported by transgender individuals are health care systems, government policies, housing, and educational institutions (Dispenza et al., 2012).

Studies on transgenders education also suggest that discrimination in schools is widespread. Transgender respondents more widely reported experiencing problems at school (Dugan et al., 2012). The study shows that trans people face similar problems to those they might experience in the workplace: participants ' felt isolated and had to stay ' in the closet, ' bullying by teachers and other students, prohibited to use or expelled to use the ' wrong ' toilet facilities, and their institution did not have a policy of trans-acceptance (McCann et al., 2019).

In addition, transgender students are also much more likely to engage in self-injurious behavior and attempted suicide due to the prevalence of bullying and depression (Effrig, Bieschke, & Locke, 2011). One of the most common themes in studies on transgender students is that when they attend school they often feel isolated and out of place because they know few, if any, other transgender students and generally lack a sense of belonging anywhere on campus (Beemyn, 2012).

In Pakistani context, despite all constitutional rights, they are denied their basic right of education, the government educational institutions have never had a third-gender student in mainstream schools (Asad, 2012). Consequently, they are mostly uneducated because the society does not accept them and therefore are deprived of their basic rights to education. And even if they do get a chance to enroll, they are harassment and threatened on a daily basis and are asked to leave school or they drop out of their own.

In the recent times, the society has shown more tolerance and progressive attitude towards transgender persons. The first school intended specifically for the transgender opened in Lahore under the aegis of a non-governmental organization (NGO), with the goal of providing skill-based training and curriculum for the transgender community (Jalil, 2018).

The Supreme Court of Pakistan's ruling gave transgenders equal rights of access to education, ordering all educational institutions at government level to provide transgender persons equal enrolment opportunity without refusal (Asad, 2012). However, even though there is no bar on the enrolment of transgender persons, the government educational institutions have never had a third-gender student in the mainstream schools (Achakzai, 2018). For many transgenders, school was the first stage in the public arena where they experienced personal insecurity, harassment, and abuse (Abbas, 2014). This situation calls for investigating the experiences of trans-students in transgender School.

1.1 Purpose of the study

The purpose of study was to investigate the experiences of trans-students in transgender School. The impetus for this study was the lack of literature on trans educational issues, particularly on trans-students' experiences at transgender school in Lahore, Pakistan.

1.2 Theoretical framework

The theoretical framework for the study is supported by the transgender theory. Several transgender theorists (Elliot, 2010) argued that neither feminist nor queer theories were suitable for trans-issue exploration. Transgender theory emerged as a tool for investigating and analysis from scholars who found feminist and queer theories insufficient or inadequate to explore trans people's lives (Nagoshi & Brzuzy, 2010). A major departure from the queer theory was that, the transgender theory takes both embodiment and lived experiences into consideration.

1.3 Significance

In Pakistan, there is less research on transgenders and their educational issues, this study will help to fulfill the gap in the research to investigate the trans-students' experiences in transgender school. It will provide a connection between the marginalized group and the larger society. It will also assist government and educational authorities in adjusting their policies, procedures, and resources to better serve the trans-student population. In order to facilitate an atmosphere in which transgender students feel included, it is necessary to investigate the experiences of trans-students in transgender school, since having support and a sense of belonging makes an individual more self-worthy and increases the likelihood of the individual staying in school (Bizumic, Reynolds, & Meyers, 2012).

2. Literature Review

The transgenders derive their cultural heritage from the Mughal era's *Khawja Sara*. *Khawja Saras* have been appointed as caretakers of their harems by Mughal rulers. They played important roles in the royal courts; held considerable sway in state affairs and served as their master's confidants. With the end of the princely rulers their state and rank also worsened, broke them financially and more often than not turned them to begging (Talwar, 1999).

2.2. Transgender Rights

In all official documents, the Supreme Court's decision to grant rights and privileges to *khawja siras* in a series of rulings passed between 2009 and 2012 that gave the third gender some form of equality (Haider, 2009). In addition, the court ordered the federal and provincial institutions to grant them basic rights of work, education, health, and jobs in various government departments over a comparable period of time

(Daniela & Devika, 2015). Yet, despite the court's ruling, these rights remain elusive and still not put into practice in the community (Saddique et al., 2017), ignoring the transgender in every walk of life including, education, government jobs, health care and even security for their life.

2.3. Attitudes towards the Transgender

There are number of national and international studies which show the discrimination and social exclusion of transgender community in society. Morton (2008) found that most of the respondents had been subjected to transphobic harassment by strangers in public places who perceived them to be trans, mostly in the form of verbal abuse, but some respondents had experienced transphobic threatening behaviour, some had been physically assaulted and few had been sexually assaulted. Whittle et al (2007) also discovered that a majority of the respondents had faced harassment in public spaces.

Sharma (2009) says, that the stigma attached to the third gender ultimately leads to social exclusion that pushes them to the fringes of society. According to transgenders, this condition makes their inclusion very difficult in society. Further, the general population's fear of stigma is so strong that it not only drives transgenders out of their homes, but also undermines their relatives' interactions within their kinship relations and also hinders the establishment of fresh links with others. Another study (Batool, 2019) focusing on the ongoing denial of equality the social distinction and apathy towards transgenders, found they were ostracized. On account of their identity they are forced into ritualized begging because adequate schooling, health care and job opportunities are not available for them.

Clements-Nolle et al. (2006) in their study to evaluate the independent predictors among transgender people of attempted suicide found depression, gender-based discrimination, and victimization based on gender were independently linked with attempted suicide. In addition, increasing social acceptance of the transgender community and decreased gender discrimination may help prevent suicide in this highly stigmatized group.

Studies in Pakistan have also highlighted the transgenders' social exclusion in society. Khattak (2017) in their study to explore *Khawaja Saras* gender identity and social interaction issues in Pakistani society, found that they were offered less respect and social acceptance, and felt socially isolated to a significant degree. In addition, there was a greater need for trust and encouragement among *Khawaja Saras* to live within mainstream society while making their social conditions favorable and creating a respectable space for themselves through refined behaviors, improved human conduct and established personality.

2.4. Barriers to Transgenders Education

The literature on transgender students reports high rates of bullying, abuse, and violence (Wyss, 2004). Studies show that transgenders experience discrimination in educational institutes all over the world.

A research by Whittle, Turner and Al-Alami (2007) on the experiences of discrimination among transgender people looked at school experience as one arena in which there is inequality for trans people. The study found that most of the transgenders' youth were harassed or bullied at school, not only by their fellow pupils, but also by school staff including teachers. In addition, findings from research of a similar nature using data of self-identified trans students found that 82 percent of these students felt insecure at school, while 37 percent remained absent from school "frequently" because of the bullying due to their gender; 62 percent struggled with cyber harassment, and, 67 percent had their possessions ruined at school (Greytak, Kosciw & Diaz 2009). Faculty often do not take the demands of students seriously to use their affirmed name, creating anxiety and distress for trans students (Goldberg et al., 2018).

In addition, the researchers (Burns et al., 2016) conducted a study to examine and understand the contributing factors and nature of educational inequality at various stages of their education for transgender students. The key obstacles were: gender stereotyping in classrooms, lack of awareness and comprehension of trans issues, lack of school guidance, inflexibility regarding school rules, rejection (including self-exclusion because of feelings of not being accepted), complicated processes of enrolment, moving away from home, and inadequate facilities. Further, the study revealed that faculty and staff do not have adequate skills and training on transgender matters, that there is a shortage of working plan on transgender issues, that there are few facilities available on institutes for trans-students, with insufficient therapy services available for the transgender pupils (McKinneys, 2005).

Another research (Grant et al., 2011) suggested that most of the trans students in high school report feeling unsafe because of their gender expression. The survey data demonstrated that high rates of bullying and physical assault were committed during school against trans students, prompting almost one out of six students to leave school. In addition, another study (Whittle et al., 2007), from a much larger sample of trans people, documents similar problems in classrooms.

According to studies, trans-students who report higher rates of harassment and discrimination, have a more negative perception of campus and classroom environment, and feel less welcomed as part of the campus community as compared to other students (Garvey et al., 2015). In their study Marine and Nicolazzo (2014) demonstrated that educational institutions reflect and reinforce social gender in practices, policies, and standards. While, Hall (2006) maintained that the "hidden minority" of trans people are oppressed in a society where heterosexuality is

considered the custom, and usually fail to find safe places of approval. The negative stereotypes that society imposes upon this minority create internal sentiments of misery, self-loathing, and low self-confidence. In addition, trans youth's emotional distress has been well reported as contributing to high-risk factors such as failure in school, drop-out, drugs abuse, unemployment, prostitution, and suicidal attempts. Bockting et al., (2013) found that psychological distress levels in trans people were directly impacted by stress related to social stigma, prejudice, and discrimination. These stresses can be a result of external and internal experiences.

Another study in Pakistan indicates that transgenders are willing to get education and to change their current occupation (Nazir & Yasir, 2016). They were currently engaged in occupations that were not considered respectable. In terms of employment, a positive aspect of the transgender population was that there was a strong likelihood of willingness to pursue certain honorable professions. They also needed support from the government to follow their choice of careers. On the other hand, for many transgenders, school becomes the first stage in the public arena in which personal insecurity is experienced. In class, verbal harassment and physical abuse are transgender-related occurrences (Riaz, 1996). In addition, one transgender explained that during school life he / she endured abuse. He / she explained how he / she was originally attending a school for boys but was moved to a mixed school after complaining to teachers about being touched and teased by classmates. The same person who graduated from college twenty years ago also explained how much bullying he / she had to quit at a boys ' college and received private tuition at home (Haider, 2009). According to the theory of gender minority stress (Hendricks & Testa, 2012), social aspects of discrimination build traumatic conditions for trans people, which can lead to problematic affective, emotional, and behavioral responses, resulting in impaired well-being (Perez-Brumer et al., 2017). The present study investigated the research question: What are the experiences of trans-students in transgender school?

3. Methodology

The study used quantitative approach to conduct the research by using case-study design. The case study design is valuable in areas where there is negligible amount of previous work and not much is known about the phenomenon of interest (Patton, 1990). Aliaga, and Gunderson (2002), describes quantitative methods as elucidating an issue or phenomenon through gathering numerical data and analyse using mathematical methods; in particular statistics to answer questions like who, how much, what, where, how many, and how.

3.1. Sampling

In the study, purposive sampling technique was used to select the participant. Purposive sampling is a type of sampling in which the researcher consciously selects specific elements or subjects for inclusion in a study in order to ensure that the

elements will have certain characteristics relevant to the study (Onwuegbuzie et al., 2009). The trans-students who were enrolled in the school at that time were all included as sample of the study.

3.2. Data Collection and Analysis

3.2.1 Data collection Instrument

Data for the purpose of the study was collected through survey questionnaire as a tool to investigate trans-students experiences in the transgender school. In addition, quantitative procedure is useful to quantify opinions, attitudes, and behaviors (Sukamolson, 2007).

3.2.2 Theoretical framework

As, the questionnaire aimed to explore the experiences of trans students in the transgender school the Trans theory aided in the construction of statements that explored the identity-based experiences of students in relation with school environment. The transgender theory, an emerging theoretical orientation that encompasses the unique experiences of transgender. This theory departs from being entirely theoretical, rather this position seeks to honor trans people's daily needs and experiences in a real context. In addition, the trans theory offered the possibility of going beyond the biological dimension of transgenders and examining their identity-based interactions in very day-to-day life, including their desires, problems and perceptions, in order to obtain insight from first hand data.

3.2.3 Questionnaire structure

The questionnaire had two sections. The first section was used to collect demographic data about age, gender, education, and occupation. The second section of the questionnaire was based on the questions organized into several categories according to their purpose, and links with the conceptual framework, to investigate the trans-students' school experiences of attitudes towards trans identity; resources; personal safety; classroom environment; social aspects of school life; mental and physical health and societal support. The close-ended questionnaire consisted of 30 statements. All responses were measured on a three-point rating scale (agree – undecided – disagree).

3.2.4 Validity

In order to identify any type of problem (e.g. spelling error, ambiguity, and repetition) in questionnaire items, pilot survey was performed before the actual data collection. For pilot, the study conducted survey from three participants which were selected randomly from transgender school. Afterward, the study analyzed the participants' responses and their views about questionnaire construction to revise the

tool for improvement. Further, these participants were not included in the sample to conduct the final survey.

3.2.5 Data analysis

For quantitative analysis, the researcher used SPSS software for analysis. The collected data was analysed by applying SPSS for descriptive statistics i.e. calculating percentage. The percentage was calculated for each question respectively through SPSS. Moreover, the percentages were demonstrated through table for quick understanding.

4. Results

4.1. Demographic Profile

The section shows the demographic profile of the students with respect to their age, education, and employment details. Results indicated 5 of the students fell into the 31- 45-year age bracket while 7 respondents were in the 18-30-year age group suggesting that all the students were in the adult learner category. It is important to note that some of the students did not indicate their age. In the education category, only 2 students had completed their primary education and 13 students had done or were doing short courses. It indicates that majority of students did not get any formal or academic education. Employment category shows that 2 students were doing part time job, 4 were doing full time job and 9 students were unemployed which is highlighting that some of the students were doing jobs along with their education.

4.2. Analysis of Questionnaire Data

Table 3 Attitude towards Trans Identity

Statements	Agree		Undecided		Disagree	
	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%
Satisfied with current school life	8	53.3	4	26.7	3	20.0
School shows respect toward trans identity	11	73.3	3	20.0	1	6.7
Students feel confident about their identity	11	73.3	3	20.0	1	6.7
Discriminated based on gender	5	33.3	2	13.3	8	53.3
School is welcoming for trans people	12	80.0	2	13.3	1	6.7

The Table 3 shows the students responses to feelings about their identity and others attitude towards their trans identity in school. Of the 15 students 12 felt that school was welcoming for trans people, suggesting that the majority of the students were satisfied with the overall attitude of people towards trans identity in school. A majority of the students did not feel discriminated on gender basis although some felt

discriminated, indicating some elements of gender discrimination were present in school.

Table 4 Resources

Statements	Agree		Undecided		Disagree	
	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%
Enough resources	6	40.0	4	26.7	5	33.3
Health services	0	0	3	20.0	12	80.0
Discuss problems	8	53.3	4	26.7	3	20.0
Counselling services	4	26.6	5	33.3	6	40
Bathroom facilities	10	66.7	5	33.3	0	0

Table 4 shows the responses of students about resources in school, 6 participants felt that school had enough resources while 5 disagreed, suggesting that there was something missing in current resources for students. Majority of the participants disagreed that their school provided health services and counselling services, it shows that school was not providing proper or sufficient counselling services and students discuss their problems with general staff in school.

Table 5 Personal Safety

Statements	Agree		Undecided		Disagree	
	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%
Feel safe at school	12	80.0	2	13.3	1	6.7
Physically safe in classroom	12	80.0	3	20.0	0	0
Physically safe outside of the classroom	12	80.0	3	20.0	0	0
Emotionally safe in classroom	10	66.7	3	20.0	2	13.3
Emotionally safe outside of the classroom	8	53.3	2	13.3	5	33.3

The Table 5 shows responses of students about personal safety in school. Most of the students felt physically safe in and outside of their classroom, it indicates that large number of the students were physically safe in the school and they did not face physical abuse. Results are also indicating that some student felt emotionally unsafe outside the classroom which means that the environment outside the classroom was not comfortable for them.

Table 6 Classroom Environment

Statements	Agree		Undecided		Disagree	
	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%
Teacher takes care of students	9	60.0	3	20.0	3	20.0
Encouraging behavior of teacher	10	66.7	3	20.0	2	13.3
Teacher is helpful	9	60.0	3	20.0	3	20.0
Class stays busy and does not waste time	8	53.3	3	20.0	4	26.0
Teacher's ways of doing things are fair	8	53.3	4	26.7	3	20.0

The Table 6 presents the responses of students on the classroom environment. A large number of participants felt that their teachers cared about them and encouraged them to do their best, the results are indicating that most of the students were satisfied with overall classroom environment as shown in table 5.

Table 7 Social life in school

Statements	Agree		Undecided		Disagree	
	<i>f</i>	%	<i>F</i>	%	<i>F</i>	%
Satisfied with social life within school	8	53.3	4	26.7	3	20.0
Good interaction with non-teaching staff	5	33.3	5	33.3	5	33.3
Good interaction with teachers	9	60.0	4	26.7	2	13.3
Good interaction with other students	7	46.7	5	33.3	3	20.0
Feel association with the school	7	46.7	5	33.3	3	20.0

Table 7 displays the students' responses about their social life within school. 9 (60.0%) students agreed that they had good interaction with teachers and 7 (46.7%) chose the last option that they had good interaction with other students, findings show that most of the students had positive interaction with teaching staff and other class fellows. On the other hand, interaction with non-teaching staff was not satisfactory for some students.

Table 8 Physical and Mental Health

Statements	Agree		Undecided		Disagree	
	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%
Satisfied with physical health.	10	66.7	3	20.0	2	13.3
Struggle with mental health issues	4	26.7	5	33.3	6	40.0

The Table 8 shows the responses of students on their physical and mental health. Overall as indicated most of the students were satisfied with their physical health. On mental health issues, a majority were undecided as indicated where 6 students were not struggling, 4 were struggling and 5 students were not sure. It is significant to note that some of the students were not aware of what mental health signified and consequently had no idea about their mental health.

Table 9 Societal Support

Statements	Agree		Undecided		Disagree	
	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
Support from society is important	10	66.7	2	13.3	3	20.0
As a student, received support from society	3	20.0	5	33.3	7	46.7
Happy with the societal support	3	20.0	3	20.0	9	60.0

Table 9 shows the participants responses about societal support. Majority of the respondents agreed that support from society was important for them. 7 (46.7%) respondents replied that they did not receive support from society. The results are indicating that societal support is important for students, but the society do not give them satisfactory support. It also indicates that the students had some expectations which were not fulfilled by society.

5. Discussion

In the context of demographic profile of trans students, the findings show that all learners were in the adult learner category with some having had no formal or early education background. Most of the respondents had taken up courses offered by the school, some of them had taken up courses in addition to their jobs, it indicates that this school was the first opportunity for them to get an education as well as continue with their jobs. Batool (2019) in their study also highlight the denial of equal opportunities and persistent societal indifference towards the transgender; marginalized and often forced into conventional begging in the absence of adequate schooling and job opportunities.

It is important to note that the students exhibited a positive attitude towards their own identity in school and pointed out that they felt confident about their trans- identity in the school environment, it indicates that the school provides opportunity to show and express their trans-identity which has made them comfortable in the school environment. This is supported by an earlier study (Hall, 2006) which concluded that the trans minority are degraded in a society where heterosexuality is considered the

norm, and usually fail to find supportive environments. The negative stereotypes create feelings of misery, revulsion, and depression.

The findings on personal safety show that large number of the students were physically safe in the school. But some student indicated that they felt emotionally unsafe outside the classroom, which means that the environment outside the classroom is not comfortable for them. It is important to note that students felt emotional disrespect but did not face any kind of physical danger from other people in school. As number of previous studies (Wyss, 2004), also reported the unpleasant incident faced by trans students that nearly everyone showed horrible incidents of emotional and physical abuse like taunting, pushing, unwanted touching, in the school. Further, trans-students' emotional distress has been well reported as contributing to high-risk factors such as failure in school, drop-out, drugs abuse, unemployment, and suicidal attempts (Hall, 2006).

In trans-school most of the students were satisfied with overall classroom environment. In addition, the students felt safe physically and emotionally during teacher-student interaction. Most of the earlier researches on classroom environment noticed the discrimination (from peer and teachers) experienced by trans students in school, while others examined reactions to fellow-related bullying of gender non-conforming students. A research by Whittle et al., (2007) also found that most of the transgenders were harassed or bullied at school, not only by their fellow students, but also by school staff including teachers.

On the other hand, the findings indicate that the respondents found their interaction with non-teaching staff unsatisfactory. This behavior is also reported in other studies where transphobic bullying was a problem in school settings, findings from research found that majority of trans students felt insecure at school, while some remained absent from school "frequently" because of the bullying due to their gender (Greytak, Kosciw & Diaz 2009).

In response to the queries about their physical and mental health a large number of the students were satisfied with their physical health. It is important to note that few students were struggling with mental health issues and some students had no idea about their mental health, it indicates that some students might be struggling but they were not aware. The earlier study pointed out the reasons of mental health issues in trans people as Bockting et al., (2013) found that mental suffering levels in trans people were directly impacted by stress related to social stigma, prejudice, and discrimination. These stresses can be a result of outside and inner experiences (actual experiences of stigma, and fear of stigma and discrimination).

In the context of societal support, most of the respondents replied that societal support is important for them, but they are not getting enough support from the society. This negligence is also confirmed by a study as, Talwar (1999) states that, in Pakistan, transgenders are treated in a discriminatory way. They are deprived of

employment quotas because of their identity, they cannot take advantage of the educational opportunities because of the behavior of people with them. However, charity is given to them by the public to receive prayers only, on the whole less people like to interact with them. Further, Hendricks and Testa (2012) also indicate, social aspects of discrimination can lead to problematic emotional, and social responses, resulting in compromised well-being (Perez-Brumer et al., 2017).

Students asked about resources, all participants reported a lack of resources in school. This finding is also supported by previous studies as, the researchers (Burns et al., 2016) conducted a study to examine the contributing factors of educational inequality at various stages of their education for transgender students. The key obstacles were lack of awareness and knowledge of trans issues, lack of school guidance and insufficient facilities.

The findings also show that school lacks provision of health and counselling services. Also established in previous studies, where McKinney (2005) found that transgender believe that there is a shortage of working plan on transgender matters, that there are few facilities available on campuses for students who are transgender and that there are not adequate therapy services available for transgender students.

6. Conclusion

Most of the literature about the transgender students' experiences in mainstream educational institutes showed discrimination, verbal, and physical harassment. In the context of this study, majority of trans students feel physically and emotionally safe in trans-school. These include the positive teacher-student, student-student interaction, feeling comfortable in their own trans identity in school, unsatisfactory experience with non-teaching staff, lack of health and counselling services. The goal of this research is to promote awareness and conveying the message towards society, government, and educational authorities to continue the betterment of transgenders lives. Understanding of student's experiences is very important to understand and resolve their issues. Without understanding the gaps, education cannot be correctly targeted and without education they cannot improve their life.

6.1 Implications

The school should organize seminars inside and outside the school to provide awareness about trans identity and promote education for trans people, it will help to increase knowledge of trans population and also help to highlight the positive image of trans people in society, which can help to decrease disrespectful behavior towards trans people. Society should help these institutes so that they can better serve to trans students. In addition, government and educational authorities should focus on to provide facilities and promote trans education opportunities and issues in collaboration with society.

6.2 Future Directions

Future research can focus on older transgender students to explore more about their trans experiences in school. In addition, this research could be expanded to include school staff and authorities to gain more knowledge about trans educational issues.

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Citation for this paper:

Ashraf, M., & Mansoor, Z. (2020). Exploring Trans-Students Experiences in a Transgender School. *Balochistan Journal of Linguistics, 08*, 112–128.