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Dr Fehmida Sultana
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Translanguaging as a Pedagogical Tool: Opportunities and Challenges in Higher Education of Pakistan

Mishal Mushtaq^{1*}

Abstract

The current research aims to investigate translanguaging as a pedagogical tool in the Higher Education System of Pakistan. Pakistan is a multilingual country where English holds a Second Language (SL) position. The Higher Education System of Pakistan recognizes English as a Medium of Instruction (MOI). The study investigated the perceptions of language teachers and students about the application of translanguaging as a tool for pedagogy. The research followed a mixed-method approach. Researchers conducted close-ended questionnaires for students and semi-structured interviews with language teachers in Higher Education. The research analyzed the interview data by using NVivo 12 plus corpus tool for codification. The study examined significant themes following Braun and Clark's (2006) thematic model. For theoretical underpinnings, the study followed Williams' (2006) model of translanguaging. The mean analysis of respondents' data was compiled into a numerical value using the statistical formula of computing mean. The average mean result appeared to be 2.025. Results revealed a positive attitude towards translanguaging pedagogies. Teachers implied that translanguaging pedagogies can stimulate communication potential, increase metalinguistics awareness, elevate inclusiveness among peers, and promote acceptance of others' cultures. Further, the current study highlighted translanguaging teachings' opportunities, challenges, and implications. The investigation may implicate policymakers in comprehending the utilization of regional and provincial languages of Pakistan.

Keywords: Higher education system, multilingualism, Pakistan, pedagogical implications, provincial and regional languages, translanguaging

Introduction

Sah and Li (2022) suggest that translanguaging allows and encourages multilingual people to use their L1 during the use of L2. The phenomenon

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of translanguaging is prevalent among bilinguals and multilingual in which speakers achieve the margins to bring their entire linguistics repertoire from different languages into utilization. The core purpose of translanguaging is to expand the correspondence of potential communication, particularly in ESL classrooms (Mukhopadhyay, 2020). For example, in Pakistan, the English language is the MOI (Medium of Instruction) in Higher Education. However, most students have different L1 and L2 based on their regions.

Pakistan is a country with a prevailing multilingual community, and people with hundreds of spoken languages are observable in this region of the earth. Among the major languages, Punjabi constitutes 38.78% of the total population. Pashto speakers are 18.24%, speakers of Sindhi are 14.57%, Urdu is spoken by 7.08% of the total population in the country, and the number of Saraiki speakers' ranges from 12.19%, and 3.02% of the total population speaks Balochi language in Pakistan (Census of Pakistan, 2017). On the other hand, the higher education department of the country recognizes the English language as the medium of instruction (MOI). The language policy situation gives rise to a language contact scenario, where translanguaging emerges as a substantially applicable phenomenon.

Translanguaging generally refers to allowing students to use their native language skills so that it aids in the acquisition of the target language in the classroom. Initially, the notion was "trawsieithu." Later became known in English as Williams (1996) introduced "translanguaging," in which he studied multilingual education in 1940 in Welsh. He clarified that a deliberate usage of the linguistic repertoire of two languages is translanguaging. Zhang et al. (2022) disclosed that using the two languages methodologically and strategically creates a substantial translanguing phenomenon. Wei (2022) affirmed using two languages for output in tasks, including translation, data entry, and output. The role of pedagogical strategy is crucial in building educational activities incorporating L1 in discussion and written use of the target language.

Translanguaging can be helpful to use as a source of a better understanding of the subject matter. Multilingualism in classrooms has turned out to be very common worldwide, as stated (Carbonara & Scibetta, 2022). In ELT practice, teachers may provide instruction and maximize interchange that develops students' language and meaning-making repertoire, asserted (Rahman & Singh, 2022). Critics found that using two languages makes the teaching and understanding of the students more effective. Teachers may provide the flexibility to use different languages in the classroom so

that students are clear about the concepts and share their ideas without hesitation.

The setting of this research is Pakistan, a South Asian country. The study aims to investigate the given context for multilingualism. The multiple cultures, ethnicities, migration, and regions give this country a multilingual state (Syed, 2022). Moreover, the higher education system recognizes the English language as a medium of instruction (MOI), and English being the L2 of the majority provides space for the application of translanguageing on a broader scale (Sah & Kubota, 2022). Hence the study highlights how translingual pedagogy can enhance interactions and positive linguistics output in language classes in Pakistan.

The current research paper investigates real-life classroom situations in Higher education institutions in Pakistan. Most students are multilingual and belong to different regions of the country, hence sharing multicultural identities in one classroom. The study aims to assist pedagogical opportunities, challenges, implications, and the role of translanguageing in promoting inclusiveness among students. Specifically, it intends to explore the part of Translanguageing as a tool for pedagogy in Pakistan. Fostering an inclusive learning environment for pupils from varied multilingual areas is a significant problem. This study suggests that language teachers can improve communication potential, self-assurance, and inclusivity in their classrooms by incorporating translingualism.

Research Questions

The current study proposed the following research questions:

1. What type of opportunities does translanguageing provide in language education?
2. How does translanguageing as a pedagogical tool influence and challenge multilingual classrooms in Higher Education in Pakistan?
3. What are the implications of translingual pedagogies to promote identity, linguistics, and ethnic growth among peers in the classrooms?

Literature Review

Regarding language contact situations, the idea of translanguageing entails letting students utilize their native language skills to encourage the study of the target language classroom. The word's coinage was "rawsieithu." A translation followed this into English by Williams in "Translanguageing," 1940, the year he studied bilingual education. In his theory of

translingualism, Williams (1996) focused on the pedagogical implications of translanguaging and their correlation in classroom situations.

Paul and Jun (2022) opine that bilingualism demonstrates, languages are not isolated but pulled together to give meaning or a message. Therefore, they selected the most potent terms from a single language system to achieve their desired communication. Furthermore, Yasar and Dikilitas (2022) claim that they chose language aspects from their total repertoire that supports their assertion of their linguistic and cultural identities and ability to meet their communication demands.

It follows that translanguaging extends beyond flexible discursive methods for meaning-making. The classroom activities encourage students to integrate their usage of their home language with the new language they are learning, which is related to translanguaging pedagogy. One example of this is using a student's first language to support their learning. A study regarding pedagogical tools, (Zhang & Ren, 2022) described classroom situations where the emphasis is more on the processes of bilingual learning than on their results. The focus was also on the functions rather than the forms.

According to Tai (2022), scaffolding can take many forms, including clarifying a text, translating a vocabulary term, connecting a concept to a typical L1 phrase, or testing understanding. Because kids can engage their entire language system throughout these activities, they will be able to learn more deeply.

Translanguaging pedagogy creates an environment for the students, asserted (Cenoz & Gorter, 2022), where their linguistic preferences are recognized, embraced, and promoted. Consequently, it will be easier for the teachers and students to establish a rapport, foster a sense of shared identity, and foster a good learning environment. While observing English language teaching about pedagogical implications, (Wei & García, 2022) focused that in the ELT classroom; instructors can give challenging teaching and make the most of student-teacher interactions to expand students' linguistic and conceptual toolkits.

Rafi and Morgan (2022) suggest that language teachers can practice better translanguaging by building background knowledge, developing understanding, extending new knowledge, and critical thinking. Moreover, cross-linguistic transfer, metalinguistic awareness, cross-linguistic flexibility, identity investment, and interrogation are some guidelines teachers can follow to implement translanguaging in the classroom

(Williams, 2022). Translation, collaborative discussion, collaborative grouping, multilingual reading texts, thematic units, word walls, sentence starters, cognates, and other techniques can also be used in the classroom to enhance translanguaging in the teaching of English. In Pakistan, sufficient work on translanguaging as a teaching tool was lacking in the past. We are conducting this in a Pakistani setting to locate alternate pedagogical strategies.

The literature reveals that globalization has given rise to multilingual interaction, especially in higher education worldwide. Hence, there is a need to understand and promote positive linguistics education, identities, and ethnicities among peers in classroom situations. Translanguaging can play a vital role in making students feel inclusive in their classes (Cenoz et al., 2022; Fuster, 2022; Gao, 2022).

The current study aims to investigate the layers and complexities of multilingualism in Pakistan's higher education system. Over time, researchers emphasized that the role of code-switching and code-mixing serves the purpose to assist students in multilingual classrooms. However, minimal attention has been paid to constructing a relationship with multilingual students, analyzing their language comprehension abilities, assessment practices, etc. Researchers including Blackledge et al. (2014) emphasized the diverse use of translanguaging practice. The current study is an attempt to unveil the nature of classroom teaching and learning when it comes to an intervention of L1 into L2 in the Higher Education System of Pakistan. It further tends to bridge the gap in pedagogical practices by providing a detailed overview of the distinction between traditional and translanguaging teachings. The study also highlights ways in which language education can be improved by using translanguaging teaching practices; for the sake of inclusivity, to refine the classroom environment, and minimize the impact of social differences in terms of linguistic backgrounds. Moreover, it also tends to highlight how translanguaging as a pedagogical tool can provide more opportunities to students from different cultures, languages, and ethnicities in their academic life.

Research Methodology

This research is based on a sequential explanatory design. In their study, Ivankova et al. (2006) suggested that this design is best utilized in collecting quantitative data followed by qualitative data. The current research has followed a mixed-method approach. Firstly, the data has been collected from quantitative means i.e. close-ended questionnaires. These questionnaires were followed by semi-structured interviews for an in-

depth analysis of the translanguing pedagogies. The purpose of using triangulation of research methods in this study is to ensure the understanding of the underlying phenomenon. Researchers collected data from two groups of population i.e. language students and teachers. The study validated the analysis by obtaining substantial data from language experts. This data in the form of interviews has been analyzed by qualitative means because researchers observed that quantitative analysis may not serve the core purpose of existing issues and may require insight from language teachers.

Data collection Procedure

For the current investigation, the researchers surveyed a close-ended questionnaire from 50 students for quantitative underpinnings. This questionnaire included 12 statements with a Likert scale. The statements have been arranged in synchronization with the research question of the current study. Secondly, the research conducted semi-structured interviews with 22 language practitioners and teachers to avail linguistic insight into the phenomenon of translanguing teaching methods. The quantitative underpinnings utilized online survey tools for data collection in this research. Moreover, the study conducted one-on-one physical interviews with language practitioners for the thematic analysis of the study.

Research Sample

This study aims to include language students and teachers as participants in the proposed study. The criteria for selecting language teachers have been selected because experts can better analyze the role of translanguaging in pedagogy. The study included data from 50 participants from the language learning domain in the form of a close-ended questionnaire. This questionnaire included 12 research statements. Furthermore, 22 language teachers or practitioners have been interviewed using semi-structured interviews.

Data analysis Method

For analysis, the current research followed quantitative and qualitative analysis of the data obtained from the sample of the research population. For quantitative investigation, a mean analysis of the Likert scale items has been carried out for close-ended questionnaires. For coding purposes, the researchers coded the Likert scale into numerical values. The analysis coded strongly agree=1, agree=2, neutral=3, disagree=4, and strongly

disagree=5. A total of 50 respondents participated in the study. Data from these 50 participants were analyzed, and the study included all responses. Data provided 100% numerical values of the participants. The overall mean value represents the influence of language users and practitioners on the phenomenon of translanguaging.

For qualitative understanding, a thematic analysis has been conducted by incorporating interview data in NVivo 12 plus software. Software provided substantial themes within the data collected from language teachers. The groundwork conducted a thematic analysis of the interviews, to gain linguistic insight about translanguaging pedagogy in multilingual classroom situations. Williams (1980) talked about the theory of translanguaging and its relationship with pedagogical practices in his investigation. The current research has analyzed translanguaging as a tool for pedagogy from the (Williams, 1980) theory of translanguaging. The results revealed that students in Higher Education in Pakistan see translanguaging as an effective tool when it comes to pedagogical practices and implications.

Theoretical Framework

The origin of the term “translanguaging” refers back to the 20th century. Williams (1994) initially introduced the term and associated it with the classroom students who leverage the use of their linguistic repertoire of two or more languages altogether. In their study, Arthur and Martin (2006) highlighted that using translanguaging practices becomes crucial when students cannot understand lessons in one language.

In a study, Garcia (2009) affirmed that using translanguaging in the classroom refers to the utility of the whole linguistic repertoire of a student. The linguistic repertoire represents all the knowledge of languages a student owns, and translanguaging provides the slightest regard to the socio-political ties a language represents. The main emphasis of practicing translanguaging phenomena in the classroom is to enable a child to comprehend a lesson and class discussion and participate without fear of being judged by peers. The particular emphasis of translanguaging practices is to promote inclusiveness among teachers and students toward other languages, cultures, and identities and endorse the language choice made by students from multicultural backgrounds.

In a research conducted by Li (2018), researchers asserted that earlier, researchers restricted the scope of translanguaging studies to mere code-switching. However, a recent spurt has revealed its significant association

with pedagogical practices and implications. Researchers such as Blackledge and Creese (2010) are working in the domain of classrooms where language teachers instruct multilingual students. They described that the term translanguaging is substantial in oral communication between peers and during teaching practices.

Findings and Results

The current research has been conducted by using triangulation of research methods. The two research instruments used in research are close-ended questionnaires and semi-structured interviews. The analysis conducted an average mean analysis of questions to represent language students' perception of the utility of translanguaging as a pedagogy tool (Williams, 2006) in classroom situations. In addition, the researchers incorporated transcribed data from semi-structured interviews in NVivo 12 plus for thematic coding. However, semi-structured interviews with teachers highlighted different factors that positively enhance the classroom in higher education in case language teachers practice the translanguaging phenomenon as a teaching tool.

Quantitative Analysis

The study analyzed the data collected through the close-ended questionnaire by computing the average mean score. All the question statements were kept in synchronization with the main three research questions of the proposed research. A study by Cavazos and Musanti (2021) discussed the constructive role of translanguaging in course design and lesson plans in curricula. In the first statement, researchers tried to investigate students about language that the higher education system promotes in Pakistan. It stated, "My institution promotes the use of the English language in classrooms." Most students agreed that their respective institutions encourage the use of the English language in classes. The mean value for this utterance appeared to be 2.300, representing a high degree of students agreeing with the first statement.

To reaffirm the first question, the researchers inquired by asking students about using their native language in classes. Omidire and Ayob (2020) described the impacts of translanguaging in teaching and learning at an institutional level. The second articulation was "Students are not promoted to speak their native languages." Most students agreed, mentioning they hardly get a chance to use their native languages in classrooms. The collective response mean was 1.850 for this question. The third question asked students about classroom language usage and preferences. The

question appeared as a suggestion "Classroom lessons should be bilingual between L1 and L2." Students agreed on bilingual lesson plans with a mean value of 2.125. This response asserted the role and opportunities that may appear if institutions promote bilingual lesson plans.

Infante and Licona (2018) investigated bilingual practices by implementing translanguaging pedagogies in their research. Considering the multilingual nature of classes in Higher Education Institutions in Pakistan researchers highlighted the application of translanguaging. The fourth statement suggested, "Teachers should encourage the use of native languages or at least Pakistani Lingua Franca: Urdu if students feel comfortable in their native language." The mean of students' perception is 2.625. Students positively responded to the subject matter by asserting their interest in the use of native language or commonly used language. In the following question, researchers introduced the phenomenon of translanguaging to its pedagogical role. The statement "Translanguaging can be used as a useful pedagogical tool in higher education" secured a 2.250 mean value from students. Students appreciated the role of translanguaging in teaching.

The next question asked students about their perception of translanguaging opportunities in pedagogy. The researcher analyzed the 2.300 means on the "I have observed an increase in communication potential when allowed to practice translanguaging" statement. This statement referred to the first research question highlighting translanguaging pedagogical opportunities. Creese and Blackledge (2010) studied translanguaging teaching and learning for cultural endorsement among peers in classrooms; translanguaging can play a substantial role. To receive responses on inclusiveness, researchers asked, "I feel more inclusive in the classroom when given a chance to speak in both English and my native language (translanguaging)." To this utterance, the 1.85 mean value proclaimed the association between translanguaging teaching and inclusiveness from the students' end.

The following two questions were based on the communicative response of translanguaging practices among peer groups. Addressing pedagogical issues, Canagarajah (2011) highlighted that translanguaging enhances students' learnability, cultural endorsement, and understanding of other narratives. Students were asked, "Translanguaging pedagogical practices can enhance communicative response among peers," to which they showed relative agreement. The mean for these questions was 1.90 and 1.65, respectively. To analyze students' cultural inclusiveness, they were asked, "I love to participate in something about my local culture in my native language."

The majority stated positive sentiment toward promoting their cultural values with a 1.800 mean value.

In the last section, the research is kept focused, and the third research question is about the study's implications. Researchers asked students if "Translanguaging can help to bridge the gap as our Pakistani languages are not promoted at higher levels of education." The response rate revealed a mean value of 1.800, where students strongly agreed that by practicing translanguaging, Higher Education could take the initiative toward our local languages. The use of translanguaging in educational and other settings opens gateways to communication potential, meaning construction, and identity development (Lewis et al., 2012). In the last question, researchers posed if "Education policy should include our provincial and regional languages along with English. Translanguaging is an excellent mediation in this regard". The student's response was 1.850 mean this statement. The majority agreed to the need for language preservation by promoting local language practices in educational sectors. The corresponding mean value of every research statement has been provided in the table given below.

Table 1: *Descriptive statistics of the average mean of close-ended questionnaire*

Sr.	Statement	Mean
1	My institution promotes the use of the English language in classrooms.	2.300
2	Students are not promoted to speak their native languages.	1.850
3	Classroom lessons should be bilingual between L1 and L2.	2.125
4	Teachers should encourage the use of native languages or at least Pakistani Lingua Franca: Urdu if students feel comfortable in their native language.	2.625
5	Translanguaging can be used as a useful pedagogical tool in higher education.	2.250
6	I have observed an increase in communication potential when allowed to practice translanguaging.	2.300

7	I feel more inclusive in the classroom when given a chance to speak in both English and my native language (translanguaging).	1.850
8	Teachers should promote translanguaging practices in class discussions and lessons.	1.90
9	Translingual pedagogy can enhance communicative responses among peers.	1.65
10	I love to participate in something about my local culture in my native language.	1.850
11	Translanguaging can help to bridge the gap as our Pakistani languages are not promoted at higher levels of education.	1.800
12	Education policy should include our provincial and regional languages along with English. Translanguaging is an excellent mediation in this regard.	1.800

Translingual pedagogy also carries the potential to promote Pakistani languages in curricula. In a study, Liu and Fang (2020) described the perception of translanguaging pedagogy in the education sector. The study focused on the theoretical underpinnings of translanguaging and its application in real-life educational settings. The mean analysis of respondents' data was compiled into a numerical value using the statistical formula of computing mean. The average mean result appeared to be 2.025.

From the result, it is analyzed that participants showed agreement with the hypothesis that translanguaging can play a substantial role when using it as a tool for teaching practices. The results of quantitative data revealed that students showed a positive sentiment toward the application of translanguaging as a tool for pedagogy. Furthermore, the results also interpreted that at the initial stages of the preservation of regional and national languages, translanguaging can serve as an effective mediating tool. Translanguaging pedagogy and practice occupies a substantial role in its application to language classes (Cenoz & Gorter, 2022).

Qualitative Analysis

For qualitative data analysis of semi-structured interviews conducted with teachers, the research utilized the thematic analysis model described by (Braun & Clark, 2006). The conduction of thematic analysis is in the NVivo 12 plus corpus tool. All phases of thematic analysis were carried out in the software. The research initially transcribed the spoken discourse. It was then manually coded in NVivo 12 plus. The researcher then referred to relevant thematic fringes of data and associated them with codes, which are also the main themes of the study. Data coding encompassed the role of translanguaging in shaping pedagogical strategies, teachers, students, multilingual classroom situations, and students' L1 (native language).

Thematic Coding of Semi-Structured Interviews

Word	Length	Count	Weighted Percentage (%)
translanguaging	15	48	6.16
students	8	33	4.24
language	8	23	2.95
languages	9	23	2.95
native	6	22	2.82
teachers	8	12	1.54
teaching	8	11	1.41
classes	7	10	1.28
english	7	10	1.28

Figure 1: Frequently used words in interviews transcript

Figure 1 above has been exported from NVivo 12 plus. A total of 22 teachers participated in the interviews. The data in the figure reveals the teachers' most frequently used words in the interview data. As the fundamental subject matter, the term Translanguaging proved to be the most repeatedly occurring entity. Moreover, it indicates that the word with a minimum of five alphabets has been enlisted in the above figure. The purpose was to locate commonly used content words by language teachers.

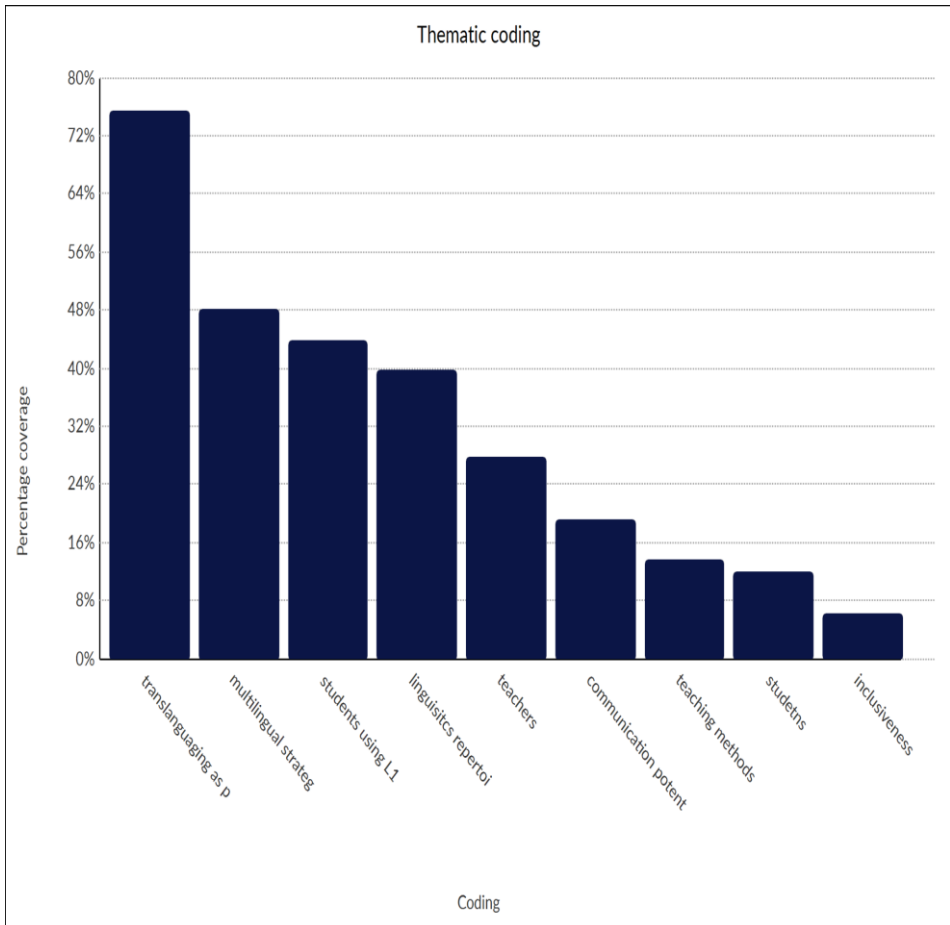


Figure 2: Thematic coding of semi-structured interviews

Figure 2 reports the main themes that are known as codes in the language of NVivo 12 plus. Among all the significant themes, teachers represented a degree of positive sentiment toward the utilization of translinguaging in the interviews. It is important to note that themes in the software have developed with relevance to the study's main research questions. For example, the theme of communication potential refers to the first research questions related to opportunities the translingual approach provides. Similarly, thematic coding of inclusiveness refers to the first research questions, and the list goes on. The main themes coded in the software synchronize with the underlying study's leading questions. However, more than 70% of the language teachers preferred translingualism for inclusiveness, class discussion, cultural endorsement, and communication potential of the students.



Figure 3: Word cloud representing frequently occurring words.

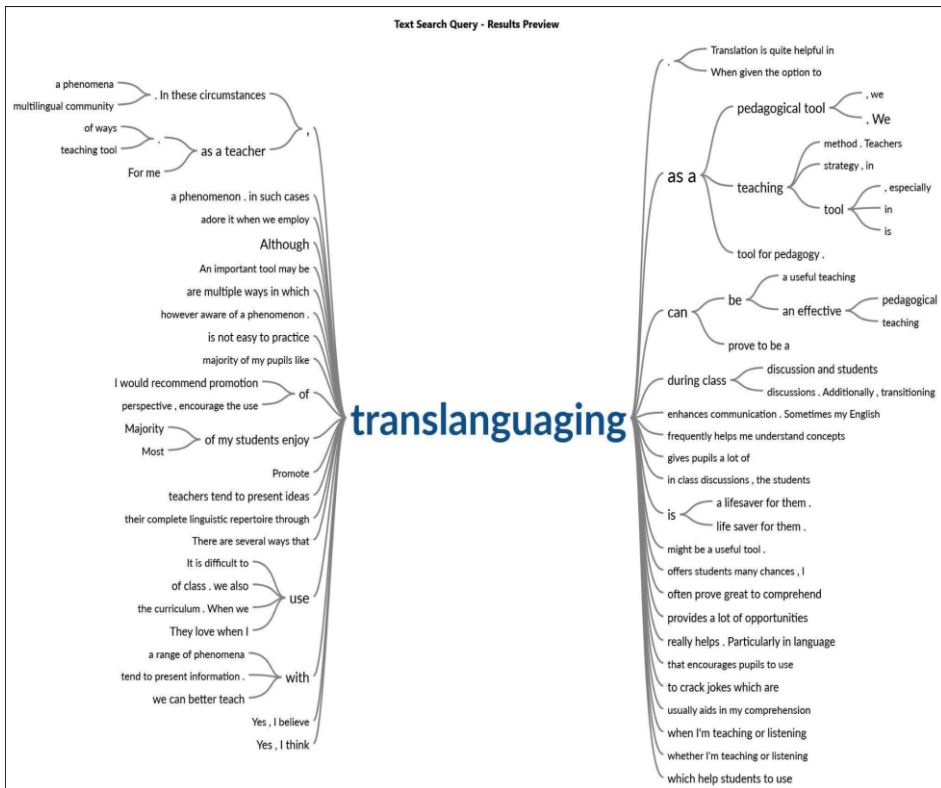


Figure 4: Word tree of the thematic code “Translanguaging”

The semi-structured interviews consisted of a total of 7 questions. The construction of these questions is in synchronization with the three main research questions. Figure four represents the word tree of the thematic code “translanguaging”. The fringes of data on each side of the text represent reference data from interviews with the language teachers. Figure 4 revealed that teachers showed a positive attitude towards using translanguaging as a pedagogical tool in classrooms of the higher education system of Pakistan. Cummins (2019) highlighted the emerging role of translanguaging practices in educational institutions. While talking about their teaching experiences, many teachers share that translanguaging helps students comprehend ideas in a better way.

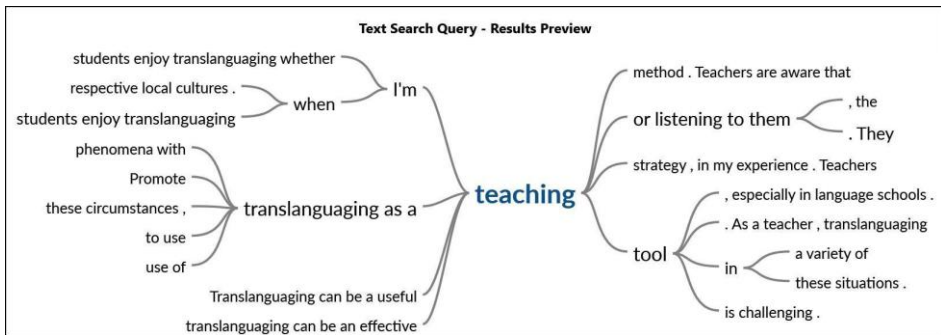


Figure 5: Word tree of the thematic code “Teaching”

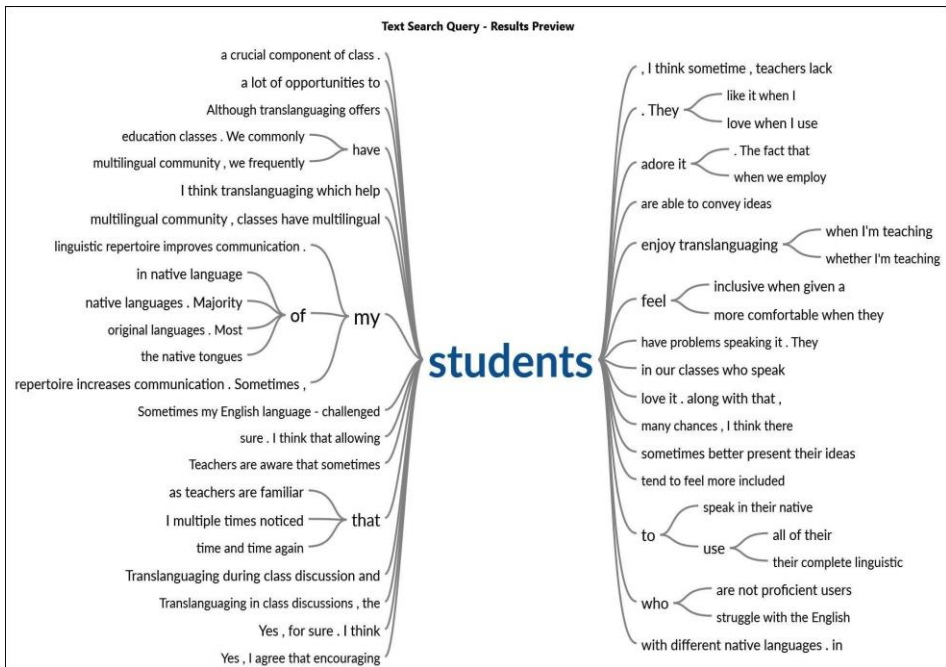


Figure 6: Word tree of the thematic code “students”

Figures 5 and 6 represent the thematic codes of teachers and students. While discussing translanguaging, teachers shared that sometimes language practitioners dwindle while representing ideas in English. The reason sometimes is the lack of vocabulary in English that leads to the utilization of linguistic repertoire from the native language of the teachers. Liu and Fang (2020) investigate the utilization and comparability between the theory and practice of the translanguaging approach in teaching. Moreover, teachers observed an enhancement in the communication potential of students who are allowed to practice translanguaging in classes. While answering the close-ended research questions, students also shared that they feel inclusive in the classrooms when allowed to use their native language. Some students shared that they feel more confident speaking in their native language.

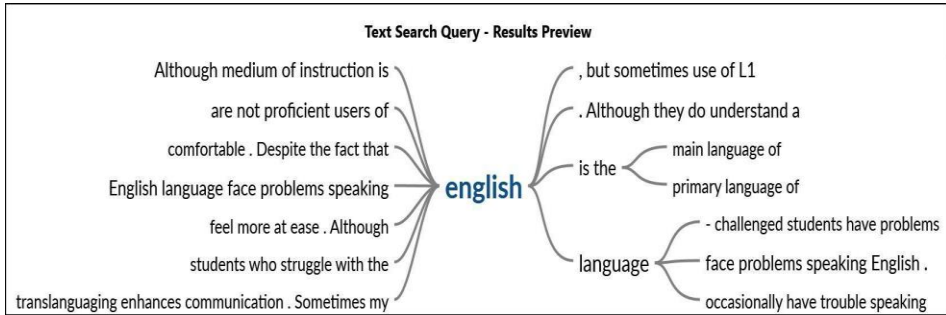


Figure 7: Word tree of the thematic code “English”

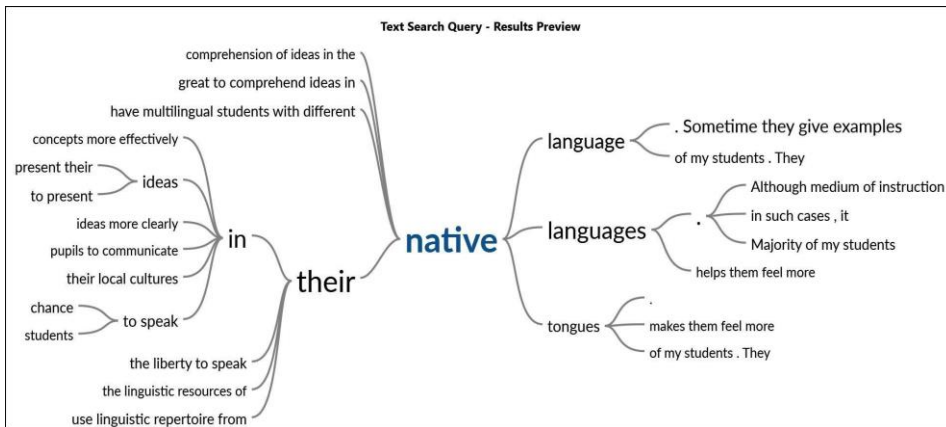


Figure 8: Word tree of the thematic code “Native language”.

Figures 7 and 8 show word trees of thematic codes "English" and "native language". Mukhopadhyay (2020) conducted an exploratory study to observe the impact of translanguaging in teaching at primary schools. Language teachers shared that the practice of translanguaging not only improves the communication potential of the students but also develops a

comprehensive environment for learners in classes. Moreover, peers love to endorse the languages and cultures of their multilingual class fellows. However, when teachers were asked about the limitations of translanguaging, they shared that lack of resources is one of the fundamental limitations of practicing translanguaging in Pakistan's higher education system.

The thematic analysis results revealed that language practitioners showcased positive sentiments towards translanguaging as a tool for pedagogy. Thematic analysis conducted in this study followed the framework of (Braun & Clark, 2006). The current research followed coding, themes, and reporting themes as stated by a thematic analysis model. A study by Khairunnisa and Lukmana (2020) in Indonesia revealed a positive attitude of EFL teachers towards translanguaging.

Discussion

In Pakistan's Higher Education System, universities follow English as MOI (medium of instruction). However, English is L2 or L3 for most students in these universities. The scenario of Pakistan restricts students from using their L1 in their classrooms and formal settings. Higher Education's urge to practice the English language pertains to many challenges. One of the significant challenges students with less fluency in English face is the restrictions of presenting their ideas clearly due to their restricted linguistic repertoire of English.

Due to globalization, migration is prevalent in all regions of Earth. Mobility increases the complexity of language practices in Higher Education classrooms (Li, 2018). Students from diverse areas of the country fail to clearly state their ideas in the classroom due to linguistic restrictions. Their native languages are not kept into consideration, and only standard languages have been emphasized. Students stated that classes not only lack an inclusive learning environment but also fail to nurture a constructive relationship with their teachers. The current research is an attempt to implicate ways in which language teaching and learning can be improved by utilizing translanguaging as a pedagogical tool.

The analysis revealed that the mean result appears to be 2.025 on average, implying that participants agreed with the idea that translanguaging can play a significant role when used as a tool for teaching activities. The quantitative data suggested that students had a favorable attitude regarding the use of translanguaging as a pedagogical tool. The results of the thematic analysis suggested that language practitioners had favorable attitudes towards translanguaging as a pedagogical tool. Furthermore, the

findings suggested that, in the early stages of regional and national language preservation, translanguaging can be a useful mediating technique.

Talking about the role of translingual teaching for ESL learners, Lukmana (2020) asserted that translingualism carries the potential to boost the communication potential of students in classrooms. In the current research, language teachers implicated that by incorporating translingual practices, classroom environments may foster learning. Furthermore, teachers also stated that in a bilingual and multilingual setting, maintaining a sense of social equality among different speakers is crucial for inclusivity. In their study, García and Lin (2017) highlighted the urge to utilize the notion of translingual practices in bilingual classroom settings.

Opportunities Translanguaging Provides in Language Education

The current research paper draws upon three main research questions. The central core of this research is an attempt to highlight the features, influences, and opportunities that translanguaging can provide in the Higher Education System of Pakistan, where English is the primary language. In a study, Liu and Fang (2020) asserted the importance and positive attitude towards translanguaging in language teaching. The study stated that students with the freedom to express themselves in their native tongue and the primary language perform better and provide more real-life examples.

- **Enhances communication potential**

In his research analysis, Yilmaz (2021) asserted that the languages of students who have been recognized as minority groups in society are often limited. These students belong to different ethnic and linguistic groups. Students from minority groups may feel marginalized in class and this may prevail a sense of social inequality among peers in the classrooms. To minimize the repercussions of existing issues, Garcia and Lin (2017) highlighted the use of translingual pedagogy in diverse classes. Due to this discrimination, students fail to develop communication potential. In countries Like Pakistan, these situations are prevalent. Punjabi, Saraiki, Pushto, and Urdu is the native language of the majority of the student body in Pakistan. Addressing the issue in interviews, teachers emphasized that, particularly at the beginner level, language teachers should give their students the freedom to express themselves in the language they feel

comfortable in. This practice enhances communication potential and confidence among students in classroom situations.

- **Elevates inclusiveness among peers in the classroom**

In their investigation, Leonet et al. (2017) studied the challenges minority groups of language face in schools. These minority groups include immigrants and students from faraway countries who get admission to universities in metropolitan cities. The situation that draws out is equivalent to cultural shock for them. The study by Omidire (2020) suggests that to make such students feel inclusive, language practitioners should give them the liberty to share their ideas and cultures in the language of their preference. The only criterion is that of mutual intelligibility of that language among peers. Promoting translingual pedagogy and peer practice also gives rise to cultural responsiveness among students. Communicative response increases when students share their narratives and enhances the acceptance of other languages and cultural norms. In classrooms, translanguaging can serve as a culturally responsive technique to teach students from multilingual backgrounds.

- **Promotes acceptance of other cultures and languages**

Agnihotri (2014) revealed that translanguaging is one of the fundamental tools to promote cultural harmony among peers in a classroom. In their interviews, teachers also suggested that there exists language-specific jargon. In a language education class, students should be free to share their beliefs, ideology, identity, and norms associated with their languages. These practices promote inclusiveness and endorsements among students, and they learn to respect cultures associated with their peers. Blackledge and Creese (2017) researched migration discourse and the role of mobility in promoting translanguaging. Translanguaging pedagogy can help new students to communicate and utilize linguistics resources from their own cultures and hosts' language choices. The translingual practice gives rise to cultural inclusiveness and minimizes discriminatory sentiment among classroom peers.

- **Aids to solve comprehension issues among ESL students**

To help students with comprehension and learning problems in ESL and EFL classrooms, translanguaging proves to be very substantial (Khairunnisa and Lukmana, 2020). Teachers who provide students the liberty to express their ideas using translingual practices receive more appreciation. This is so because students feel they encounter fewer

comprehension and understanding challenges when the instruction code is based on a translanguing approach. For ESL students, teachers can provide parallel examples from students' cultures and languages for better understanding, particularly at the initial stages of learning.

In a study, Wei (2014) observes multilingual interactions among Chinese students. The students belong to minority groups and use translanguing practices in their activities in complementary schools. The study highlighted how practicing translanguaging could benefit from using multiple communication channels for better understanding. It also helps solve comprehension ties when students cannot acknowledge some ideas in English; switching to their L1 can be fruitful.

- **Translingual pedagogy can stimulate metalinguistics awareness**

In a study based on translanguing pedagogy, Vaish (2019) investigated how translanguaging helps bilingual students increase metalinguistics awareness. Teachers and students can benefit from translanguaging practices and pedagogies to stimulate metalinguistics. Students can better understand ideas, orthography, coherence, cohesion, grammar, and punctuation by receiving instructions from translanguing teaching. In the initial stages, the comprehension rate and students' ability to analyze increase as they know what can be possible errors in their text and how they can make corrections to it.

In a study on metalinguistic awareness, Altman et al. (2018) conducted a systematic analysis to evaluate the role of translanguaging in metalinguistic awareness. When students receive instructions in L1 or L2, there is a high degree of understanding. Examples from their real-life and L1 enable students to draw parallel rules and compare and contrast linguistics repertoire, leading to better performance, especially in language teaching classrooms. Translanguaging pedagogy implicates a better understanding of lexical, phonological, morphological, syntactical, and semantic. Students can generalize and compare linguistics data from their L1 and perform better in the targeted language.

Limitations of translanguing in higher education

Talking about the Limitations of translanguing practices, teachers shared that there can be multiple reasons behind these constraints. For example, in his research, Omidire (2020) describes that the lack of required educational resources can be a challenge or limitation for translanguaging.

Along with that, in higher education, teachers lack time. Therefore, the time constraint on practicing translinguaging to its fullest is challenging.

- **Lack of teachers training in practicing translanguaging**

In a study, kano (2012) described pedagogical practices in Japanese classrooms. The researcher emphasized teacher training for successful pedagogical methods. During their interviews, many teachers suggested that without proper teacher training, the phenomenon of translinguaging might not apply. William (2006) highlighted the importance of teachers in practicing and mediating between language choices. Hence, one of the crucial challenges the translanguaging approach as a tool for pedagogy faces is the lack of training sessions in Pakistan.

- **Time constraints in Higher Education classes**

Practicing translanguaging pedagogy may take more time in lesson plans and delivery, especially if teachers lack the training to implement it in classes. In Higher Education, the weekly class schedules require a lot of teacher input. Salmerón (2022) carried out a research investigation by focusing on writing pedagogy among elementary-level students and the implication of translinguaging in this practice. Students tend to process a lot of information they receive. If both teachers and students are unaware of translanguaging teaching, its use, purpose, and articulation in natural teaching flow, there is a high chance of a time management crisis. This challenge can be encountered in the short time of class lessons, a pre-planned strategy, and assigning specific time to each activity.

- **Wide range of L1 in multilingual classes**

In Pakistan, a wide range of languages are observable. Moreover, speakers of different languages study in Higher Education and belong to different localities and ethnicities of the country. Having this, multilingualism itself serves as a challenge for translinguaging. Sometimes, students of more than one native language study together and lack mutual intelligibility among peers. In such scenarios, teachers must restrict themselves to the primary languages, i.e., English. However the Urdu language is known as *Lingua Franca* in the country, but some other languages restrict and challenge the application of translinguaging as a pedagogical tool in Pakistan.

Implications of Translanguaging on Higher Education in Pakistan

Pakistan is a multilingual country with a different linguistic repertoire in different provinces of Pakistan. Cenoz (2017) studied translanguaging from an international perspective and stated that applying translanguaging provides mediation. Translanguaging serves as a mediator among native languages of speakers, second languages, and foreign languages. It opens ways for cultural responsiveness among peers and promotes inclusiveness in educational institutions. Cultural endorsement promotes harmony and eliminates discriminatory sentiments and language-based derogations. Carstens (2016) highlighted the role of L1 in learning L2 by using translanguaging teaching methods. Furthermore, translanguaging pedagogy can potentially increase students' academic performance due to L1 practices in classrooms.

On the way forward to preserve the national languages of Pakistan, the study further implicates policymakers to investigate the complex language situations of the country extensively. The utility and promotion of translanguaging as a pedagogical instrument may also strengthen the importance of national languages in youths' minds. The role of translanguaging pedagogy is crucial as it assists in building meanings related to the subject matter and enhances cultural knowledge among students (Carroll & Sambolín, 2016). To test the validity of the proposed research and instruments, the survey and interviews, along with the study's purpose, have been shared with language teachers for approval of existing phenomena. The study may also suggest a positive outgrowth of the linguistic repertoire of the national language, which is considerably lacking among students due to the negligible behaviors of language regulatory authorities.

In their study on educational settings, Creese and Blackledge (2015) describe the role of translanguaging in constructing identity. The communications patterns in higher education with a high degree of mobility are complex. Due to these multilingual interactions, embedding translanguaging pedagogy can play a constructive role in identity and ethnic constructions. Moreover, the study suggests that the application of translanguaging as a tool for pedagogy is still possible in a country like Pakistan. The research may indicate that language practitioners, education policymakers, and linguists analyze the linguistic situation on a core basis. Using the English language at a higher level may endanger Pakistan's many local, provincial, and regional languages. The prevalent lexical loss in L1s of Pakistani students is still controllable if students get the leverage

to practice their L1 in academics where possible. The research may implicate that initiating the permission of translanguaging pedagogy on official levels can serve as the first step toward preserving Pakistani languages under threat of near endangerment.

Conclusion

This research aims to investigate translanguaging in the Higher Education System of Pakistan. For this purpose, the study conducted close-ended questionnaires and semi-structured interviews with students and teachers in Higher Education. This study employs a sequential explanatory approach. To begin, the information was gathered by quantitative methods, such as closed-ended surveys. Following the questionnaires, semi-structured interviews were conducted to conduct an in-depth investigation of the translanguaging pedagogies. A close-ended questionnaire was used to collect data from 50 participants from the student body. There were 12 research statements in this questionnaire. Furthermore, semi-structured interviews were used to interview 22 language teachers and experts. The data were analyzed using Braun and Clarke's (2006) thematic coding model. The study followed William's (2006) theoretical framework on translanguaging pedagogies. The current research further analyzed the data using the NVivo 12 plus corpus tool. Using the statistical formula for computing mean, the mean analysis of respondents' data was gathered into a numerical number. The mean result of 12 statements appears to be 2.025 on average. According to the findings, participants agreed with the idea that translanguaging can play a significant role when used as a tool for teaching activities. According to the findings of the thematic analysis, language professionals expressed support for translanguaging as a pedagogical tool. The qualitative and quantitative investigation results revealed a positive attitude of language practitioners, language teachers, and students towards translanguaging. The results were presented in three levels in synchronization with the research questions. First, the results showed that teachers attributed specific opportunities to translanguaging teachings, which are fundamentally practical and adaptable. These include the way translanguaging contributes to enhancing the communication potential, cultural endorsement towards minority groups, confidence in students from diverse backgrounds, and promotion of regional languages. In terms of limitations, the research investigated the lack of teacher training and time in class discussions. These limitations in the Higher Education System of Pakistan lead to a lack of student assessment strategies, curriculum design, and language policing in classrooms. Finally, the study implies that language policymakers and educators

should consider translanguaging teaching as a mediator between English and our regional or provincial languages.

Future Implications

The current research is an attempt to explore the role of translanguaging as a pedagogical tool in the Higher Education System of Pakistan. Pakistan is home to diverse speech communities that gives rise to complex linguistics underpinnings. A major challenge is to foster an inclusive learning environment for students belonging to diverse multilingual areas. This study implies that by utilizing translanguaging in classes, language teachers may enhance communication potential, confidence, and inclusivity in their classrooms. However, many areas of translanguaging lack research in Pakistan. The current investigation may serve as a gateway to exhibit more insightful research in the area of translanguaging. It implicates the aspects of language policing on a regional and provincial level for a better implementation of translanguaging as a pedagogical tool. Future researchers can carry out longitudinal research to observe the impact of translanguaging on the student's behavior in classrooms. Furthermore, researchers may also work in collaboration with language policy-makers to implicate ways in which Pakistani languages (regional, provincial, and indigenous) can be fostered to reduce the risks of language endangerment in the coming times.

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Appendix A

Dear participants,

This questionnaire is designed to observe the role of translanguaging as a pedagogical tool. Translanguaging means a multilingual student can use all of their linguistic repertoires from one or more languages to discuss things in classroom situations. The research investigates the opportunities and challenges translanguaging provides students in Higher Education in Pakistan. It's a humble request to fill out this survey. Your data will be kept confidential and used for research purposes only. Thank you very much for your participation.

Demographics

Gender

Male	Female	Other
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Age

Below 18	18-25	25-32	Above 32
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Close-ended questionnaire

1=Strongly agree, 2=Agree, 3=Neutral, 4=Disagree, 5=Strongly disagree

No.	Question
1	My institution promotes the use of the English language in classrooms.

- 2 Students are not promoted to speak their native languages.
 - 3 Classroom lessons should be bilingual between L1 and L2.
 - 4 Teachers should encourage the use of native languages or at least Pakistani Lingua Franca: Urdu if students feel comfortable in their native language.
 - 5 Translanguaging can be used as a useful pedagogical tool in higher education.
 - 6 I have observed an increase in communication potential when allowed to practice translanguaging.
 - 7 I feel more inclusive in the classroom when given a chance to speak in both English and my native language (translanguaging).
 - 8 Teachers should promote translanguaging practices in class discussions and lessons.
 - 9 Translingual pedagogy can enhance communicative responses among peers.
 - 10 I love to participate in something about my local culture in my native language.
 - 11 Translanguaging can help to bridge the gap as our Pakistani languages are not promoted at higher levels of education.
 - 12 Education policy should include our provincial and regional languages along with English. Translanguaging is an excellent mediation in this regard.
-

Interview script

No. Interview Questions

- 1 Do you think students in the classrooms should be allowed to use their L1 and L2 (English)?
 - 2 What are your perceptions about Translanguaging as a pedagogical tool?
-

- 3 Do you think Translanguaging increases communication potential? If yes, please explain how?
 - 4 In what ways can translanguaging serve as an effective pedagogical tool?
 - 5 Did you ever notice that Students feel more inclusive when speaking their native language during class discussions?
 - 6 Do you as a teacher aspire to promote Translanguaging? Please explain why.
 - 7 What do you think can be some Limitations of translanguaging?
-



The Contagious Impact of Unemployment: A Psychosocial Examen of Mohsin Hamid's *Moth Smoke*

Almas Rani ^{1*}

Abstract

This paper explores the impact of unemployment on Hamid's novel "Moth Smoke," specifically focusing on how it affects the protagonist's psychological well-being and life. The analysis draws on the Social Impact Theory, which elucidates how others shape an individual's mental perceptions and subsequently influence their social interactions. Unemployment leads to various societal pressures, instigates anxiety, and generates a sense of unease, which detrimentally influences the individual's ability to make sound decisions. Moreover, the connection between low socioeconomic status and deteriorating mental health is well-established, resulting in financial turmoil, diminished self-esteem, and a downward shift in social standing. The study underscores the adverse ramifications of unemployment on Pakistani youth, encompassing a range of issues such as lawlessness, criminal activities, burglaries, homicides, depression, compromised self-esteem, involvement in illicit drug trade, moral decline, stress, and an upsurge in sexual proclivities. This portrayal sheds light on the somber repercussions of unemployment on the younger generation within Pakistani society. Consequently, the main objective of this research is to spotlight the pervasive issue of unemployment globally, as well as the severe aftermath it engenders, including increased lawlessness, transgressions, criminal activities, depression, diminished self-esteem, illicit drug trade, moral decay, stress, and heightened sexual interests.

Keywords: Social influence, psychoanalysis, unemployment, crime, exploitation, self-destruction.

Introduction

Hamid is a British-Pakistani contemporary novelist renowned for his literary fiction. He has been celebrated for his straightforward perspectives

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on arts, politics, literature, and, more recently, Pakistan's internal divisions. In recognition of this, he was named one of Foreign Policy magazine's 100 Leading Global Thinkers in 2013. Among his works of fiction, 'Moth Smoke' stands out as Hamid's (2000) debut novel. This book was shortlisted for the PEN/Hemingway Award and was subsequently adapted into a television mini-series in Pakistan, as well as an operetta in Italy.

Adding to its accolades, 'Moth Smoke' was designated a Notable Book of the Year by The New York Times in 2000, the same year it was published. The novel quickly gained popularity among both Pakistani and Indian readers, solidifying its place as a noteworthy contribution to South Asian literature.

In 'Moth Smoke,' Hamid (2000) strives to portray contemporary Pakistan, highlighting its complex social issues, which are far more nuanced and intricate than the Western world's idealized perception of South Asia. Through the story of a young banker, Daru, who grapples with marijuana addiction and is burdened by economic turmoil, cultural clashes, and religious pressures, the novel delves into the idea that these pressures strip away his sense of self and compel him to conform. This internal conflict eventually leads to the protagonist's tragic downfall. Psychologically, Daru's behaviors and his descent into a criminal world are a consequence of the influences exerted by his surroundings and the societal context in which he exists (Collins, 1981).

As American poet David Antin suggests, an individual's identity is a tapestry woven from their past, present, and future experiences. He eloquently puts it, 'The self is an oral society in which the present is constantly engaged in a dialogue with the past and the future within a single skin.' (Antin) This paper, however, takes a unique approach by exploring the devastating impact of unemployment on an individual's psyche through the lens of Social Impact Theory, as conceptualized by Bibb Latané. (Latane 343) This perspective may offer valuable insights for future researchers seeking to expand upon this framework and address the potential limitations of this study.

Research Questions

The current study formulated the following research questions:

1. How does the protagonist's psychological well-being in Mohsin Hamid's novel "Moth Smoke" evolve in response to the experience of unemployment, and how is this evolution influenced by societal pressures, anxiety, and a sense of unease?

2. What are the specific mechanisms through which unemployment leads to a decline in socioeconomic status in "Moth Smoke," resulting in financial turmoil, diminished self-esteem, and a downward shift in social standing, and how do these factors collectively contribute to the deterioration of the character's mental health?

Literature Review

Saba Pirzadeh's article, titled 'Postcolonial Development, Socio-Ecological Degradation, and Slow Violence in Pakistani Fiction,' delves into the themes of lawlessness and violence in Hamid's (2000) 'Moth Smoke' and Uzma Aslam Khan's 'Trespassing.' Pirzadeh argues that these Pakistani authors utilize the creative power of fiction to illuminate the presence and consequences of slow violence on individuals' social, physical, and psychological well-being, as well as on the natural environment within their fictional works (Simatei, 2005).

In the article 'Psychoanalysis and Transformation of Heroes in Hamid's Novels: 'Moth Smoke' and 'The Reluctant Fundamentalist',' the protagonists of both novels by Hamid are subjected to a comprehensive analysis. The focus here extends to the profound inner responses of Daru and Changez resulting from various incidents they encounter. Through a detailed textual examination, the author contends that Daru undergoes psychological turmoil due to the socio-economic desolation he experiences.

Authors, Awan and Raza (2016), in their work titled 'The Effects of Marxism on Characters in Hamid's Novel: 'Moth Smoke' and Zulfiqar Ghous's Novel: 'Murder of Aziz Khan',' explore the exploitative impact of Marxism on the characters in 'Moth Smoke' and 'The Murder of The Aziz Khan.' This analysis sheds light on the detrimental socio-political issues and the futile struggles of working-class individuals for survival (Awan & Parveen, 2018).

The article 'Identifying the Effect of Unemployment on Crime' primarily aims to establish an empirical link between unemployment and crime. The study utilizes data from U.S. employees to unveil demographic and economic factors contributing to the rise in property crime rates within the state (Raphael & Winter-Ebmer, 2001).

In the piece 'Friendship and Money in Hamid's Moth Smoke,' the focus is

on the asymmetrical power dynamic between two male best friends who reunite after a prolonged separation, only to find themselves divided by differing social statuses: one in the higher echelons, the other in the lower. Their enduring friendship deteriorates due to class disparities, leading to a 'catastrophic collapse' and eventual estrangement (Kowal, 2017).

'Sex, Drugs, and Deception' asserts that the depicted literature challenges the notion of a redemptive character in 'Moth Smoke.' Instead, the reality portrayed is more relentless and harsher than dreams. Hamid attempts to capture the predicament of underdeveloped countries like Pakistan. In essence, the piece suggests that, in 'Moth Smoke,' reality proves to be even more brutal than any dream. The protagonist becomes a victim of numerous immoral acts and crimes while simply striving for survival. This unrelenting pursuit drives him into unlawful realms, ultimately leaving him isolated and burdened with guilt and shame, imprisoned among 'many shadows.' Differing from the other analyses, my research seeks to explore how one's mind becomes susceptible to evil and immorality under the dominant influence of various external factors, particularly unemployment and economic downturn (Null & Alfred, 2003).

Research Methodology

This research paper employs a qualitative approach, primarily focusing on a psychosocial perspective. The chosen method for analysis is the "one-in-question" technique, which is applied to Hamid's (2000) novel, "Moth Smoke" – the central primary source of this study. The research process involves multiple readings of the text to ensure a deep comprehension, a comprehensive textual analysis, and an examination of secondary sources. These secondary sources encompass pertinent books, academic articles from reputable sources, as well as various peer reviews published in international magazines and newspapers.

The primary goal of this paper is to shed light on the protagonist's distressing journey during a period of unemployment, achieved through in-depth characterization. To achieve this, the paper utilizes the Social Impact Theory, as presented by Bibb Latane in 1981. By employing this theory, the study aims to underscore the profound impact of joblessness, leading to societal issues such as lawlessness, misdemeanors, transgressions, and immorality.

In contrast, the paper also proposes potential solutions to address these challenges. These solutions encompass creating more suitable job

opportunities, establishing a transparent and fair employee selection process, and promoting equitable wealth distribution within society. Through these insights, the paper seeks to captivate readers' attention to the pressing concern of unemployment and its far-reaching negative consequences.

Theoretical Framework

Earlier, in the late 18th and early 19th centuries, philosopher Hegel (1770-1831) introduced the idea that society plays a crucial role in shaping an individual's mind. This concept led to the notion of a "collective consciousness," where various societal forces exert their influence. The origins of social psychology can be attributed to Australia and Germany, which fostered its development. Notably, Lewin et al. (1939) are widely recognized as the "proponents of social psychology" due to their groundbreaking research. These social scientists emphasized that an individual's behavior is influenced both by their personality and the social environment they are in. Moreover, he highlighted that social factors often hold more sway than individual personality traits.

Lombroso (1911) further explored the impact of societal factors, confirming that frustration can lead to criminal behavior. Injustices and inequalities within a society can alienate disadvantaged youth who lack social connections, political influence, and access to resources. This can drive them to resort to unethical or criminal activities like drug use and robbery, akin to Daru's response to unemployment. Lombroso (1911), a prominent figure in late 19th-century Italian criminology, introduced the concept of "born criminals," asserting that some individuals are predisposed to criminal behavior due to physiological differences. His primary aim was to disentangle an individual's actions from their social context.

Allport (1924) contributed to the field by highlighting that social behavior arises from interactions between individuals. He defined social psychology as the study of how an individual's behavior influences others and vice versa.

American psychologist Latane (1996), drawing on the work of Sedikides, and Jackson (1990), formulated the Social Impact Theory, which examines how individuals and events impact each other. This theory emphasizes that social influence brings about changes in attitudes, behaviors, and actions. The theory's main focus is "Social Influence," intersecting closely with social thinking and behavior. It asserts that personal traits and social

situations synergistically shape behavior. Similar to physical forces acting on objects, social forces stemming from the presence of others influence individuals in their surroundings. The theory predicts that conformity increases with the strength of the source, immediacy of the event, and the number of influential sources within a group (Haney et al., 1973).

This analogy is akin to lighting up a dark room with multiple light bulbs: the closer and more numerous the bulbs, the brighter the room. In a similar vein, unwelcome events, such as unemployment, can exponentially impact an individual's life, leading to mental decline and psychological scars. This conceptual framework elucidates how a person's beliefs and judgments influence their choices.

Specifically examining Darashikoh Shezad's case, we observe his choices and decisions devolving into immorality and crime due to the influence of unemployment. This study comprises two sections: the first delves into the adverse effects of job loss and prolonged unemployment on an individual's physical and mental well-being. The second section scrutinizes how these somatic and psychological challenges drive Daru, the central figure, toward a world of crime, immorality, and eventual self-destruction.

Epidemiological studies establish a significant link between unemployment and psychological stress, particularly among individuals experiencing prolonged joblessness. The state of unemployment alone can induce considerable stress, resulting in various physiological changes. An American study notes an increase in the stress hormone cortisol within the first year of unemployment. With prolonged joblessness, cortisol levels continue to rise.

The social causation principle posits that lower socioeconomic status can impair brain function. Perry (1996), in *The Journal of Primary Prevention*, explains that individuals from lower social classes endure higher psychological stress and fewer societal rewards, which can manifest as psychological disorders (Perry, 1996). Lack of income amplifies stress, potentially leading to various stressors like criminal behavior. Economic disparities heighten the risk of mental health issues, forming a linear correlation between psychological distress and social class.

Data Analysis

Hamid's pen is quite fluent in social fiction, portraying the societal climax in Britian-Pakistani context. *Moth Smoke* is one of those novels that reveal

peculiarly Lahore of the 1990s through the story of a marijuana addict criminal ex-banker. Luckily from early childhood, the protagonist, Daru, has been bestowed by an intelligent brain that helps him get good grades at school level. Despite being a part of a struggling lower-middle-class family, he has been fortunate enough to study in a high-cost and renowned institution in the city with his wealthy friend Aurangzeb (Ozi). More than that, he remains quite famous among his rich school fellows. But this granted luxury does not last for long. Soon, his best friend Ozi and a few other friends go abroad for higher studies, and he is left in Pakistan to get an education from some ordinary government institution.

Regardless of being sharp in studies, he, unfortunately, could not get a foreign degree in Business Administration because of low socioeconomic status and limited resources. This disparity of opportunity buds a seed of an inferiority complex in Daru from an early age. His insecurity gets mounted on the arrival of his childhood friend and rival, Ozi, who is not only blessed with desired foreign education but a beautiful wife and a son this time. But it is well-known that misfortunes never come singly. To add to his complex, he got fired from his workplace simply because of the lame accusation of misbehavior by a feudal landlord. This inferiority complex causes corruption, social, religious, moral, and sexual corruption in the character of less fortunate Daru.

As money speaks louder than anything else in societies like Pakistan, a moneyless person is considered inequitable to demand and get his basic rights. Under a group method research project on long-term unemployed Australians, an employee under Commonwealth Employment Service (CES) shared his experience of being demoralized and disrespected by CES staff, but no official took notice of ill-treatment. He says, "There are many horrible people in there, they bully you, and you can't afford to say anything to them." Without any warning or notice, Daru is ejected from his workplace. As Bank Manager is senior to him in the social hierarchy, he has the rightful authority to exclude him from work to please a wealthy and resourceful 'rural landlord with half a million U.S. in his account (and) a seat in Provincial Assembly' (Hamid, 2000, P. 20).

Daru undergoes a critical scheme of unpleasant events and consequently alchemizes into a pitiable non-heroic man. Individual accounts of the devastating micro-level impact that unemployment left on day to day living of Daru cannot be ignored. In the case of this dismissed banker, the personal and social costs of joblessness include intense economic

hardship, debt, housing stress, boredom, mental breakdown, stigma, elevated social isolation, ill health, and crime. The human body works like a machine; it stays useful until and unless it remains working. While motionlessly sitting idle contaminates the human capacity to think and perform productively, eventually making him a living dead.

When Daru is out of the blue gets fired from the bank, he cannot make any sense of what has been happening to him from the beginning of the day as he woke up late, ran short of petrol in the car and reached late in the office. He felt very embarrassed and did not have the power to confront anyone in the bank or answer Manucci, his servant in home. In a monologue, he says, "...I'm going to my room, shutting the door, locking it, pulling the curtains, taking off my clothes, crawling under the sheets, and curling up in the dark dark dark" (Hamid, 2000, P.25). Here, the three times iteration of the word 'dark' indicates his desire for social isolation. As in darkness, there is less visual stimulus, which allows concentrating better plus dim light activates circadian rhythms in the brain, disruption of which could instantly cause many other immediate psychological and behavioral changes in him. It is universally accepted that unemployment is not an independent entity. A bulk of scholarly research depicts that unemployed people are more likely to through lower level of psychological well-being in comparison to the employed peers. Especially, unexpected and involuntary unemployment takes more tolls on mental health with other psychological disorders like anxiety, depression and harmful behaviors like violence and aggression. This interdependency again highlights a question of causality as great studies suggest that those unluckily at the bottom of the socioeconomic ladder have more risk of being dismissed from a job and have less chance of finding a reasonable new job than those with higher social status.

To add to his frustration, Daru lacks everything, which his wealthy friend Ozi has; wealth, a beautiful wife, lush lifestyle, admirable social status, friends, foreign education, a well-paid job, a resourceful father and a Pajero. Above all, now he lacks the hope to get this grandeur someday due to lost source of income. So, his inferiority complex becomes improbable after job loss, he has no money to pay bills, afford air-conditioner, electricity, servant, and food. He starts running short of petrol in his old model Suzuki. He has been socially degraded to the status of his employee, Manucci as he says, "...No more tissues. No more meat. Soon no more toilet paper, no more shampoo, no more deodorant. It'll be rock salt, soap and a lota for me, like it is for Manucci." (Hamid, 2000, p. 138) It is expressed rightly in this quotation that, 'You don't live when you are unemployed—you exist' (Jackson & Crooks, 1993). Slowly, because of

hopelessness, the happiness start disappearing from his life and the picture of life becomes colorless and dull in the end.

In summer, the extensive use of air conditioning among the elite and the scorching heat bore by the poor gives a sense of acute social dissimilarity that produces frustration in the deprived ones as the rich masterfully control their environment and leave hot toxic air behind for the poor to inhale. Reference to this famous air conditioning chapter is necessary as 'it was more important to Darashikoh Shezad, for it took his mother from him and propelled him inexorably toward a life of crime.' (Hamid, 2000, p.131) With unequal energy consumption, social discrimination, and ecological damage, Daru's partisanship causes disappointment and resentment.

A poverty-stricken man, in search of money approaches his M.A pass friend 'remorselessly large' Murad Badshah, presently a rickshaw driver. Ironically, even after successfully passing the degree in English Literature, he is compelled to sweat in rickshaw stands and wander on roads daily to earn his living in small chunks of currency instead of a well-paid job. The reason behind his joblessness is similar to that he is a member of the poor family like Daru, who cannot pay the heavy bribe to get appointed for the job. "Indeed, nothing made Murad Badshah happier than the distress of the rich," (Hamid, 2000, p.128) So, he reacts intensely by indulging in many crimes; drug dealing, robbery and murder when he feels that he has not attained his basic rights yet. He used to get satisfaction by looting and harming the wealthy people. It is his way of dealing with poverty. Gradually, Daru also gives himself up to the abhorrent activity of drug dealing. He cannot discriminate between the binaries of good and bad, right and wrong, moral and immoral, and, legal and illegal. He impulsively loses his original identity. As Hamid (2000) gives an insight to the character, "He, a man who hated guns, came to accept that he would have to use one." (p.134) He whose hands trembled on being insulted at workplace, he who was frightened enough to establish eye contact with his colleagues, he who was reluctant to justify them that it was not his mistake, to our surprise changes before our eyes, he begins to follow the dirty footsteps of Murad Badshah merely for the timid ray of hope, that he will earn some money. His hash clients have been Raider, the younger banking and business community', and Shuja. Deep down he still wants to stand on his feet, to have a decent job and income free from bribery. But now he has understood and believed that, "... you get no respect unless you have cash." (Hamid, 2000, p. 138)

This shows that the interconnectivity of human actions with his immediate

community resembles the fabric arts where each string of a thread is tightly stitched to make a useful, well-knitted piece of cloth and one inappropriate string can diminish the entire fineness of it (Khan et al., 2022). Similarly, human identity is total sum of his actions, choices and the exerting coercive forces of society. In this delicate situation too, one single mishap or mistake sadly becomes the cause of other countless trials that can infect the calmness and classiness of life (Williams et al., 1995).

His blind inclination towards the world of crime after being unemployed sends him to jail as he murders a kid, robs a boutique with his partner Murad Badshah, keeps illegal guns, and involves in an extra-marital affair with Ozi's wife, Mumtaz. His tragedy revolves around the orbit of 'unemployment and aimlessness'. The words of wisdom by Okonkwo's so called unsuccessful and lazy father, Unoka are noteworthy in this regard. He said, "It is more difficult and more bitter when a man fails 'alone'." (Achebe, 1958) as in the beginning, we find twenty-nine-year-old "ruggedly handsome" Daru sitting in lock-up, lonely waiting for the proclamation of his punishment.

Conclusion

This research asserts that an individual's personality is shaped by societal influences. The central character, Darashikoh Shezad, a banker, experiences a sequence of events where he loses his job, develops feelings for his best friend's wife, and becomes entangled in a life of criminal activities including drug dealing, murder, and robbery. As his resentment towards society grows, he gradually loses command over his life. Unknowingly, his mind absorbs the impact of his surroundings.

Evidently, he faces a multitude of hardships akin to a series of pebbles obstructing his path – unemployment, corruption, poverty, lawlessness, and injustice. These adversities collectively leave him in a state of helplessness, akin to being wounded and bleeding, eventually leading him into the confines of prison. The narrative introduces him to us while he is incarcerated, in the opening chapter.

The title of the novel itself holds symbolism; 'Moth' refers to a fragile insect drawn to artificial light sources such as candles. It incessantly orbits the light, risking its life until it's consumed by the ambiguous emptiness of smoke when burnt. Daru, in his relentless pursuit of a higher social status and the luxuries exemplified by Ozi, inadvertently destroys his own life. Strangely, he appears unwilling to harm himself despite all indications to the contrary.

Through multiple perspectives and detailed descriptive passages, the author vividly delineates the character of a despondent, unemployed young man from the middle class. The narrative predominantly revolves around themes of passion, rivalry, adultery, desperation, materialism, corruption, and social class disparities – encapsulating the emotions and conflicts simmering within the youth of Pakistan. Darashikoh's journey is a product of successive hardships and deprivations. In the words of Albert Einstein, "Weakness of attitude becomes weakness of character." It's safe to say that his fragile and feeble response to joblessness and other societal pressures underpins his self-destructive spiral and tragic downfall. Had he displayed more resilience during this testing period, the outcome might have been decidedly different.

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Transitivity Analysis of the Sustainable Development Goals (SDGs) of United Nations (UN)

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Abstract

This study develops on the concept of Ecolinguistics addressing the issues of environment and human beings and their interactional impact through language. The Systemic Functional Linguistics (Halliday, 1994) approach has been applied to inquire about the transitivity aspects in the language used in documenting the history of the Sustainable Development Goals of the United Nations. Any phenomenon investigated from the standpoint of what it means – everything is considered as a piece of information. The view is that language is actively creating reality by shaping involvement and transforming our perceptions into significances. With the help of transitivity involving six processes, participants, and circumstances. The analysis of the United Nations' Sustainable Development Goals (SDGs), documented in the Column called "History", shall be conducted to examine the ecological perspective as employed in their goals' target achievement, considering the intricate relationship between language, environment, and those who utilize them (*That Distant Land*, n.d.)

Keywords: Ecolinguistics, Systemic Functional Linguistics, appraisal, language, ecology.

Introduction

Living in a world that is frequently changing needs an awareness of environmental change and the adverse effects of human activity on it. Environmental issues result from the mistreatment of nature. However, significant action must be taken using the resources and solutions to tackle these crises. One such avenue for bridging language and the environment is Ecolinguistics, which may pave the way for a more environmentally sound future. The development and promotion of language and ecology can help ensure human life on Earth (Ali, 2019) as it is the most critical issue to protect and nourish the environment (Adedun, n.d.).

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Ecolinguistics is the inter-discipline of linguistics and ecology. It has consequently become the subject of study, as stated by Yina Wu, who claims that ecology has developed into “the core issue of the 21st century.” (Wu, 2018). According to Dash, who supports this viewpoint, “the world is facing an alarming crisis that threatens the survival of the human species on Earth,” Ecolinguistics is extremely important in the twenty-first century (2019.1). He continues, "Connecting nature and people is the only answer to these global challenges" (Adedun, n.d.).

Dash (2019) also tries to establish Eco linguistics as the science of the twenty-first century. The first to stress the importance of linguistic and ecological studies of language was Einar Haugen in 1972. His viewpoints on ecology helped to establish the field of Ecolinguistics in the 1990. In 1972, he was the first to define language ecology as investigating interactions between a specific language and its surroundings. He provides a window into the relationship between a linguistic and its surroundings in “The Ecology of Language.” He asserted that language is a part of a wider ecosystem that includes individuals, societies, social forces, and the natural environment. These elements act together and shape one another at various levels (LeVasseur, 2015). He asserts that linguistic only lives in the minds of those who use it and that it simply serves to connect the people who use it to nature and one another (Wu, 2018).

The study of a connection between organic things, such as mankind and their natural environment, is known as ecology. Ecology aims to comprehend the crucial relationship between plants and animals and their surroundings (Halliday, 1994). Eco linguistics examines the harmony among the language, people, culture, and environment. It examines literature about environmental or ecological issues and explores language ecology.

One of the most important founders and influencers of eco linguistics is Arran Stibbe. He is the forum's organizer for language and ecology. According to (LeVasseur, 2015), ecolinguistics is the study of “language interaction and diversity, studies of signposts, analysis of writings that happen to be about the environment.” Therefore, ensuring environmental sustainability and taking an ecological perspective is part of the area of eco linguistics (Dash, 2019). In this sense, ecolinguistics has two objectives. First, it seeks to create linguistic theories that view people as components of society and broader ecosystems upon which existence depends. Second, linguistics can be important for addressing environmental challenges such as environmental justice, biodiversity, and climate change (Dash, 2019). It

examines any connection between ecology and language and nurtures their growth.

Language is critical in how humans connect with other living things and the environment, according to Arran Stibbe. Language may affect how people perceive the world, or more specifically, it can motivate people to preserve or destroy the ecology on which their survival depends (Stibbe, 2015).

According to Stibbe (2015), ecolinguistics “questions the tales that undermine linguistic diversity and lead to ecological catastrophe”. He continues that they offer positive alternate stories that we live by. Because it emphasizes the ecological perspective, sustainable advancement for a greener world, language ecology, and peaceful cohabitation of all organisms, it varies from other areas of linguistics. It examines language texts or communications concerning ecological viewpoints, resources, and sources, such as advertisements, environmental concerns, climate change, (un)sustainable development, ecological discourse, and ecosystems. Its a form of significant discourse analysis that is interdisciplinary. It is twenty-first-century linguistics. It offers a framework, resources, and methods that no other branch of linguistics has ever provided.

Generally, linguistics offers procedures, methods, and tools to examine texts, occasions, situations, or events from a particular angle or view. It indicates that ecolinguistics aims to give resources and methods for researching ecolinguistic subjects. “Investigates the role of language in the development and possible solutions of ecological and environmental problems,” according to Alwin Fill, is a comparatively new discipline of linguistics (Ong’onda, 2016). It indicates that ecolinguistic analysis examines environmental discourses critically. Fill examines the vocabulary used, how ideas are communicated, and how those communications affect the environment. Additionally, language can cause the extinction of species, the afforestation of deserts, and the desertification of forests. According to Fill, ecolinguistics investigates how language contributes to the emergence and potential resolution of ecological and environmental issues (Ali, 2019). According to ecolinguistics, people’s perspectives on culture, language, and the environment are shaped by the tales they experience. Language plays a key role in telling and retelling these tales.

Ecolinguistics promotes the concept of sustainability. It opposes actions that contribute to language endangerment, climate change, extinction of cultures and species, loss of biodiversity, global warming, loss of language,

environmental deterioration, and growth. It investigates the impact of language on long-term interactions between people and other living things, including the environment (Zuo, 2019). It blends ecology and language in this manner.

Stibbe claims that because ecolinguistics considers the entire world, it adds dimensions to research on language and globalization. He contends that developments in ecology of human, where associations across every kind of systems (including economic, religious, cultural, language, social systems, and ecosystems) are emphasized and examined, are the cause of the urgency of ecolinguistics at this stage in history (Stibbe, 2015).

The term “ecolinguistics” is defined precisely by British ecolinguists Alexander and Stibbe as “the study of the influence of the language on the life support relationship between humans, species, and the physical environment.” Ecolinguistics studies how linguistic shapes, preserves, affects or damages the interaction among people, other living things, and the environment (Zuo, 2019).

Stibbe (2015) categorizes analysis of ecological discourse into the following groups of three: Beneficial discourse, like the poems of the natural world, Destructive discourse, and Ambivalent discourse. The evaluation is based on ecolinguistics. In other words, ecolinguistics is more than ecology of language or the interpretation of certain texts that happen to deal with environmental issues or ecological problems. In the view of Yina Wu, it should contain an ecological study of all discourses and be an ecological evaluation of all of the discourses (Wu, 2018).

The primary objective of the study is to deal with SFL, as a critical approach to ecolinguistics with a focus on transitivity, which is a fundamental part of SFL. The researcher attempts to demonstrate its use. The researcher tries to make other researchers aware of the need of incorporating environmental awareness at the social and individual levels.

This paper specifically undertakes a transitivity analysis of the "History" document of Sustainability Development Goals (SDGs). It helps in examining the linguistics patterns and choices employed in documenting the subsequent developmental information and performance and shaping the narrative of global sustainable development. Transitivity analysis is a linguistic tool (Halliday, 1980) that focuses on processes and participants analysis in the text. The finding will assist in deeper understanding of the narrative building of the SDGs, shedding light on the key stakeholders, power dynamics, and the overall framing of sustainable development in the document.

Research Questions

The current study addresses the following research questions:

1. What are the transitivity patterns used in the History document of SDGs?
2. How do the processes of the transitivity system express the concern of environment in the “History” text of SDGs?
3. How can an ecolinguistic analysis of the SDGs text contribute to improving the effectiveness and communication of sustainable development policies and initiatives?

Literature Review

Several approaches and areas of study have been referred to as ecolinguistics. It includes the studies of diversity of language and communication, research on endangered languages or dialects, studies of outdoor signpost discourse, and analyses of writings about the environment or environment related topics, such as eco-tourism, natural resources, energy, animals, or climate change.

Stibbe explains this variety of viewpoints by linking each of these viewpoints to various interpretations of the word and notion of "ecology." According to him, the definition of *linguistics* of ecolinguistics is “the application of techniques of linguistic analysis to uncover the tales we live by, opening them to scrutiny and challenge from an ecological viewpoint” (Wu, 2018, p.2).

Muhlhausler is credited with helping to create what Steffensen and Fill refer to as the eco-critical approach in the ecolinguistics. This method combines a critique of linguistic activities that harm the environment with an examination of the ecology of language (Steffensen & Fill, 2014). To solve the pressing issues of the twenty-first century, we require linguistics, a field that can investigate the part language plays in “exposing unsustainability and encouraging sustainable discourses.”

An article by renowned linguist Halliday (1990) titled as “New Ways of Meaning”, Ecolinguistics took a crucial turn with the Challenge to applied linguistics publication. First, by addressing the question, “Do language patterns affect the survival and well-being of the human species as well as other species on Earth?” he helped the field of ecolinguistics to develop. Then, in another work he delivered at the World Conference of Applied

Linguistics, Halliday established the initial link between biological, ecological, economic, and environmental concerns and language. His second article was then included in two significant ecolinguistics books: Fill and Muhlhauser's (2001), *The Ecolinguistics Reader: Language, Ecology and Environment*, and *Thirty Years of Linguistic Evolution: Studies in Honour of Rene Driven*, edited by Dutz (1992). Halliday takes into account not only the mental environment but also the physical, natural, and social environments. In his opinion, "language is simultaneously a component of reality, a shaper of reality, and a metaphor for reality" (cited in Adedun, p. 4). He observes that the earth's assets are not limited. He continues that humans might certainly deplete them. Halliday explores ideas from his systemic functional language in this section of his ecology of language that is most linguistically focused (SFL). He asserts that the prevailing method of creation in society has an unavoidable impact on the lexicogrammatically choice from his dialectical perspective of society and language.

The United Nations Conference on Human Environment, held in June 1972 in Stockholm, said in its 19th principle that nations and states should incorporate environmental topics into the curriculum to establish the framework for future generations for protecting and improving the environment. In 1975, a global symposium in Belgrade looked into the complicated and continuously shifting relationships between individuals and the natural world, with the hope that (EE) Environmental Education would address challenges of the environment and provide new approaches to evade their emergence. The multinational Conference of Tbilisi in 1977 decided that EE is crucial for finding comprehensive and long-lasting solutions to problems of the environment (Mileš & Larouz, 2018). Among other things, these symposiums and conferences highlight the significance of ecolinguistics and EE.

The work done by 'Hallidayan tradition,' the researchers who created Halliday's views, seeks to "create an understanding of linguistic anthropocentrism" (Le Vasseur, 2014, p. 3) that denotes human connection with other beings and that it lets humans to consider themselves as the Centre of the universe. Consequently, they can lead the fortune of other beings.

According to Zuo (2019), Halliday portrays linguistic as a crucial component of both societies and the living system. The importance of linguistic in both preserving the environment and causing it to deteriorate is stressed by Halliday. Furthering his point, he adds that language is how people interpret their experiences and recognize the environment Humans'

actions and words are influenced by their interactions with one another, other species in the environment, and nature in general (Haugen, 1966; Zuo, 2019)

According to Halliday, the ideational, textual, and interpersonal metafunctions of language are the three main ones. The ideational function of language is the way of expressing the ideas and the sharing of knowledge. Transitivity and ergativity are the two systems involved in this function. Finally, language takes on a discourse or text-like quality in the textual function, and this discourse or text is then awaited to have relationships with other texts—those that came before and after it—and with the situational context. Thematic structure (rheme and theme) and information structure are two categories of textual function (given and new). Eventually, social relationships are created and maintained through interpersonal functions. This process incorporates the modality of residue and mood (Bustam & Rayhan, 2012).

Three Meta- functions of language Halliday &Matthiessen's (2014)

Table 1: Three Meta- functions of language Halliday &Matthiessen's (2014)

Meta-function	Definition	Corresponding Status in a clause
Experiential	Introducing human experience	Clause as representation
Interpersonal	Enactment of personal and social relationship	Clause as exchange
Textual	Arranging the discursive flow	Clause as message

Systemic Functional Linguistics (SFL) is a linguistic method of studying a linguistic that Halliday and his followers primarily created in the 1960s. It was based on the writings of various well-known linguists, including Malinowski and Firth (2001). It is a frequently utilized strategy, particularly in discourse analysis and language teaching (Abdulrahman Almurashi, 2016). It emphasizes language's function since, as a methodology, it focuses primarily on language use. SFG, or systemic functional grammar, focuses on meaning (or function), whereas TGG, or transformational generative grammar, is more concerned with form. Language is a tool for communicating and sharing thoughts and experiences between individuals. According to Halliday (Halliday, 1994), a language is understood as a classification of meanings accompanied by a form through which meanings can be recognized. This statement explains how these meanings are understood (Ong'onda, 2016). These

linguists are interested in connecting the diverse linguistic patterns and structures to the purpose's language provides and the social contexts in which it is employed (Zuo, 2019) SFL contends that language use results from choice and that decision is motivated by meaning. The speaker or writer's choice determines the meaning associated with a given text.

According to Van Dijk, systemic functional grammar (SFG) is a method for comprehending written texts. The words chose to describe the action, the speaker, or the subject and object being spoken about are employed to create meaning rather than solely relying on grammatical rules (Ong'onda, 2016). It is renowned for its use in various disciplines, including history, computational linguistics, literary texts, media discourse, and translation. Mathiessen (2012) claims that researchers are continually uncovering new fields of use. He also says that it can be used in a wide variety of sectors. According to Almurashi, "it is thought to be a significant force in the field of linguistics" and "it is a powerful tradition in linguistic studies" (Almurashi, 2016). It illustrates the direction of linguistics research. It offers a novel functionalism value and is a helpful mean for people who want to examine texts (Almurashi, 2016). According to Halliday and Mathiessen, SFL concentrates on creating meaning. It is both a concept and an analytical framework. According to Cordeiro (2018), SFL has evolved quickly as text analysis grammar between the 1990s and early 2000s, becoming "one that would make it possible to express meaningful and valuable things about text, spoken or written in modern English" (p.4). SFL explores how lexis and grammatical resources generate and trade meanings. Language is a collection of systems that gives people that use it, unlimited ways to create meaning. It is important to note that numerous linguists, including Robert Martin (Martin & White, 2005; 1950; Ruqaiya Hasan (Ali, 2019; 1977; Bloor and Bloor 2004, 2013; Fontaine (2014); Eggins (Clutterbuck, 2013); and Thompson, 2014), have made contributions to the development of SFL.

In another study, Janjua (2022) explored the role of literature in the area of Eco poetry addressing environmental issues and fostering awareness and consciousness about them. The poem "I am Afraid of Muslims" written by Waqas Khwaja, a Pakistani English poet, has been analyzed in detail by identifying the roles and processes in the first step and elaborating the central theme in expressing environmental values and giving voice to nature.

Recently Zahoor and Janjua (2020) pointed out the inclusion of content based on raising the environmental awareness as a global issue. The textbooks were analyzed using Halliday's transitivity analysis and Gaard's

eco-pedagogical framework. The research concluded that the content is more anthropocentric than eco-pedagogic and hence needs revision to focus on the later perspective as per the current environmental concerns.

According to Ali et. al. (2019), an ecolinguistic perspective has been used in advertorials related to Covid-19 hence the scarcity of research is a limitation. However, using meta-functions of Halliday's SFL were analyzed in ten selected websites on Covid-19 advertorials. The study revealed that the language used in these advertorials is a source of creating fear and xenophobia writing the ecosystem.

An important and most recent contribution (Cheng, 2022) is the “New Developments of Ecological Discourse Analysis” is an authentic mention to introduce Ecological Discourse Analysis (EDA). This has an underline concept of Hallidayan approach and incorporates the principles of ecosophy, particularly “Diversity and Harmony, Interaction and Co-existence”. The book discusses in detail the existing framework of Systemic Functional Linguistics by including the all four levels (experiential, interpersonal, textual, and logical metafunctions) with the lens of ecological perspective. The book also addresses mood system, transitivity system, and appraisal system diverse theoretical systems with reference to EDA and is named as ecological grammar. It is a very significant asset for analyzing and comprehending language use with reference to ecological concerns and demonstrate a practical application of EDA (Cheng, 2022). However, as a novice researcher, this paper is only identifying the Transitivity system and is making an effort to interpret the language use in SDGs with reference to ecological concern.

These are good references for this research study supporting the author's viewpoint to examine how language plays a crucial role in manipulating people's minds and manifesting inside thoughts and projects in the environment as real ghosts.

Methodology

In order to explore the relationship between environmental issues and language, a qualitative research method is utilized in this study. Focusing on the framework of Systemic Functional Linguistics (SFL), the analysis is centered around clauses, allowing for an in-depth examination of various linguistic elements, patterns, and perspectives in the selected text. This approach ensures that the intricate and subtle links between ecolinguistics and ecology are effectively studied and understood. The unit of analysis in the SFL framework is a clause instead of a sentence. A clause is a

grammatical form comprising a finite verb (verb that has a tense), as opposed to nonfinite verb structures like gerunds and infinitives.

Halliday develops an old theory of transitivity in his approach to systemic functional grammar (SFG), but it differs from it in one way: it does not matter if the verb takes (or does not take) a direct object (Bustam, 2011). Language describes the patterns of how people see the world in their ideational function and helps people create mental representations of reality to help them make sense of their experiences of what is happening both outside and inside of them. The term transitivity refers to this experientially reflective element of meaning (Hu & Jiang, 2000); mentioned in (Song, 2013). According to Halliday's theory, the clause's ideational function involves transitivity. The ideational function represents events, action, relations, processes of consciousness. He continues that the transitivity is a grammatical framework that manages several types of processes present in structures and language. It consolidates the worldly experience into a collection of processes that are manageable (Zuo, 2019).

Transitivity is made up of three parts: the process, the participants, and the conditions. It (transitivity) is concerned with the clause, and inside the clause, with the process. The verb that is in the clause is the process on its own, as it determines the process type's class and information about the event or action that the subject performs (Maulia et al.,2014). This means the process is the fundamental idea behind every clause. According to Bloor and Bloor (2004), the verb or verbal group that expresses process is the main verb in a clause, followed by the noun group or noun phrase that expresses participant, and the prepositional phrases, adverb, and adverbial group that express circumstance. The transitivity process, as defined by Halliday, has three components.

Table 2: Halliday & Matthiessen's (2014) Group and Phrases of Experiential Functions

Type of element	Typically realized by
Process	Referred by Verbal group
Participant	Referred by Nominal group
Circumstance	Adverbial group or prepositional phrase

First, the process on its own, which is the kind of state or event that is being discussed. Second, process participants are the individuals or objects that are involved in the process, such as the Identifier, Actor, Goal, sensor,

Sayer, Behavior, Value, and Token. Each procedure involves numerous partakers, whom pronouns and nominal groups identify. Thirdly, events pertain to the process and describe where, when, why and how it occurs (Ong'onda, 2016), among other details. Adverbial and prepositional phrases help describe the conditions. There are a total of six different categories of processes: relational, material, verbal, existential, and mental. The table shown below is of the procedures that Halliday (1994) presented.

Table 3: Verbal group and it's types

Process Type	Category Meaning	Participants
Material Action Event	Doing, happening, Kick, run, repair, send	Actor Goal
Behavioral	Behaving	Behaver
Mental Perception Affection Cognition	Sensing, seeing, feeling, Thinking, See, hear, know	Sensor, Phenomenon
Verbal	Saying, say, tell, Warn, argue, ask	Sayer Target
Relational	Being, attributing, identifying, Be , have ,become	Carrier, value, token, Identified, identifier, Attribute
Existential	Existing	Existence

The transitivity system can successfully examine sentences by assisting users in recognizing and encoding their world experiences. According to Halliday, the clause serves as a reflection of the processes. He further says that it is the most vital grammatical element because it allows language users to construct a “mental picture of reality” and “to make sense of their experience of what transpires around them and inside them” (Halliday, 1985, p.101).

Sample: The researcher selected SDGs to analyze how United Nations is putting efforts to create an ecosystem.

Why SDGs: Around the world, many countries are members of the UN sustainable agenda. Previous researchers analyzed advertorials, textbooks, literary pieces so this paper is focusing the agenda which is actually trying to address the issue of global nature and at global level. The reason to select it is so that ecology will be observed as how to deal with it in a better way

and evaluation will help to see the positive and negative impact of these agendas.

How? There are 20 total sentences in documenting the performance to register that the efforts are in action. This paper will evaluate and discuss the aspect of ecology in it.

Data Analysis

Sustainable Development Goals is the division operated by the United Nations. It aims to provide substantive support and capacity-building for the goals to address the related thematic issues including water, energy, climate, oceans, urbanization, transport, science, and technology.

In this paper, transitivity is applied as an analytical tool. The reason for applying transitivity as a tool is its significance in portraying the experiential domain of meaning. The analysis will help to answer the questions raise in this study in a logical and consequential manner. A very reliable tool developed by O'Donnell, named UAM Corpus Tool (O'Donnell, n.d.) setup is used to annotate the data correctly to avoid the objection of ambiguity in the identification of processes, participants and roles.

SDGs' Annotation/Text/Transitivity

```
<?xml version="1.0" encoding="UTF-8"?>
<document><header><textfile>Texts/Text-
1.txt</textfile><lang>english</lang></header>
<body><segment role="Root" features="ideational-unit"
id="1">History</segment>
```

1. <segment role="Root" features="ideational-unit;configuration;material;monotransitive" id="54"><segment role="Actor" features="ideational-unit;participant" id="41" parent="54">The 2030 Agenda for Sustainable Development</segment>, <segment role="Circumstance" features="ideational-unit;circumstance" id="45" parent="54"><segment role="Process" features="ideational-unit;process" id="9" parent="45">adopted</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="43" parent="45">by all United Nations Member States</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="44" parent="45">in 2015</segment></segment>, <segment role="Process" features="ideational-unit;process" id="19" parent="54">provides</segment><segment role="Goal" features="ideational-unit;participant" id="51" parent="54">a shared

blueprint for peace and prosperity for people and the planet</segment>, <segment role="Circumstance" features="ideational-unit;circumstance" id="33" parent="54">now</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="53" parent="54">and into</segment> the future.</segment>

In this first sentence, it is obvious that action is shown as materialized by asserting that all the members are united to do work for the betterment of this earth.

2. <segment role="Root" features="ideational-unit" id="104">At <segment role="PrepComp" features="ideational-unit" id="103" parent="104">its heart <segment role="Subj" features="ideational-unit" id="102" parent="103"><segment role="Process" features="ideational-unit;process" id="59" parent="102">are</segment><segment role="Attribute" features="ideational-unit;participant" id="101" parent="102">the 17 Sustainable Development Goals (SDGs), <segment role="Qualif" features="ideational-unit;configuration;relational;attributive" id="100" parent="101"><segment role="Carrier" features="ideational-unit;participant" id="91" parent="100">which</segment><segment role="Process" features="ideational-unit;process" id="70" parent="100">are</segment><segment role="Attribute" features="ideational-unit;participant" id="93" parent="100">an urgent call for action</segment><segment role="Complem" features="ideational-unit" id="99" parent="100">by <segment role="PrepComp" features="ideational-unit" id="98" parent="99">all countries <segment role="Qualif" features="ideational-unit" id="97" parent="98"><segment role="Conj1" features="ideational-unit;configuration;material;monotransitive" id="94" parent="97">-<segment role="Process" features="ideational-unit;process" id="1069" parent="94">developed and developing</segment></segment>- <segment role="Circumstance" features="ideational-unit;circumstance" id="96" parent="97">in a global partnership</segment>

In this 2nd sentence, a relational process is indicating that the 17 important agendas are in dire need of our attention and it must be followed by all participants.

3. <segment role="Root" features="ideational-unit;configuration;mental;mental-active" id="175"><segment role="Senser" features="ideational-unit;participant" id="150" parent="175">They</segment><segment role="Process" features="ideational-unit;process" id="106" parent="175">recognize</segment><segment role="Phenomenon" features="ideational-unit;participant" id="174" parent="175"></segment>

role="1" features="ideational-unit;configuration;material;monotransitive" id="163"
 parent="174">that <segment role="Process" features="ideational-unit;process" id="108" parent="163">ending</segment><segment role="Goal" features="ideational-unit;participant" id="152" parent="163">poverty and other deprivations</segment><segment role="Obl:Npmod" features="ideational-unit" id="156" parent="163"><segment role="PreMod" features="ideational-unit;configuration;material;intransitive" id="153" parent="156">must <segment role="Process" features="ideational-unit;process" id="114" parent="153">go</segment></segment> hand-in-hand</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="162" parent="163">with <segment role="PrepComp" features="ideational-unit" id="161" parent="162">strategies <segment role="Qualif" features="ideational-unit;configuration;material;ergative" id="160" parent="161"><segment role="Actor" features="ideational-unit;participant" id="157" parent="160">that</segment><segment role="Process" features="ideational-unit;process" id="123" parent="160">improve</segment><segment role="Goal" features="ideational-unit;participant" id="159" parent="160">health and education, reduce inequality</segment></segment></segment></segment></segment>, <segment role="2" features="ideational-unit;configuration;material;monotransitive" id="173" parent="174">and <segment role="Process" features="ideational-unit;process" id="132" parent="173">spur</segment><segment role="Goal" features="ideational-unit;participant" id="172" parent="173">economic growth - all <segment role="Circumstance" features="ideational-unit;circumstance" id="171" parent="172"><segment role="1" features="ideational-unit;configuration;material;monotransitive" id="166" parent="171">while <segment role="Process" features="ideational-unit;process" id="138" parent="166">tackling</segment><segment role="Goal" features="ideational-unit;participant" id="165" parent="166">climate change</segment></segment><segment role="2" features="ideational-unit;configuration;material;intransitive" id="170" parent="171">and <segment role="Process" features="ideational-unit;process" id="142" parent="170">working</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="169" parent="170">to <segment role="Process" features="ideational-unit;process" id="144" parent="169">preserve</segment><segment role="Goal" features="ideational-unit;participant" id="168" parent="169">our oceans and forests</segment>

Starting with the mental process to grip the attention of the readers making them understand that their mutual cooperation is required in saving earth

by presenting 6 material actions in one sentence to expedite the earth's cure exhibiting their connection and dependence on one another.

4. <segment role="Root" features="ideational-unit;configuration;material;ergative" id="212"><segment role="Actor" features="ideational-unit;participant" id="199" parent="212">The SDGs</segment><segment role="Process" features="ideational-unit;process" id="178" parent="212">build</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="206" parent="212">on decades of work by countries and the UN</segment>, including the UN Department of Economic and Social Affairs •</segment>

In this, support system is shown with the help of material action.

5. <segment role="Root" features="ideational-unit" id="280">In <segment role="PrepComp" features="ideational-unit" id="279" parent="280">June 1992, at the Earth Summit in Rio de Janeiro, Brazil<segment role="Conj" features="ideational-unit" id="278" parent="279"><segment role="Conj1" features="ideational-unit" id="275" parent="278">, more than 178 countries <segment role="Qualif" features="ideational-unit" id="1071" parent="275"><segment role="1" features="ideational-unit;configuration;material;monotransitive" id="274" parent="1071"><segment role="Process" features="ideational-unit;process" id="232" parent="274">adopted</segment><segment role="Goal" features="ideational-unit;participant" id="273" parent="274">Agenda 21, <segment role="Appos" features="ideational-unit" id="272" parent="273">a comprehensive plan of action <segment role="Qualif" features="ideational-unit;configuration;material;ergative" id="271" parent="272">to <segment role="Process" features="ideational-unit;process" id="242" parent="271">build</segment><segment role="Goal" features="ideational-unit;participant" id="268" parent="271">a global partnership for sustainable development</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="270" parent="271">to <segment role="Process" features="ideational-unit;process" id="250" parent="270">improve</segment><segment role="Goal" features="ideational-unit;participant" id="269" parent="270">human lives</segment></segment></segment></segment></segment></segment></segment></segment> and <segment role="2" features="ideational-unit;configuration;material;monotransitive" id="277" parent="1071"><segment role="Process" features="ideational-unit;process" id="254" parent="277">protect</segment><segment role="Goal" features="ideational-unit;participant" id="276" parent="277">the environment</segment>

Previous support system is further elaborated the comprehensive plan of action again with material action using the verbs like ‘build’, ‘improve’, ‘protect’ the environment.

6. <segment role="Root" features="ideational-unit;configuration;material;monotransitive" id="312"><segment role="Actor" features="ideational-unit;participant" id="302" parent="312">Member States</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="283" parent="312">unanimously</segment><segment role="Process" features="ideational-unit;process" id="284" parent="312">adopted</segment><segment role="Goal" features="ideational-unit;participant" id="303" parent="312">the Millennium Declaration</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="305" parent="312">at the Millennium Summit</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="307" parent="312">in September 2000</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="309" parent="312">at UN Headquarters</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="311" parent="312">in New York</segment>.</segment>

It is obvious that majority of the verbs are material action processes to show the united behavior towards sustainable environment.

7. <segment role="Root" features="ideational-unit;configuration;material;intransitive" id="345"><segment role="Actor" features="ideational-unit;participant" id="335" parent="345">The Summit</segment><segment role="Process" features="ideational-unit;process" id="315" parent="345">led</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="341" parent="345">to the elaboration of eight Millennium Development Goals (MDGs)</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="344" parent="345">to <segment role="Process" features="ideational-unit;process" id="328" parent="344">reduce</segment><segment role="Goal" features="ideational-unit;participant" id="342" parent="344">extreme poverty</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="343" parent="344">by 2015</segment></segment>.</segment>

Emphasis has been given on the eradication of poverty. This can be seen by the material action process ‘led’ that The Summit led this goal in its extreme supervision and made it its priority.

8. <segment role="Root" features="ideational-unit;configuration;verbal;verbal-active" id="432"><segment role="Sayer" features="ideational-unit;participant" id="416" parent="432">The Johannesburg Declaration on Sustainable Development and the Plan of Implementation, <segment role="Qualif" features="ideational-unit;configuration;material;monotransitive" id="412" parent="416"><segment role="Process" features="ideational-unit;process" id="358" parent="412">adopted</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="411" parent="412">at the World Summit on Sustainable Development</segment></segment> in South Africa in 2002</segment>, <segment role="Process" features="ideational-unit;process" id="372" parent="432">reaffirmed</segment> the global community's commitments to poverty eradication and the environment<segment role="Conj" features="ideational-unit;configuration;material;ergative" id="431" parent="432">, and <segment role="Process" features="ideational-unit;process" id="386" parent="431">built</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="426" parent="431">on Agenda 21 and the Millennium Declaration</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="430" parent="431">by including more emphasis on multilateral partnerships</segment></segment>. •</segment> A verbal contract has been made by presenting a declaration that such measures will be taken to minimize the poverty.
9. <segment role="Root" features="ideational-unit;configuration;material;monotransitive" id="538"><segment role="Circumstance" features="ideational-unit;circumstance" id="513" parent="538">At the United Nations Conference on Sustainable Development (Rio+20) in Rio de Janeiro, Brazil,</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="515" parent="538">in June 2012</segment>, <segment role="Actor" features="ideational-unit;participant" id="516" parent="538">Member States</segment><segment role="Process" features="ideational-unit;process" id="459" parent="538">adopted</segment><segment role="Goal" features="ideational-unit;participant" id="537" parent="538">the outcome document <segment role="Appos" features="ideational-unit" id="536" parent="537">"The Future We <segment role="Appos" features="ideational-unit" id="535" parent="536">Want" <segment role="Qualif" features="ideational-unit;configuration;mental;mental-active" id="534" parent="535"><segment role="Circumstance" features="ideational-unit;circumstance" id="517" parent="534">in

which</segment><segment role="Senser" features="ideational-unit;participant" id="518" parent="534">they</segment><segment role="Process" features="ideational-unit;process" id="472" parent="534">decided</segment><segment role="Phenomenon" features="ideational-unit;participant" id="519" parent="534">, inter alia</segment><segment role="DObj" features="ideational-unit;configuration;material;monotransitive" id="533" parent="534">, to <segment role="Process" features="ideational-unit;process" id="478" parent="533">launch</segment><segment role="Goal" features="ideational-unit;participant" id="532" parent="533">a process <segment role="Qualif" features="ideational-unit;configuration;material;monotransitive" id="531" parent="532">to <segment role="Process" features="ideational-unit;process" id="482" parent="531">develop</segment><segment role="Goal" features="ideational-unit;participant" id="521" parent="531">a set of SDGs</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="530" parent="531"><segment role="1" features="ideational-unit;configuration;material;ergative" id="524" parent="530">to <segment role="Process" features="ideational-unit;process" id="488" parent="524">build</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="523" parent="524">upon the MDGs</segment></segment><segment role="2" features="ideational-unit;configuration;material;monotransitive" id="529" parent="530">and to <segment role="Process" features="ideational-unit;process" id="494" parent="529">establish</segment><segment role="Goal" features="ideational-unit;participant" id="526" parent="529">the UN High-level Political Forum</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="528" parent="529">on Sustainable Development</segment></segment></segment></segment></segment></segment></segment></segment></segment></segment></segment></segment>./segment>

Mental and material processes are used in combination to motivate the audience / readers and then present an action plan to build a sustainable environment that is nearly fatal.

10. <segment role="Root" features="ideational-unit;configuration;material;monotransitive" id="588"><segment role="Actor" features="ideational-unit;participant" id="573" parent="588">The Rio +20 outcome</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="544" parent="588">also</segment><segment role="Process" features="ideational-unit;process" id="545" parent="588">contained</segment><segment role="Goal" features="ideational-unit;participant" id="574" parent="588">other measures</segment><segment role="Circumstance"

features="ideational-unit;circumstance" id="587" parent="588">for
 <segment role="Process" features="ideational-unit;process" id="549"
 parent="587">implementing</segment><segment role="Goal"
features="ideational-unit;participant" id="586"
 parent="587">sustainable development, <segment role="Qualif"
features="ideational-unit" id="585" parent="586">including <segment
role="PrepComp" features="ideational-unit" id="584"
 parent="585">mandates <segment role="Qualif" features="ideational-
unit" id="583" parent="584">for <segment role="PrepComp"
features="ideational-unit" id="582" parent="583">future programmes
 <segment role="Qualif" features="ideational-unit" id="581"
 parent="582">of <segment role="PrepComp" features="ideational-unit"
 id="580" parent="581">work <segment role="Qualif"
features="ideational-unit" id="579" parent="580">in <segment
role="PrepComp" features="ideational-unit" id="578"
 parent="579">development financing, <segment role="Appos"
features="ideational-unit" id="577" parent="578">small island <segment
role="Qualif" features="ideational-
unit;configuration;material;monotransitive" id="576"
 parent="577"><segment role="Process" features="ideational-
unit;process" id="566" parent="576">developing</segment><segment
 role="Goal" features="ideational-unit;participant" id="575"
 parent="576">states and more</segment>

All the verbs are material showing that whatever the plans are made could be developed by following the plan laid out by the Summit.

11. <segment role="Root" features="ideational-
unit;configuration;material;monotransitive" id="622"><segment
 role="Circumstance" features="ideational-unit;circumstance" id="613"
 parent="622">In 2013</segment>, <segment role="Actor"
 features="ideational-unit;participant" id="614" parent="622">the
 General Assembly</segment><segment role="Process"
 features="ideational-unit;process" id="595"
 parent="622">set</segment> up <segment role="Goal"
features="ideational-unit;participant" id="621" parent="622">a 30-
 member Open <segment role="Qualif" features="ideational-
unit;configuration;material;monotransitive" id="620"
 parent="621"><segment role="Process" features="ideational-
unit;process" id="602" parent="620">Working</segment><segment
 role="Goal" features="ideational-unit;participant" id="603"
 parent="620">Group</segment><segment role="Circumstance"
features="ideational-unit;circumstance" id="619" parent="620">to
 <segment role="Process" features="ideational-unit;process" id="605"
 parent="619">develop</segment><segment role="Goal"

features="ideational-unit;participant" id="618" parent="619">a proposal on the SDGs</segment>

The past plans which were developed SDG asserted with the materialized action verbs ‘set’, and ‘working’ that actor is playing it role to achieve its goal.

12. <segment role="Root" features="ideational-unit;configuration;material;ergative" id="646"><segment role="Circumstance" features="ideational-unit;circumstance" id="641" parent="646">In January 2015</segment>, <segment role="Actor" features="ideational-unit;participant" id="642" parent="646">the General Assembly</segment><segment role="Process" features="ideational-unit;process" id="630" parent="646">began</segment><segment role="Goal" features="ideational-unit;participant" id="643" parent="646">the negotiation process</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="645" parent="646">on the post-2015 development agenda</segment>.</segment>

Even the plan which are not being achieved yet are shown materialized in the continuation process that the SDG is pursuing its goal.

13. <segment role="Root" features="ideational-unit" id="694">The process <segment role="Qualif" features="ideational-unit;configuration;material;ergative" id="685" parent="694"><segment role="Process" features="ideational-unit;process" id="649" parent="685">culminated</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="684" parent="685">in the subsequent adoption of the 2030 Agenda for Sustainable Development</segment></segment>, with 17 SDGs at its core, at the UN Sustainable Development Summit in September 2015.</segment>

Here again the action is shown as material while the agenda is just revised keeping 17 goals as target.

14. <segment role="Root" features="ideational-unit;configuration;relational;attributive" id="724">• 2015 <segment role="Process" features="ideational-unit;process" id="697" parent="724">was</segment><segment role="Attribute" features="ideational-unit;participant" id="723" parent="724">a landmark year for multilateralism and international policy shaping, with the adoption of several major agreements</segment>:</segment>

Acknowledging the significance of year 2015 by using relational process that many agreements were made and plans are in action.

15. <segment role="Root" features="ideational-unit;configuration;material;monotransitive" id="805"><segment role="Goal" features="ideational-unit;participant" id="797" parent="805">o <segment role="PrepComp" features="ideational-unit" id="796" parent="797">Sendai Framework for Disaster Risk Reduction (March 2015) o Addis Ababa Action Agenda on Financing for Development (July 2015) <segment role="Qualif" features="ideational-unit;configuration;material;monotransitive" id="790" parent="796">o <segment role="Process" features="ideational-unit;process" id="750" parent="790">Transforming</segment><segment role="Goal" features="ideational-unit;participant" id="789" parent="790">our world</segment></segment>: the 2030 Agenda for Sustainable Development with its 17 SDGs</segment></segment> was <segment role="Process" features="ideational-unit;process" id="765" parent="805">adopted</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="800" parent="805">at the UN Sustainable Development Summit</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="802" parent="805">in New York</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="804" parent="805">in September 2015</segment>.</segment><segment role="Root" features="ideational-unit" id="821">o Paris Agreement on Climate Change (December 2015) •</segment>

Repeatedly, UN Summit is revising and amending and developing plans to its members and all the population of earth that the environment could be protected and soon earth will be a peaceful place.

16. <segment role="Root" features="ideational-unit;configuration;material;intransitive" id="863"><segment role="Circumstance" features="ideational-unit;circumstance" id="822" parent="863">Now</segment>, <segment role="Actor" features="ideational-unit;participant" id="854" parent="863">the annual High-level Political Forum on Sustainable Development</segment><segment role="Process" features="ideational-unit;process" id="834" parent="863">serves</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="862" parent="863">as the central UN platform for the follow-up and review of the SDGs</segment>.</segment>

Use of material action sometimes in the form of actor and at other place giving importance to the goal, UN is trying to keep the members in its loop to be united and motivated.

17. <segment role="Root" features="ideational-unit" id="968"><segment role="Conj1" features="ideational-

unit;configuration;material;monotransitive id="948"
parent="968"><segment role="Actor" features="ideational-
unit;participant id="946" parent="948">Today, the Division for
Sustainable Development Goals (DSDG) in the United Nations
Department of Economic and Social Affairs
(UNDESA)</segment><segment role="Process" features="ideational-
unit;process id="888" parent="948">provides</segment><segment
role="Goal" features="ideational-**unit;participant** id="1073"
parent="948">substantive support and capacity-building for the
SDGs</segment></segment> and their related thematic issues, including
water, energy, climate, oceans, urbanization, transport, science and
technology, the Global Sustainable Development Report (GSDR),
partnerships and Small Island Developing States.</segment>

Near the end of the report again materialize action is highlighted by
addressing all the issues pressing the need for support to develop at high
speed.

18. <segment role="Root" features="ideational-
unit;configuration;material;monotransitive id="1010"><segment
role="Actor" features="ideational-**unit;participant** id="996"
parent="1010">DSDG</segment><segment role="Process"
features="ideational-**unit;process** id="970"
parent="1010">plays</segment><segment role="Goal"
features="ideational-**unit;participant** id="1009" parent="1010">a key
role in the evaluation of UN systemwide implementation of the 2030
Agenda and on advocacy and outreach activities <segment role="Qualif"
features="ideational-**unit;configuration;material;monotransitive**
id="1008" parent="1009"><segment role="Process" features="ideational-
unit;process id="991" parent="1008">relating</segment><segment
role="Circumstance" features="ideational-**unit;circumstance**
id="1007" parent="1008">to the SDGs</segment>

Once again SDG is in action (material process) in its new form DSDG and
is aspirant to monitor all activities closely.

19. <segment role="Root" features="ideational-
unit;configuration;material;intransitive id="1054"><segment
role="Circumstance" features="ideational-**unit;circumstance**
id="1044" parent="1054">In order to <segment role="Process"
features="ideational-**unit;process** id="1014"
parent="1044">make</segment><segment role="Goal"
features="ideational-**unit;participant** id="1042" parent="1044">the
2030 Agenda</segment> a reality</segment><segment role="Actor"
features="ideational-**unit;participant** id="1047" parent="1054">, broad
ownership of the SDGs</segment> must <segment role="Process"
features="ideational-**unit;process** id="1027"

parent="1054">translate</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="1051" parent="1054">into a strong commitment by all stakeholders</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="1053" parent="1054">to <segment role="Process" features="ideational-unit;process" id="1036" parent="1053">implement</segment><segment role="Goal" features="ideational-unit;participant" id="1052" parent="1053">the global goals</segment>

Again the promise (material process= make, translate, implement) has been made to work collectively for the better environment

20. <segment role="Root" features="ideational-unit;configuration;material;monotransitive" id="1067"><segment role="Actor" features="ideational-unit;participant" id="1063" parent="1067">DSDG</segment><segment role="Process" features="ideational-unit;process" id="1056" parent="1067">aims</segment><segment role="Goal" features="ideational-unit;configuration;material;monotransitive" id="1066" parent="1067">to <segment role="Process" features="ideational-unit;process" id="1058" parent="1066">help</segment><segment role="Goal" features="ideational-unit;configuration;material;monotransitive" id="1065" parent="1066"><segment role="Process" features="ideational-unit;process" id="1059" parent="1065">facilitate</segment><segment role="Goal" features="ideational-unit;participant" id="1064" parent="1065">this engagement</segment></segment></segment>.</segment></body>

‘Aims’, ‘help’, and ‘facilitate’ all material processes verbs are used to commit that SDG is in action to fulfill all the plans.

In the above code, there are eight actors as The 2030 Agenda for Sustainable Development, The Summit, DSDG, IT, The DSDGs, The General Assembly, The annual high-level Political Forum on Sustainable Development, The division for Sustainable Development Goals (DSDGs) in the United Nations Department of Economic and Social Affairs (UNDESA).

The material processes as identified are also 27 to initiate the discussion or presentation or accomplishment of the achieved targets as provides, led to plays, aims to help, build, set up, serves, provides.

However, it is obvious from the annotation that there are twenty-seven goals as a shared blueprint for peace and prosperity for people and the

planet, and 2015. In which we can see that the number of achieved target are very less.

Furthermore, look into the beneficiary as adopted by all nations members state by 2015, the elaboration of eight millennium development goals, a key role in the evaluation of UN, this engagement, by countries and the UN, a 30-members open working group, as the central UN platform are six beneficiaries.

We can find six scopes as mentioned in the history text. These are now and into the future, to reduce extreme poverty, system-wide implementation of the 2030 Agenda, on decades of work, to develop a proposal on SDGs, for the follow-up and review of the SDGs.

The mental processes have been shown. According to the text, there are two mental processes, as the history text is representing the active role of the DSDG in achieving sustainable environmental goals. In the mental process are involved sensors and the phenomenon. We can see sensor, mental processes and the phenomenon.

The sensors are at its heart are the 17 sustainable development goals (SDGs), which are two as “they”. There are two phenomena as for action by all countries, that ending poverty. There one can see two mental processes as an urgent call, and recognize.

In transitivity, as we know that there are two relational processes as attributive and identifying. Below is the table showing data relevant to the attributive relational processes. It involves carrier, relational attributive processes, and attribute.

There are two carriers as they recognize that ending poverty and other deprivations, broad ownership of the SDGs. There are also two relational attributive processes as are, and was translate into. Here two attributes are hand-in-hand with strategies, and a strong commitment by all.

The second relational process is that of identifier or token. The data related to identifying relational processes. It has an identifier, identifying relational process and identified/value columns. After analyzing the data with the help of this transitivity tool, below is the table showing the information relevant to the identifying relational process. There are three identifiers as at its heart, which, and 2015. The identifying relational processes as are, are, and was. Then there are identified/value as the 17 sustainable development goals (SDGs), an urgent call for action by all countries, and a landmark year for multilateralism and international policy shaping, with the adoption of several major agreements.

Discussion

Climate change is a major concern of today's world as the natural environment is deteriorating and the artificial steps and measurements taken by the agencies are not meeting the targets consequently danger of extinction, annihilation, and destruction are calling sane minds to take emergent actions. This call has been answered by the United Nations in the form of 17 Sustainable Development Goals. It is a movement started by United Nations to preserve the environment for future generations, and reduce the current speed of destruction.

In this paper, text based on the history (comprised of 608 words) presented by the United Nations on the website (<https://sdgs.un.org/goals>) has been taken to explore the ecolinguistics features with the help of the transitivity tool. This tool is effective to see the meaning with the help of grammatical analysis to see the various apparent and hidden perspectives in the discourse. By presenting the history, the material processes tell that the hidden agenda is to promote the division while apparently, they are trying to assert their active role in saving the environment. This can be obvious by seeing the goal column which only presents two goals. In response to eight actors, there are only two goals showing that many of the set targets are yet to achieve. However, attaching the beneficiary with the actor, a kind of manipulation is there to hide the critical situation in the form of delayed target achievement or very or no work initiated in the target domains.

The purpose of materializing the whole discourse in the representation of the history of the SDG is to show the action part and hide the outcome portion, which is very less or nil. Abstract items are difficult to understand so materialization is a good effort while composing this text to exhibit the active role of the actors and beneficiaries.

Next is the mental process showing sensor and phenomenon. However, the main purpose of the history is to demonstrate the performance so very less attention is paid on the mental processes. Here the fact is being ignored that if according to Guattari's mental ecology if the issue has been treated by addressing or highlighting mental process, the results can be more fruitful in term of sustainable environment and development. However, this aspect has been touched very little in just two clauses where stress has been given by using the words "urgent" and "recognize" showing the efficiency of the division of the sustainable development goals. Two relational processes have been shown as attributive and identified. Both are promising the fulfillment of the commitment to achieving these goals.

Conclusion

This paper demonstrates the value of transitivity analysis as a crucial tool for understanding and interpreting the intricacies of language, specifically focusing on the 17 Sustainable Development Goals (SDGs) that are started by United Nations. To contextualize these findings, it is essential to compare and contrast various approaches in ecolinguistics, namely the Haugenian tradition, the Halliday tradition, and biolinguistics. The Halliday tradition underlines the connection between language and environmental deterioration, highlighting how discourse can either mitigate or exacerbate ecological issues. On the other hand, biolinguistics focuses on the parallels between the loss of minority languages and biodiversity, emphasizing the importance of preserving linguistic diversity to maintain healthy ecosystems. Contrasting these two approaches, the Haugenian tradition delves into the broader ecology of language, encompassing society, nature, and human thought.

Systemic Functional Linguistics (SFL) serves as a unifying framework, linking these seemingly disparate schools of thought by treating language as a system of meaning profoundly influenced by context. This perspective acknowledges the interconnected nature of linguistic, social, and environmental phenomena, deeming it crucial to evaluate the connection between language use, promotion of environmental awareness, and preservation of linguistic diversity. Addressing the first research question, our study showcases how the transitivity system in the history of SDGs text conveys environmental concerns through various material processes such as providing, leading, and setting up, stressing the significance and urgency of addressing these issues.

Regarding the second research question, we highlight how participants within transitivity systems shed light on the SDGs' objectives, implementation, and evaluation, offering comprehensive insights into the UN's environmental commitments, actors' roles, and the progress made toward these goals. In response to the third research question, our analysis reveals the presence of multiple participant roles within the processes, underlining the importance of collaboration, shared efforts, and continuous evaluation for achieving sustainable development goals. Lastly, concerning the fourth research question, we observe the use of passive clauses to highlight achieved outcomes, implicitly emphasizing the collective efforts that contribute to realizing environmental objectives.

This study bridges interdisciplinary areas of social, economic, educational, and environmental aspects, underscoring the critical role that language plays in shaping our understanding of the world and our responsibilities

toward it. There are certain limitations while conducting this study. Mostly work is done in literature field and communication field is only media and newspapers. The discourse text selected in this study is very unique and relevant to the ecolinguistics perspective as the text is addressing all environmental and social issues to make the world a better place. This type of text is very challenging to analyze as mostly clause complex is used. However, the text is goal focused so is appropriate for this type of analysis. A recommendation after conducting this study is that there are total 17 goals so individual goals and their targets achievement and timeline should be analyzed to understand the narrative behind the language use in these types of text to weave new positive stories to live by.

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APPENDIX-I

Text: Sustainable Developmental Goals by United Nations

History

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

The SDGs build on decades of work by countries and the UN, including the UN Department of Economic and Social Affairs

- In June 1992, at the Earth Summit in Rio de Janeiro, Brazil, more than 178 countries adopted Agenda 21, a comprehensive plan of action to build a global partnership for sustainable development to improve human lives and protect the environment.
- Member States unanimously adopted the Millennium Declaration at the Millennium Summit in September 2000 at UN Headquarters in New York. The Summit led to the elaboration of eight Millennium Development Goals (MDGs) to reduce extreme poverty by 2015.
- The Johannesburg Declaration on Sustainable Development and the Plan of Implementation, adopted at the World Summit on Sustainable Development in South Africa in 2002, reaffirmed the global community's commitments to poverty eradication and the environment, and built on Agenda 21 and the Millennium Declaration by including more emphasis on multilateral partnerships.
- At the United Nations Conference on Sustainable Development (Rio+20) in Rio de Janeiro, Brazil, in June 2012, Member States adopted the outcome document "The Future We Want" in which they decided, inter alia, to launch a process to develop a set of SDGs to build upon the MDGs and to establish the UN High-level Political Forum on Sustainable Development. The Rio +20 outcome also contained other measures for implementing sustainable development, including mandates for future

programmes of work in development financing, small island developing states and more.

- In 2013, the General Assembly set up a 30-member Open Working Group to develop a proposal on the SDGs.
- In January 2015, the General Assembly began the negotiation process on the post-2015 development agenda. The process culminated in the subsequent adoption of the 2030 Agenda for Sustainable Development, with 17 SDGs at its core, at the UN Sustainable Development Summit in September 2015.
- 2015 was a landmark year for multilateralism and international policy shaping, with the adoption of several major agreements:
 - Sendai Framework for Disaster Risk Reduction (March 2015)
 - Addis Ababa Action Agenda on Financing for Development (July 2015)
 - Transforming our world: the 2030 Agenda for Sustainable Development with its 17 SDGs was adopted at the UN Sustainable Development Summit in New York in September 2015.
 - Paris Agreement on Climate Change (December 2015)
- Now, the annual High-level Political Forum on Sustainable Development serves as the central UN platform for the follow-up and review of the SDGs.

Today, the Division for Sustainable Development Goals (DSDG) in the United Nations Department of Economic and Social Affairs (UNDESA) provides substantive support and capacity-building for the SDGs and their related thematic issues, including water, energy, climate, oceans, urbanization, transport, science and technology, the Global Sustainable Development Report (GSDR), partnerships and Small Island Developing States. DSDG plays a key role in the evaluation of UN systemwide implementation of the 2030 Agenda and on advocacy and outreach activities relating to the SDGs. In order to make the 2030 Agenda a reality, broad ownership of the SDGs must translate into a strong commitment by all stakeholders to implement the global goals. DSDG aims to help facilitate this engagement.



The Role of Cartoons, Nursery Rhymes, and Adult-Child Conversations in Cultivating Multilingual Proficiency in Children: A Perspective from Pakistan

Maryam Tahir^{1*}

Abstract

The researcher opted to utilize cartoons and nursery rhymes as the focal point of this study. The theoretical framework employed includes Vivian Cook's theory of Universal Grammar (UG) support in Second Language Acquisition (SLA), as well as his Multi-Competence model, alongside Rod Ellis's model concerning the role of input in second language (L2) learning. The primary objective was to ascertain the influence of cartoons and nursery rhymes on the L2 acquisition of children. Employing a qualitative research approach, the researcher employed interview guides and conducted in-depth interviews to gather rich and detailed insights. The qualitative data collected was subsequently quantified and subjected to descriptive statistical analysis. Convenient sampling was utilized to select a group of 11 mothers of 5-year-old children residing in Nawab Town, Lahore, who participated in the study. As young children might not possess the capacity to provide extensive self-information, the mothers were interviewed to gain comprehensive information through their perspectives. The findings of the study indicate that cartoons and nursery rhymes indeed play a significant role in facilitating children's acquisition of their second language. These media also contribute to the assimilation of L2 culture, intertwined with the L2 learning process. Furthermore, the study reveals that exposure to cartoons and nursery rhymes can influence children's behavior, yielding both positive and negative impacts. The extent of these impacts is contingent upon the parenting style of the children's caregivers, whether they adopt a lenient or strict approach in handling their children's affairs.

Keywords: Cartoons and nursery rhymes, multilingual, L2 acquisition, second language acquisition, multi-competence model.

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Introduction

Multilingualism, as described by Myers-Scotton (2006), pertains to an individual's ability to speak two or more languages. Most of the the world's population is multilingual, with the foundation of this ability often laid at home. During childhood, a language is unconsciously acquired, commonly referred to as the mother tongue, first language, native language, or L1. Following the acquisition of the L1, a child typically proceeds to unconsciously acquire a second language, known as the L2. At a certain point, the child identifies themselves as multilingual.

The process of acquiring the L2, as outlined by Myers-Scotton, is influenced by a variety of factors. These factors encompass whether the child acquires the L2 through interactions with parents, siblings, peers, educational institutions, technology, media, and other means. In this study, the researcher's focus was on how children acquire their L2 through the utilization of cartoons and nursery rhymes. Occasionally, a child not only learns the L2 language but also absorbs the associated cultural nuances. This research delves into how a natural predisposition for language acquisition aids children in grasping both the L2 language and its cultural context through exposure to cartoons and nursery rhymes.

Cartoons and Rhymes in Vocabulary Learning

Dakin (1968) discusses the valuable role of rhymes and cartoons in aiding the acquisition of vocabulary, grammar, rhythm, and intonation in language learning. Dakin's work also presents an extensive compilation of rhymes and songs that significantly influence vocabulary and grammar acquisition. In a similar vein, Murphy (1990) underscores the significance of songs and rhymes in the context of learning a second language. He highlights that cartoons hold particular importance, especially for children, as they foster a fresh perspective and enhance their ability to explore the world.

Strachey (1950) delves into how poems and songs can be leveraged to augment learning skills and speech fluency. These creative forms also contribute to refining fundamental grammar rules and pronunciation. August, Carlo, Dressler, and Snow (2005) present the perspective that students who exhibit slower vocabulary acquisition in a second language perform comparatively well in relation to their peers. Undoubtedly, the importance of vocabulary acquisition in second language learning cannot be overlooked. Students who have been engaged with the English language for an extended duration may possess the ability to read and comprehend

simple texts, yet they often face challenges with more intricate materials. Additionally, they may lack the confidence to effectively utilize their vocabulary when communicating with non-native speakers.

Amidst the plethora of techniques and strategies for teaching and learning English vocabulary, the utilization of visual aids, particularly through films, videos, or photographs, emerges as one of the most potent and engaging methodologies.

Media Exposure and Children's Interaction

The linguistic input that children receive from exposure to media can contribute to their language development to some extent. A series of studies conducted by Roseberry, Hirsh-Pasek, and Golinkoff (2009) delved into the impact of videos on the language development of young children. The sample included 96 children aged 30 to 42 months. The initial study explored the potential of aiding children's vocabulary acquisition through a combination of social interaction and video exposure. The subsequent study investigated whether toddlers could acquire language solely from video content. The third study focused on whether children experienced genuine social connection similarly whether the experimenter was physically present or not. Roseberry et al. (2009) concluded that young children can primarily learn vocabulary through social interaction, while older children can also learn vocabulary from television independently.

Exposure to television language can lead to the growth of passive vocabularies, which can later become active through interactive experiences. Zimmerman, Christakis, and Meltzoff (2007a) conducted a study to examine the influence of media exposure on language development in young children. The age range of the participants was 8 to 24 months. After exposing children to one hour of educational programs like Baby Einstein or the Brainy Baby series per day, Zimmerman et al. (2007a) observed only marginal growth in vocabulary. In contrast, Linebarger and Walker (2005) found that while programs like Barney and the Teletubbies had a lesser impact on vocabulary acquisition compared to other educational shows like Blue's Clues and Dora the Explorer, they significantly improved language production.

Linebarger and Vaala (2010) explored the ways young children learn from media and investigated how screen media affects language development in children. Their study considered various factors, including child

characteristics, the nature of screen stimulation, and the environmental context in which screens are used. Zimmerman et al. (2009) suggested that listening primarily contributes to passive vocabulary growth—where words are understood but not yet used in speech. However, these passive vocabularies become active through interactions with others.

Preliminary studies indicate that infants imitate fewer actions from TV instructional programs compared to live adult demonstrations. Krcmar, Grela, and Lin (2007) studied the role of television in children's language acquisition and also explored the impact of adult interaction on language development while children watched live TV broadcasts. According to Krcmar et al. (2007), toddlers were more successful in learning new languages through live television programs compared to children's educational TV shows.

Parental involvement during media exposure plays a crucial role in children's language development. Bittman, Rutherford, and Brown (2011) highlighted that both parental participation and the child's media consumption contribute to creating an interactive context that allows children to apply new vocabulary in practical situations, thereby enhancing their language proficiency. However, this interactive aspect is limited in child-targeted TV shows.

Direct exposure to television programming, as pointed out by Zimmerman et al. (2009), does not significantly aid children's language development. Yet, there is a clear correlation between adult-child interaction and positive language development in children. Several research gaps have been identified based on the concise introduction and literature review. Firstly, while previous studies have examined media in a general sense, this study delves specifically into the realm of cartoons and nursery rhymes as elements of media. Secondly, while most research has focused on how children acquire language through videos and social interaction, this study not only investigates the acquisition of a second language (L2) through cartoons and nursery rhymes but also explores the acquisition of L2 culture. Thirdly, while many inquiries have explored changes in children's behavior due to media exposure, this study uniquely investigates how children's behavior changes as a result of media consumption.

For this study, a qualitative approach was employed, utilizing interview guides and conducting in-depth interviews. This qualitative data was analyzed by discussing the participants' experiences using the interview guide. This choice of methodology was driven by the fact that many mothers involved in the study were not highly educated, making it challenging for them to complete closed-ended questionnaires effectively.

The study draws on the theory of Universal Grammar (UG) support in Second Language Acquisition (SLA), as proposed by Vivian Cook, along with his Multi-Competence model. This theory posits that multilingual individuals possess interconnected linguistic systems. This aligns with the concept of Universal Grammar, which asserts that humans are born with an inherent language faculty enabling them to naturally acquire language. According to the UG theory, the presence of UG support in SLA suggests that children have a predisposition to acquire language, including multiple languages, facilitated by exposure to linguistic input. The study examines how exposure to different languages, particularly through media content like cartoons and nursery rhymes, taps into innate language acquisition abilities, shaping language development and cognitive processes. Additionally, the study employs Rod Ellis's perspective on the role of input in L2 learning. Ellis's Input Hypothesis suggests that learners acquire language when they encounter comprehensible input slightly beyond their current linguistic competence. This input should contain language structures understandable in context yet challenging enough to promote incremental language development. The study demonstrates how media, including cartoons and nursery rhymes, serves as valuable input for multilingual children, aiding in vocabulary acquisition, grammar development, and overall language learning.

With the foundation of these theories, this study examines the role of media and its influence on a child's development into a multilingual individual within society. A unique aspect of this study is its focused exploration of how cartoons and nursery rhymes contribute to children's multilingualism.

This research can offer valuable insights to parents by emphasizing the significance of media in language acquisition. Furthermore, it highlights the benefits of parental monitoring and engagement with their children, creating an environment for discussing the content of media shows. Parents are encouraged to recognize the importance of children's programs and select television content judiciously, considering media as a tool for disseminating ideas to a broad audience. To address any potential negative attributes, parents are advised to critically evaluate media content and establish time limits, aligning with Christakis's view that parents should be well-informed about activities fostering their children's growth (Christakis, 2009, p. 13).

Research Questions

The study addresses the following research questions:

1. How does the interaction between cartoons, nursery rhymes, and adult-child conversations contribute to children's acquisition of a second language (L2)?
2. What influence do cartoons, nursery rhymes, and adult-child conversations have on the development of L2 culture among children?
3. How do cartoons, nursery rhymes, and adult-child conversations impact the behavioral changes observed in children?

Literature Review

Language Acquisition Theory

Language, as viewed by behaviourists, is considered a verbal activity. Drawing from the empirical methods of John Locke and Skinner, behaviourists assert that the mind starts as an undeveloped entity and gradually accumulates inputs from the external world. Consequently, each individual is shaped to align with their surroundings. Chomsky, however, introduced a different perspective by highlighting the influence of geography and environment on human culture, indicating that language development in children is, to some extent, an imitation of their surroundings (2006).

In contrast, Chomsky also identified an aspect of a child's language development that is independent of the environment. This aspect is referred to as the "critical period," which spans from the developmental and maturation phase of the brain's language organ until it starts to diminish and decline, typically around the age of 12 (2006). This concept elevated the process of language acquisition to a level beyond mere learning. It underscored the profound importance of a person's early years in attaining a high level of linguistic proficiency. Consequently, early education plays a pivotal role in fostering language development.

Media's Impact on Children's L2 Acquisition

According to Christakis, the initial language learning process involves children acquiring language through interactions within their environment. Apart from interactions with immediate family members, children also come across language through screen media. In the late 1990s, using

children's television as an educational tool gained widespread acceptance. Presently, over 90% of children regularly watch television (2009). Children and young adults aged 8 to 18 spend an average of 7 hours and 38 minutes per day consuming entertainment media, as reported by the Kaiser Family Foundation (2010). Consequently, media now plays a pivotal role in the daily lives of children and young people.

Responsive and generative language skills in children are heavily dependent on early learning. As Christakis (2009) explains, during this developmental phase, when language gradually becomes a part of a child's consciousness, language acquisition occurs through exposure. Bronfenbrenner (1979) emphasizes that engagement in shared activities is crucial for effective language acquisition. The child's immediate environment has been infiltrated by media, and its impact is undeniably significant. Krcmar, Grela, and Lin (2007), along with Roseberry, Hirsh-Pasek, and Golinkoff (2009), both assert that when videos are used in conjunction with genuine social interactions, toddlers can efficiently acquire language. Similar conclusions were drawn by Krcmar et al. (2007) and Roseberry et al. (2009), suggesting that videos alone can help older children learn new words. However, Krcmar et al. (2007) observed that children reacted and focused more on videos when adults were present. Additionally, Zimmerman, Christakis, and Meltzoff (2007a) highlighted how certain interactive children's television programs can assist kids in learning new vocabulary. Therefore, interaction plays a vital role in language acquisition. Essentially, language is a social phenomenon. Although children may be exposed to language through television, comprehension only occurs when they engage with it and use it in regular conversations.

Media's Impact on Children's L2 Cultural Adoption

The realm of cartoons, as Pavlenko (2014) suggests, triggers joyful memories of childhood, fostering positive associations with American culture and the English language. Language acquisition within cartoons is particularly receptive during this phase due to its inherent meaningfulness. Black (2003) emphasizes that cartoons offer a phenomenon through which young individuals not only find amusement but also gain insights into diverse aspects of society.

Moreover, Abundun (2009) introduces the concept of "mirroring," which explains how as individuals grasp a new language, they also assimilate a fresh persona influenced by their perceptions of the cultural context linked

to that language. It is quite commonplace for children to embody the traits of cartoon characters due to their humor, engaging nature, and carefree demeanor, which naturally captivate the younger audience. Creating an enjoyable milieu is crucial for effective second language acquisition.

Media's Impact on Children's Changing Behavior

Sudha's research (2011) indicates that the impact of watching cartoons is more pronounced on respondents in their late youth as opposed to those in their early youth. The attitudes of children are also influenced by various factors such as siblings, media exposure, age, gender, and the amount of time spent watching television. This change in behavior can lead to aggression, insensitivity, and passivity. According to Sultana (2014), cartoons are responsible for children spending more time watching TV instead of engaging in productive activities. Through surveys and interviews across different social classes in Bangladesh, she found that many parents allow their children to watch TV to complete tasks or take a break, unaware of the negative consequences of prolonged television viewing. Gradually, television viewing takes over other activities, even during meals or homework. As a result, both parents and children struggle to manage their real-life responsibilities, leading to a negative impact on their overall well-being. Sultana concluded that while cartoons may be entertaining, they contribute to detrimental effects on children's mental and social development, fostering addiction.

Maqsood and Amer (2014) conducted research on the influence of multilingual cartoons on young children. They argued that such cartoons often erode children's moral and religious values while also affecting their language and social interactions. They likened young minds to "wet clay," easily molded into different shapes. The violence and ethical values depicted in cartoons make young minds particularly susceptible to influence. Consequently, children often imitate the speech patterns of their favorite cartoon characters and may even imagine themselves as those characters in real life. Early exposure to cartoons can influence a child's subconscious and pose challenges later in life when adjusting to real-world circumstances becomes difficult. This, in turn, hampers their social, moral, ethnic, and cognitive development. Maqsood and Amer gathered data through interviews with parents in Islamabad and concluded that intercultural cartoons significantly impact young Pakistani children. The clash between the moral, social, and religious values of predominantly Muslim Pakistan and those of other cultures, such as Christian and Hindu, is evident. The popularity of intercultural animations among Pakistani children has been steadily increasing (2014).

Research Methodology

Participants

A total of 11 mothers with 5-year-old children participated in this research study. The decision to select these specific mothers was influenced by the researcher's residence in Nawab Town. These mothers were neighbors of the researcher, which facilitated convenient access for data collection. The choice of this particular age group of children was informed by the fact that children around the age of 5 typically commence their schooling and are exposed to various learning environments, including their second language (L2) learning, alongside their interactions with cartoons and nursery rhymes. Convenience sampling was utilized as the sampling technique for this study. Given that young children of this age group might not be capable of providing substantial information about themselves, data was primarily collected from the mothers. The data collection took place in Nawab Town, located in Lahore, Pakistan.

Research Instrument

The researcher employed a qualitative approach for this study, utilizing an interview guide as the primary data collection tool. This choice was informed by the fact that many of the mothers involved lacked formal education, making it challenging for them to complete closed-ended questionnaires independently. In cases where mothers faced educational limitations, the researcher assisted them in comprehending the statements, subsequently recording their answers as provided during the interview. The data was gathered through the interview guide and subsequently analyzed using charts. To gain a deeper understanding of maternal perspectives, in-depth interviews were also conducted.

The interview guide consisted of three main sections, each addressing a distinct aspect: (i) The role of cartoons and nursery rhymes in children's acquisition of a second language (L2), (ii) The influence of cartoons and nursery rhymes on the development of L2 culture, and (iii) The impact of cartoons and nursery rhymes on changes in children's behavior. The first section contained five open-ended questions and five corresponding themes, while the second section comprised four open-ended questions and four corresponding themes. Similarly, the third section encompassed four open-ended questions and four corresponding themes.

Within the interview guide, a total of fourteen distinct themes were addressed. The themes covered in Section A included: (i) Assessment of media as positive, negative, or neutral, (ii) The extent to which children

employ cartoons or nursery rhymes to communicate in L2, (iii) The role of social interactions in facilitating L2 acquisition, (iv) Children's preference between cartoons and nursery rhymes, and (v) Evaluation of the impact of cartoons and nursery rhymes on children's L2 acquisition. In Section B, the themes encompassed: (i) The joint role of cartoons and nursery rhymes in fostering L2 culture acquisition, (ii) Identification of activities reflecting L2 culture among children, (iii) Maternal sentiments toward their children's adoption of L2 culture, and (iv) Identification of positive and negative aspects of L2 culture adoption. Lastly, the themes covered in Section C included: (i) Assessment of cartoons' and nursery rhymes' influence on children's behavior as positive or negative, (ii) Establishment of television watching schedules and corresponding routines, (iii) Emulation of qualities associated with protagonists and antagonists, and (iv) Identification of the devices used for viewing cartoons and nursery rhymes, such as television or mobile phones, or a combination of both.

Data Collection Procedure

The researcher conducted a field visit to Nawab Town, where they engaged with eleven mothers to gather data for the study. Data collection took place through various methods, including audio recordings with the mothers' consent and written notes. The participants had varying levels of education, leading to diverse language choices during the research process. Educated participants responded to the researcher's questions in English, while those with limited education answered in Urdu. For the latter group, the researcher translated their Urdu responses into English at a later stage.

Data Analysis Procedure

A total of 11 respondents actively participated in this study. The data from these 11 participants was thoroughly examined and all of their responses were included in the final analysis. In order to fulfill the study's objectives, the researcher transformed the qualitative data into quantitative form, utilizing descriptive statistics. The data was then meticulously organized and interpreted using tables and pie charts. The tables were constructed to highlight recurring themes and capture the participants' responses, complete with frequencies and percentages. Additionally, the researcher generated pie charts using Microsoft Excel, showcasing the distribution of respondents' answers in terms of percentages. These pie charts were subsequently incorporated into the MS Word document alongside the relevant tables. The findings of the analysis unveiled a significant role played by cartoons and nursery rhymes in facilitating the acquisition of a second language (L2) among children. Furthermore, these cultural

elements were found to contribute to the development of L2 culture and even led to observable changes in behavior among the participants.

Results

Section A: The Role of Cartoons and Nursery Rhymes in a Child’s L2 Acquisition has the following five themes:

- **Media: Good, Bad or Neutral**

Table 1: Media as Good, Bad or Neutral

Name of Stories	Frequency	Percentage
Good	04	36%
Bad	01	9%
Neutral	06	55%
Total	11	100%

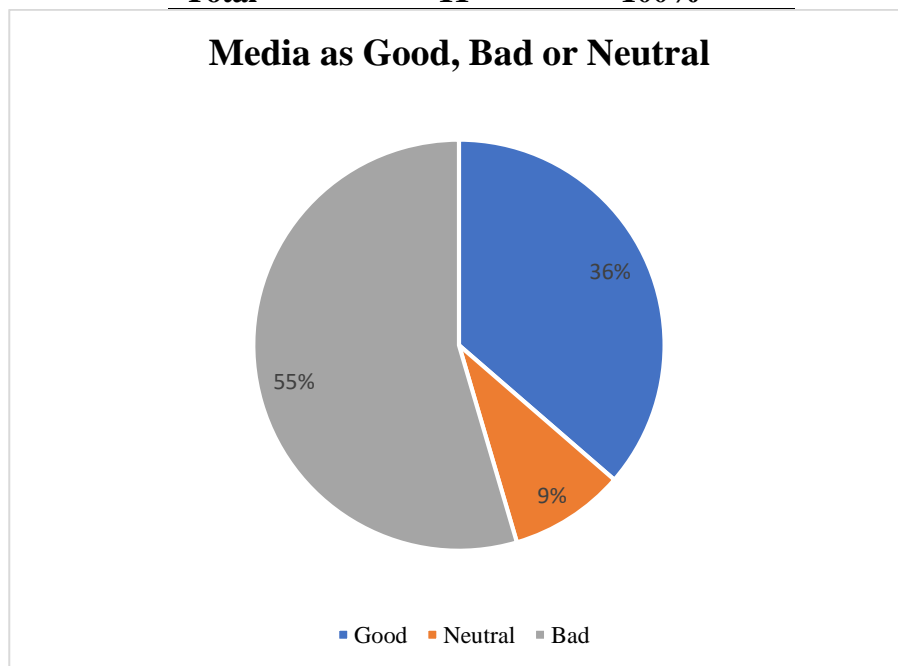


Figure 1: Graph of Media as Good, Bad or Neutral

Most of the participants considered media as neutral. They said that we cannot ignore the effectiveness of media, it is an effective medium to communicate, sharing information, interests and ideas. All we can do is monitor our children about what type of content they are watching. Mothers said that media is good in a controlled environment and with age-

appropriate content. Minority of the mothers considered media as bad for their children.

- **Children Speaking L2 through Cartoons or Nursery Rhymes**

Table 2: Children Speaking L2 through Cartoons or Nursery Rhymes

Name of Stories	Frequency	Percentage
Cartoons	04	36%
Nursery Rhymes	07	64%
Total	11	100%

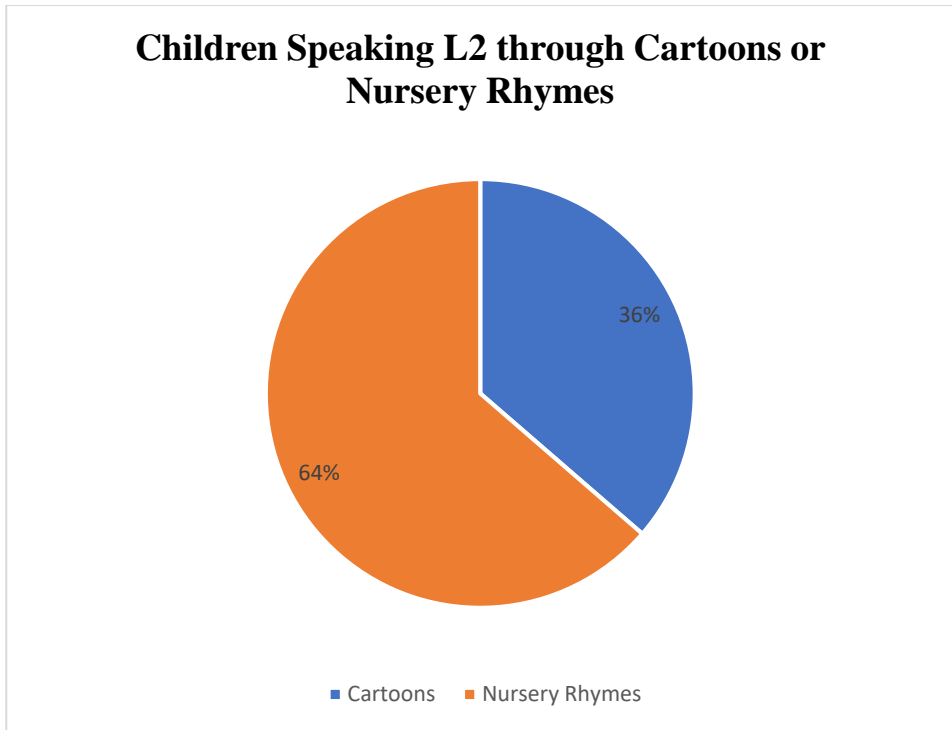


Figure 2: Graph of Children Speaking L2 through Cartoons or Nursery Rhymes

All the participants told the researcher that their children speak L2 with the help of both cartoons and nursery rhymes but most of the L2 vocabulary is from the nursery rhymes. They said that their children have learnt much of the L2 vocabulary from nursery rhymes.

- **Acquisition of L2 with or without Social Interactions**

Table 3: Acquisition of L2 with or without Social Interactions

Name of Stories	Frequency	Percentage
With Social Interaction	11	100%
Without Social Interaction	00	0%
Total	11	100%

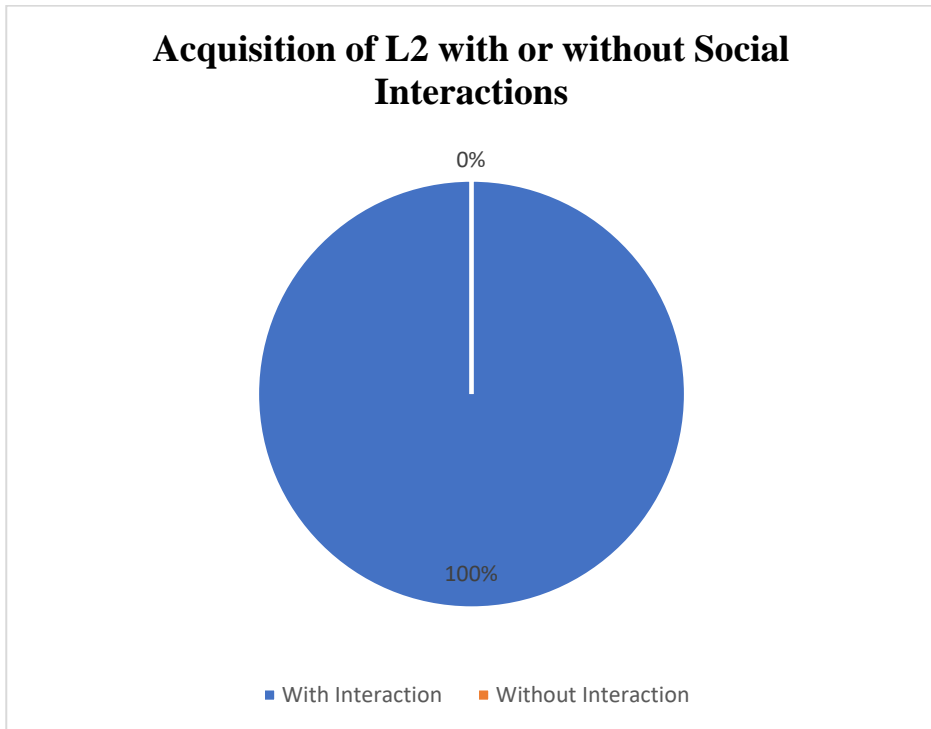


Figure 3: Graph of Acquisition of L2 with or without Social Interactions

All the participants agreed that without social interaction, acquisition of L2 is impossible. Mothers of school-going children told the researcher that their children interact with their fellows and teachers in schools and those children who are not going to school have their mothers and cartoons and nursery rhymes as the social interactions.

- **Children Prefer the Most: Cartoons or Nursery Rhymes**

Table 4: Children Prefer the Most: Cartoons or Nursery Rhymes

Name of Stories	Frequency	Percentage
Cartoons	07	64%
Nursery Rhymes	04	36%
Total	11	100%

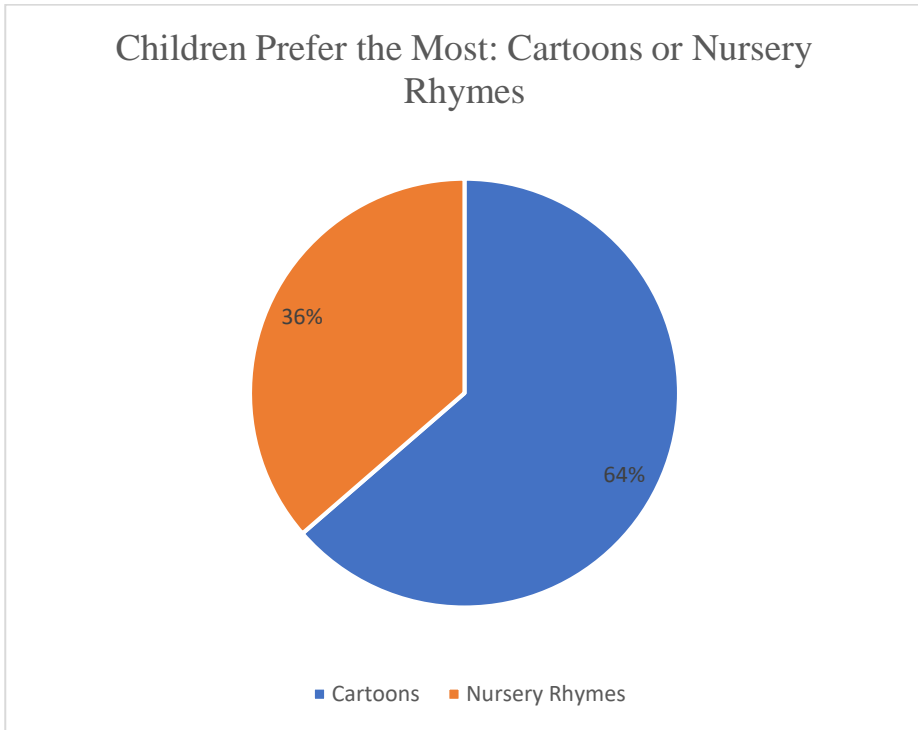


Figure 4: Graph of What a Child Prefers the Most: Cartoons or Nursery Rhymes

Majority of the participants said that their children prefer to watch cartoons rather than nursery rhymes. With the passage of time their children’s interest shifted to informative or scientific cartoons.

- **Influence of Cartoons and Nursery Rhymes on Children’s L2 Acquisition: is it fruitful or not?**

Table 5: Influence of Cartoons and Nursery Rhymes on Children’s L2 Acquisition

Name of Stories	Frequency	Percentage
Fruitful	09	82%
Unfruitful	02	18%
Total	11	100%

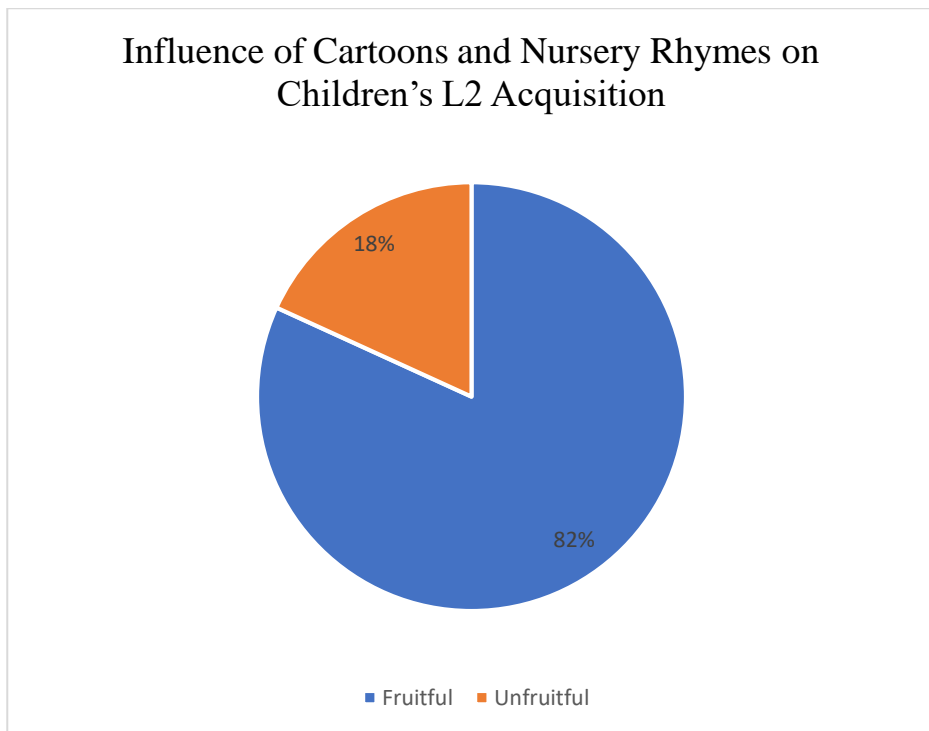


Figure 5: Graph of the Influence of Cartoons and Nursery Rhymes on Children’s L2 Acquisition

Majority of the participants agreed that the influence of media on children’s L2 acquisition is fruitful. Those mothers who are not happy about the influence of media on their children’s L2 acquisition, said that their children mix two languages together; because of the code-mixing, children cannot be experts in one language. They thought the influence of media is unfruitful.

Section B: The Role of Cartoons and Nursery Rhymes in the Development of L2 Culture has the following four themes:

- **Role of Cartoons and Nursery Rhymes in Acquiring L2 Culture along with L2**

Table 6: Role of Cartoons and Nursery Rhymes in Acquiring L2 Culture along with L2

Name of Stories	Frequency	Percentage
Acquiring L2 Culture along with L2	11	100%
Not Acquiring L2 Culture along with L2	00	0%
Total	11	100%

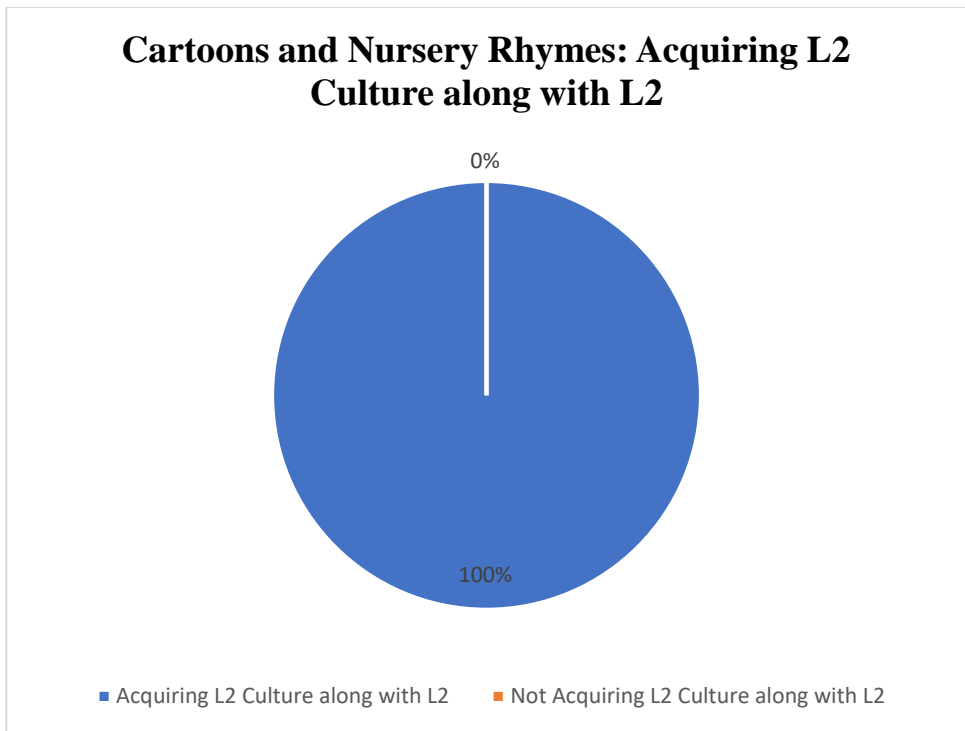


Figure 6: Graph of the Role of Cartoons and Nursery Rhymes in Acquiring L2 Culture along with L2

All the participants said that their children acquire L2 along with the L2 culture. Media plays a great role in the learning of others' culture. They said that their children mostly watch Hindi and English cartoons, their children automatically learn L2 culture and it has a deep influence on children's mindsets. One participant gave an example that her child knows about the Holi culture of Hindus because of Hindi cartoons. Participants said that when we learn the vocabulary of other languages, we come to

know their culture and ethics automatically. Some of the participants were very concerned about the adoption of L2 culture, they said that as a parent we must guide our children towards their L1 culture.

- **Children’s Activities which do or do not belong to L2 Culture**

Table 7: Children’s Activities which do or do not belong to L2 Culture

Name of Stories	Frequency	Percentage
<i>Children’s Activities which belong to L2 Culture</i>	10	91%
<i>Children’s Activities which do not belong to L2 Culture</i>	01	9%
Total	11	100%

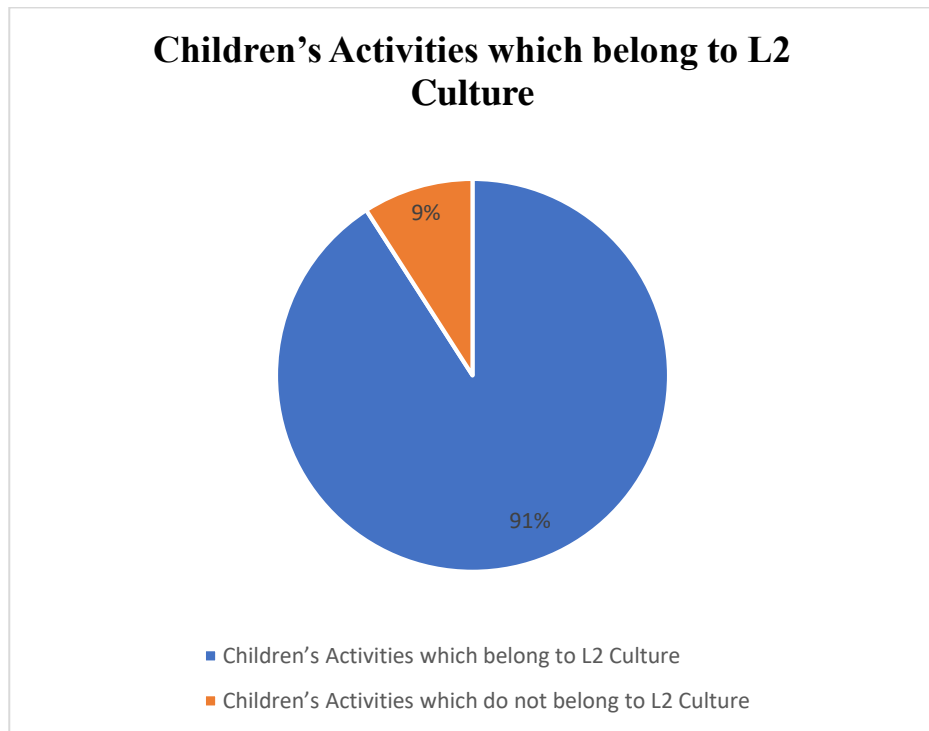


Figure 7: Graph of Children’s Activities which do or do not belong to L2 Culture

All the participants except one told the researcher that their children do such kinds of activities which do not belong to their own culture but the culture of L2. Their children play Holi and wear Indian style saree and start acting like Indian women after watching Hindi cartoons and nursery rhymes. Some participants were not happy with their children’s L2

activities; one of them said that we are Muslims but due to cartoons, my child says that he loves Christmas. One participant said that on the 25th of December, her child tells her that today’s Christmas and he forgot the birth anniversary of our leader but he remembers L2 culture and festival.

- **Mother’s Feelings about their Children’s Adoption of L2 Culture**

Table 8: Mother’s Feelings about their Children’s Adoption of L2 Culture

Name of Stories	Frequency	Percentage
<i>Happy</i>	00	0%
<i>Not Happy</i>	11	100%
Total	11	100%

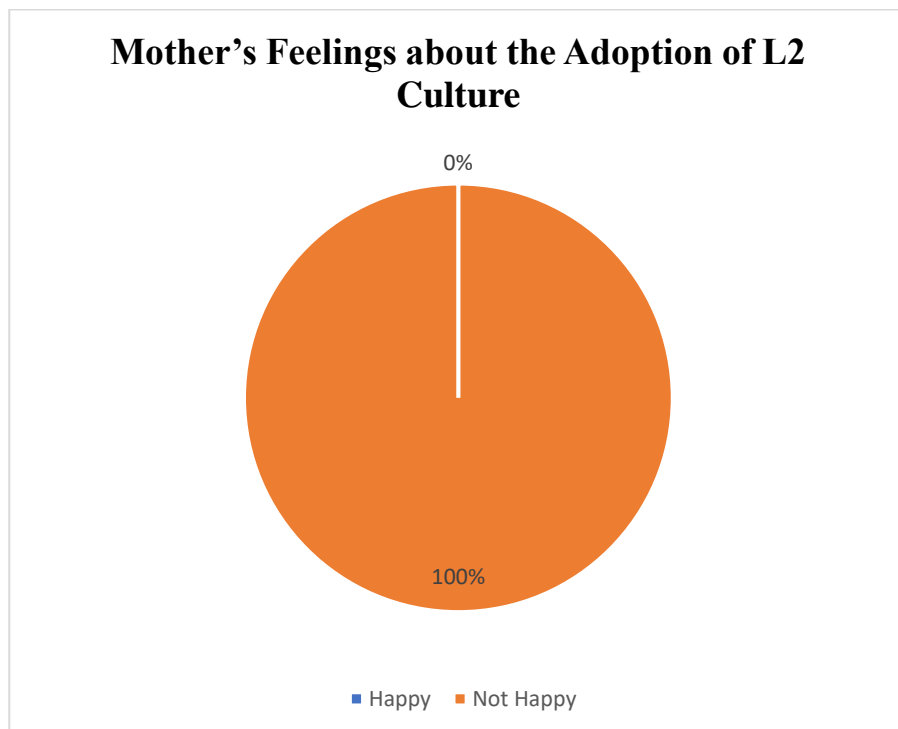


Figure 8: Graph of Mother’s Feelings about their Children’s Adoption of L2 Culture

All the participants said that they are not happy about the adoption of L2 culture of their children. They fear that due to the adoption of L2 culture, their children will forget their own culture. Some participants said that they teach their children about what is right and what is wrong and control the environment through which their children acquire and adopt L2 culture.

- **Positive or Negative Aspects of L2 Culture**

Table 9: Positive or Negative Aspects of L2 Culture

Name of Stories	Frequency	Percentage
<i>Positive Aspects</i>	00	0%
<i>Negative Aspects</i>	11	100%
Total	11	100%

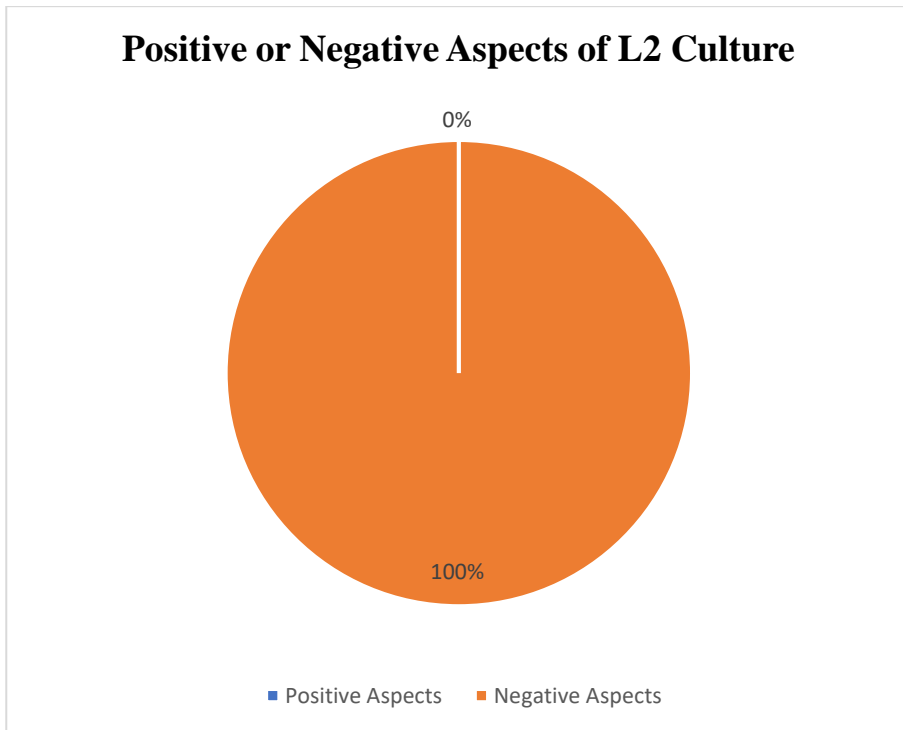


Figure 9: Graph of Positive or Negative Aspects of L2 Culture

The answer of all the participants was the same that despite educational purposes, the aspects of L2 culture are always negative. Their children start acting like animals like they are watching in cartoons. Sometimes they act like villains of the cartoons and start beating others.

Section C: The Role of Cartoons and Nursery Rhymes in the Changing Behaviour of Children has the following four themes:

• **Positive or Negative Influence of Cartoons and Nursery Rhymes on Children’s Behaviour.**

Table 10: Positive or Negative Influence of Cartoons and Nursery Rhymes on Children’s Behaviour

Name of Stories	Frequency	Percentage
<i>Positive Aspects</i>	05	45%
<i>Negative Aspects</i>	06	55%
Total	11	100%

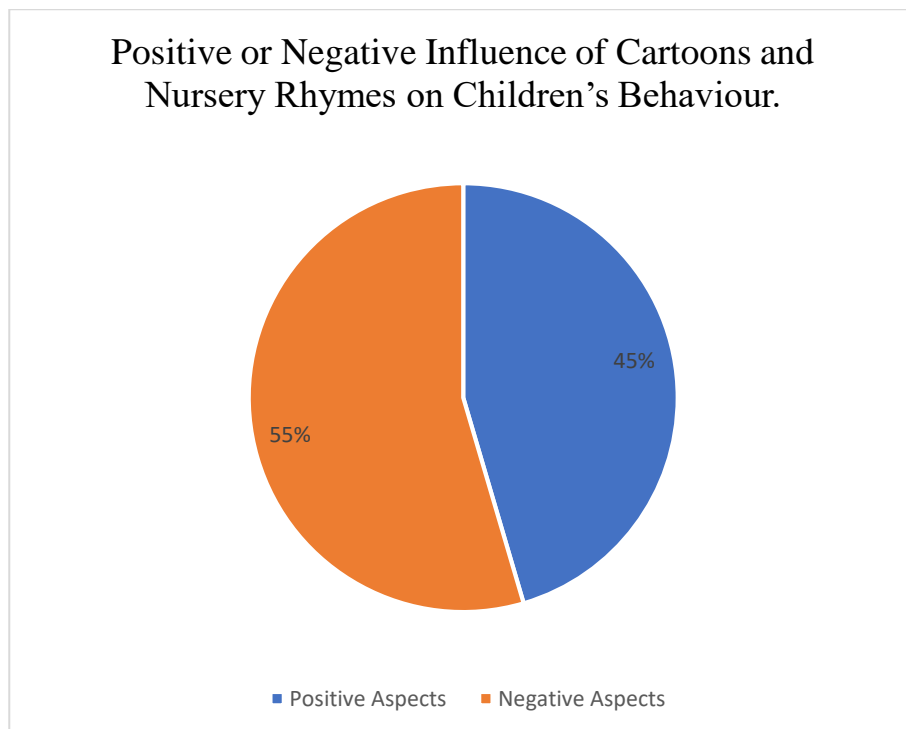


Figure 10: Graph of Positive or Negative Influence of Cartoons and Nursery Rhymes on Children’s Behaviour

Majority of the participants talked about the negative influence of cartoons and nursery rhymes on children’s behaviour. They said the good influence is less than the bad influence and our children become more aggressive because of the aggressive cartoons they are watching. Due to such cartoons the element of respect for others decreases in their children.

- **Timetable for Watching Television and the Follow-up Routine of Children**

Table 11: Timetable for Watching Television

Name of Stories	Frequency	Percentage
Timetable for Watching Television	10	91%
No Timetable for Watching Television	01	9%
Total	11	100%

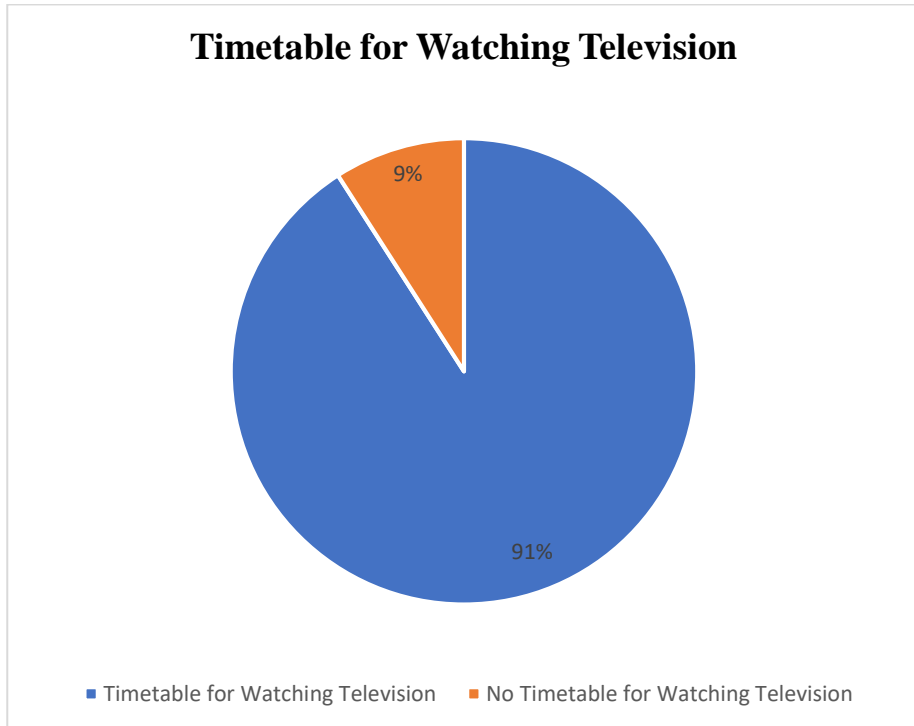
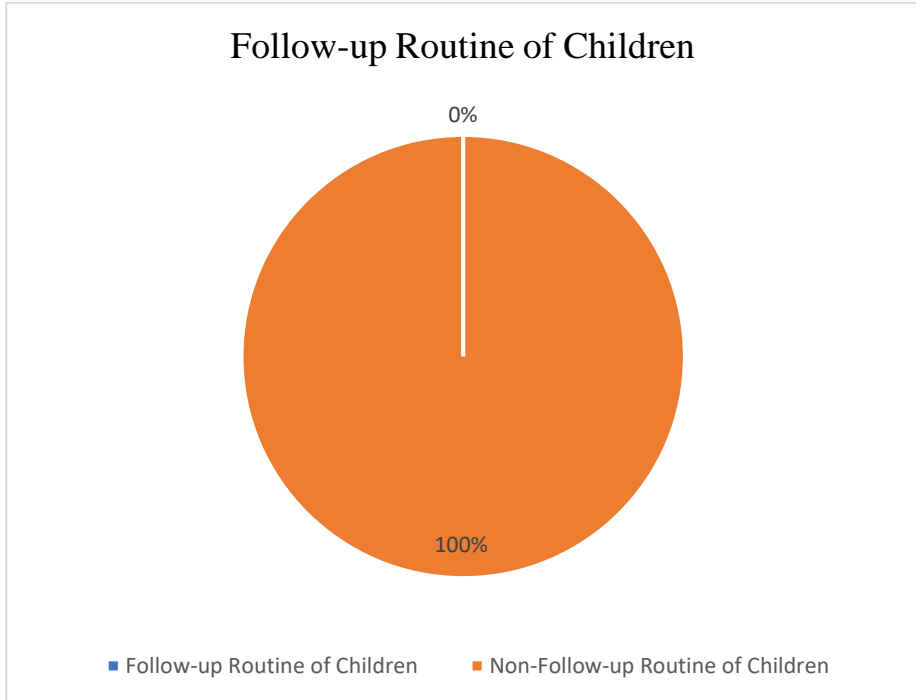


Figure 11: Graph of Timetable for Watching Television

Each participant except one told the researcher different timetables that they have fixed for their children for watching television or mobile phones, some said 1 hour, some said 3 hours, whereas some said that they don't have any issue of the time their children watch television or mobile phones; because it keeps their children busy and the mothers work freely without any tension of their children.

Table 12: Follow-up Routine of Children

Name of Stories	Frequency	Percentage
Follow-up Routine of Children	00	0%
Non-Follow-up Routine of Children	11	100%
Total	11	100%

*Figure 12: Follow-up Routine of Children*

The participants uncovered one more thing that no matter how much time they have fixed for their children for watching television or mobile phones, their children do not agree with them and mothers don't have any control over them.

- **Adoption of the Qualities of Hero or Villain**

Table 13: Adoption of the Qualities of Hero or Villain

Name of Stories	Frequency	Percentage
Adoption of the Qualities of Hero	06	55%
Adoption of the Qualities of Villain	05	45%
Total	11	100%

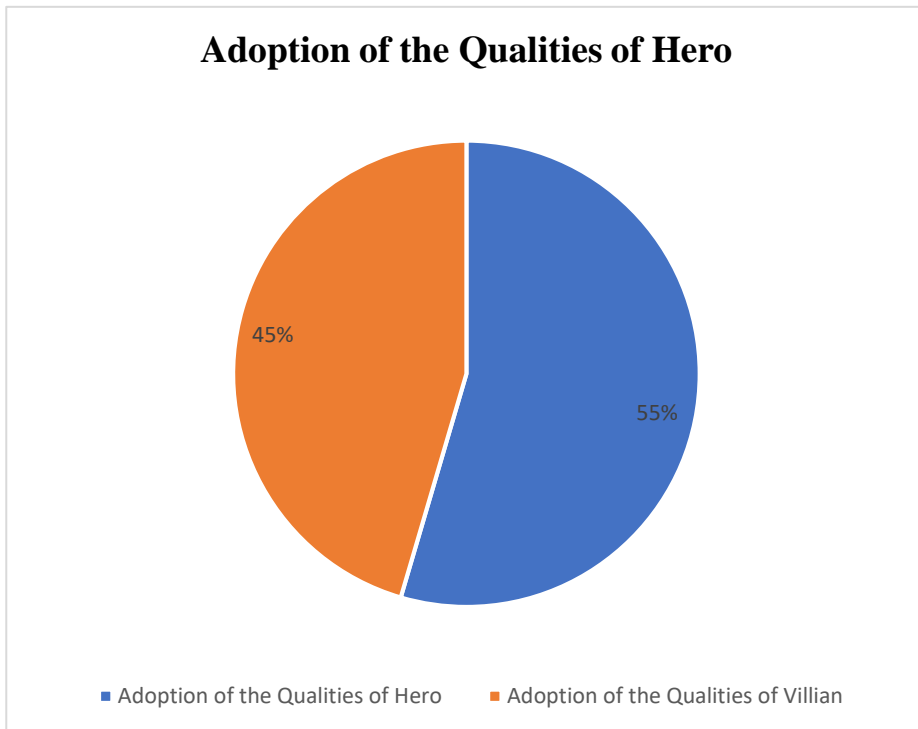


Figure 13: Adoption of the Qualities of Hero or Villain

Majority of the participants told the researcher that their children adopt the qualities of hero and some participants told the researcher that their children adopt the qualities of villain. Those children who adopted the qualities of hero usually act like superheroes such as Superman, Spider-man, Iron-man, and Bat-man. Those children who adopted the qualities of a villain, usually act like aggressive personalities and start yelling at others and start beating others.

- **Resources of Watching Cartoons and Nursery Rhymes: Television or Mobile Phones or Both.**

Table 14: Resources of Watching Cartoons and Nursery Rhymes

Name of Stories	Frequency	Percentage
Television	00	0%
Mobile Phone	03	22%
Both	08	78%
Total	11	100%

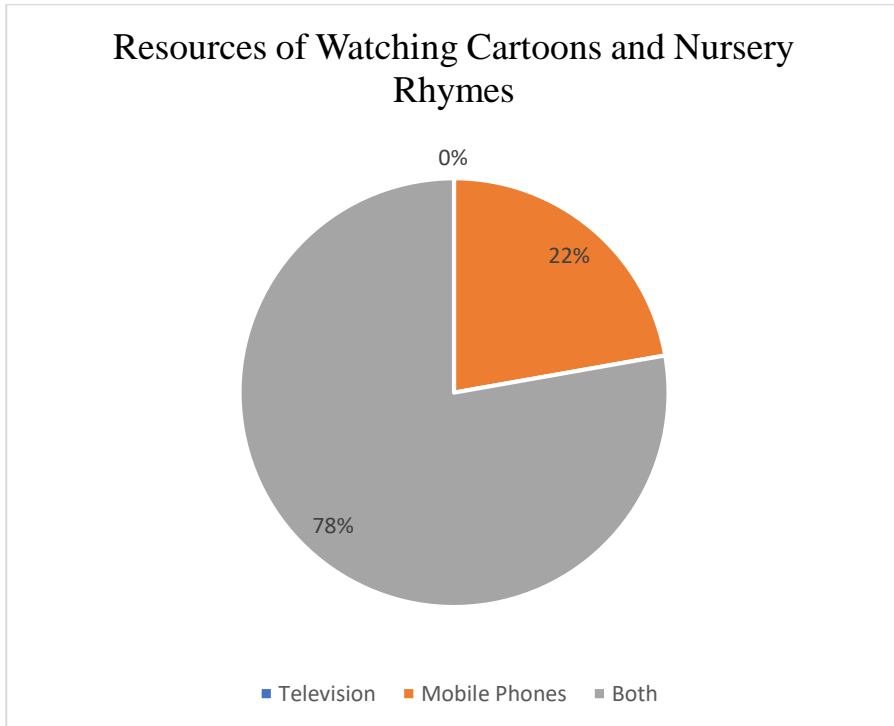


Figure 14: Graph of the Resources of Watching Cartoons and Nursery Rhymes

Most of the participants told the researcher that their children mostly use both modes. Some children prefer mobile phones over television. The main reason is that children have more options on mobile phones than in television. Children face difficulties in the functions of television remotes, but they have expertise in mobile phones.

Discussion

This study examines the role of media, specifically cartoons and nursery rhymes, in the development of multilingual speaking abilities in children. The research focuses on three main questions: the influence of media on children's second language (L2) acquisition, the impact of media on the development of L2 culture, and the effect of media on changes in children's behavior. The study employs a qualitative approach, utilizing in-depth interviews with an interview guide to collect data, which is then qualitatively analyzed using tables and charts. The research identifies fourteen themes related to the research questions.

The findings of the study reflect the complex nature of media's influence on children's linguistic and cultural development. The first section explores the role of cartoons and nursery rhymes in children's L2 acquisition. Mothers of the participants noted that the impact of media is nuanced, with its effects depending on the content being consumed. Mothers mentioned that children acquire L2 vocabulary predominantly from nursery rhymes and to some extent from cartoons. The significance of social interaction in facilitating L2 acquisition is emphasized, and children's preference for cartoons over nursery rhymes is highlighted. The study also underscores the generally positive influence of both cartoons and nursery rhymes on children's language acquisition.

The second section delves into the role of media in shaping L2 culture. The selected mothers observed that their children's activities align closely with the L2 culture. Despite this, the mother's express reservations about their children's adoption of L2 culture due to perceived negative aspects. The study draws a parallel with previous research by Punar and Karatepe (2019), revealing similar concerns among parents regarding the potential impact of cultural exposure on their children's cultural identity. While some parents view cultural immersion as beneficial for language acquisition, others believe it is not essential and may even pose challenges to cultural identity.

The third section explores how media affects changes in children's behavior. The majority of mothers perceive a negative influence of cartoons and nursery rhymes on children's behavior. Despite establishing fixed schedules for media consumption, children often deviate from these timetables. Mothers attribute children's emulation of heroic qualities to cartoons, and note that both television and mobile phones are used to access media content.

Comparisons with prior research are drawn to contextualize this study. Poramathikul, Arwedo, Abdulhakim, and Wattanaruwangkowitz's (2020) study explored the influence of media on English speaking skills among bilingual and multilingual adult learners. In contrast, the current study focuses on media's role in facilitating multilingualism in children. Al-Harbi (2015) investigated the impact of media on children's language development, emphasizing the potential of educational TV for vocabulary acquisition. However, this current study extends beyond vocabulary acquisition to consider the broader aspects of L2 acquisition, culture development, and behavior changes associated with media exposure.

Due to time limitations, this study concentrates solely on cartoons and nursery rhymes, involving eleven interviewees. Future research could explore various media aspects contributing to L2 acquisition, L2 culture development, and behavior changes in children.

Conclusion

This study examines the multifaceted roles of cartoons, nursery rhymes, and adult-child conversations in the context of second language (L2) acquisition among children. Specifically, the study focuses on three primary aspects: (i) the contribution of these media forms to children's L2 acquisition, (ii) their role in shaping the development of L2 culture, and (iii) their influence on children's behavior changes. Employing a qualitative approach, the researcher employed interview guides and conducted in-depth interviews as research instruments. The theoretical framework for this study draws from Vivian Cook's Universal Grammar (UG) support in Second Language Acquisition (SLA) and the Multi-Competence model, as well as Rod Ellis's perspective on the role of input in L2 learning. The research employed a convenience sampling technique to select eleven mothers with five-year-old children residing in Nawab Town, Lahore, as participants. Data collection involved conducting in-depth interviews with the mothers using the interview guide. The collected data underwent quantification and subsequent analysis through descriptive statistics. The analysis of the gathered data unveiled the significant role that cartoons and nursery rhymes play in facilitating children's L2 acquisition. Notably, the majority of participants perceived media as neutral in its impact. The findings highlight that children acquire L2 vocabulary through interactions with nursery rhymes and social engagement. Cartoons emerged as the preferred media form among children. Through exposure to these media sources, children also imbibed elements of L2 culture, sometimes adopting heroic and, at times, villainous

traits. Television and mobile devices both served as platforms for accessing cartoons and nursery rhymes.

Recommendations

To foster a more positive and nurturing home environment, it's crucial for parents to actively engage in monitoring and guiding their children's media consumption. Spending quality time together and prioritizing outdoor activities can contribute significantly. Parents should also manage their children's screen time, particularly when it comes to watching cartoons and nursery rhymes. Encouraging the viewing of age-appropriate content is important. By raising awareness about the role of media in language learning, this study aims to provide valuable insights for parents, helping them recognize the significance of programming designed for children. It's essential for parents themselves to gain a better understanding of activities that genuinely support the healthy development of their young children, as highlighted by Christakis (2009, p. 13). Parents must grasp that media serves as a tool for conveying ideas to a wide audience, necessitating a critical evaluation to mitigate potential negative aspects. Therefore, parents should be selective about the television shows their children watch and set reasonable time limits. Furthermore, a vigilant approach to monitoring their children's media consumption is highly recommended, considering that a child's personality development begins during childhood. Setting clear boundaries is essential for the betterment of their children's growth. Quality bonding time and engaging in outdoor activities during weekends can further enhance the parent-child relationship. It is important to acknowledge that this study is limited by its focus on just two media platforms and its utilization of eleven interview guides, mainly due to time constraints.

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APPENDIX

Interview Guide

Section A: The role of cartoons and nursery rhymes in children's L2 acquisition.

1. What do you think about media? Is it good, bad or neutral?
2. Does your child speak L2 or some vocabulary of it with the help of cartoons or nursery rhymes?
3. Does your child acquire L2 without social interaction or not?
4. What does your child prefer to watch most cartoons or nursery rhymes?
5. What do you think about the influence of cartoons and nursery rhymes on your child's L2 acquisition? Is it fruitful or not?

Section B: The role of cartoons and nursery rhymes in the development of L2 culture.

1. What do you think about the role of cartoons and nursery rhymes in acquiring L2 culture along with L2?
2. Does your child do any activity which does not belong to your culture but belongs to the culture of cartoons which your child watches?
3. Are you happy with your child about the adoption of L2 culture?
4. Are there positive aspects or negative aspects of L2 culture?

Section C: The role of cartoons and nursery rhymes in the changing behaviour of children.

1. What do you think about the influence of cartoons and nursery rhymes on your child's behaviour? Is it positive or negative?
2. For how much time is your child allowed to watch TV or mobile phones? Does your child agree on the fixed timetable?
3. Does your child adopt the qualities of hero or villain from a cartoon?
4. Does your child limit it to only TV or mobile phones or both to watch cartoons and nursery rhymes?



Depiction of Colonial Trauma in Shahnaz Bashir's collection of short stories *Scattered Souls*

Masab Zeb Khattak ¹, Hamza Khattak ^{2*}

Abstract

This research article aims to analyze "Scattered Souls," a collection of short stories by Shahnaz Bashir, through the lens of Frantz Omar Fanon's theory of colonial trauma as presented in his book "The Wretched of the Earth." The paper's primary objective is to explore the portrayal of trauma within the short stories of the book "Scattered Souls." Additionally, the article delves into how colonial violence profoundly impacts the lives of innocent Kashmiri individuals and serves as a catalyst for trauma. Notably, characters like Sakeena, who exhibit symptoms resembling post-traumatic stress disorder, are highlighted to illustrate the consequences of colonial violence on the Kashmiri population. Furthermore, the paper examines the broader context of the short story collection and other literary works that echo the struggles experienced by Kashmiris. Ultimately, the research concludes that trauma is an inevitable outcome of the colonial violence inflicted by the colonizers upon the colonized. Addressing and healing colonial trauma necessitates the decolonization of Kashmir, as the region remains under colonization. The lingering effects of the trauma above are evident among native Kashmiris. The research follows a qualitative approach, specifically employing a naturalistic inquiry methodology that seeks to investigate social phenomena within their natural settings deeply.

Keywords: Colonial trauma, Kashmir, decolonization, trauma necessitates, post-traumatic stress disorder.

Introduction

This study aims to analyze the portrayal of colonial trauma in "Scattered Souls" by Shahnaz Bashir, which endeavors to give a voice to the marginalized inhabitants of Kashmir living under the prolonged constraints of curfews, violence, and occupation since the 1990s.

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Employing the framework of literary trauma theory, the research seeks to identify "Trauma texts," which are characterized by intertextuality, fragmentation, and language manipulation to convey meanings shaped by profound traumatic stress.

Trauma theories, encompassing the experiences and consequences of trauma, gained prominence in the mid-nineteenth century through the studies of notable theorists like Sigmund Freud, Breuer, Pierre Janet, and Oppenheim et al. Trauma is delineated as the emotional response to calamities, catastrophes, accidents, or natural disasters. The repercussions of trauma typically manifest after the event itself, often characterized by shock and denial.

Frantz Omar Fanon, renowned for works like "Black Skin, White Masks" (1952) and "The Wretched of the Earth" (1961), offers a sociological perspective on trauma, contending that colonization affected not just individuals, but the collective psyche of the colonized, leading to what he terms "colonial trauma." He examines trauma from a sociological lens and posits that it is an outcome of colonial violence, with 'colonial aggression' reverberating within the natives as terror. Hailing from a colonized state, Fanon conveys the peripheral or marginalized viewpoint of the colonized, highlighting how colonialism instills a sense of evil and subhuman status, causing constant questioning of reality and precipitating 'psychoses,' including depression and anxiety disorders. Fanon contends that addressing the issue of "psychic trauma" in colonies necessitates an exploration of the experience of colonization itself. His theory integrates the effects of violent oppression, and he suggests that true healing of this trauma requires a comprehensive 'decolonization of the colonized.'

In the fifth chapter of "The Wretched of the Earth," Fanon underscores that violence becomes the means to reclaim precolonial history and identity for the colonized, asserting its indispensability for effective decolonization. These themes of violent oppression and trauma are intricately woven into Kashmiri literature, particularly in the interconnected stories of native Kashmiris depicted in "Scattered Souls." The research adopts a qualitative approach, relying on meticulous textual analysis. The central text is scrutinized through the lens of Frantz Fanon's theory of colonial trauma as elucidated in his work "The Wretched of the Earth."

The region of Kashmir has remained a contentious subject of dispute between India and Pakistan since 1947. This prolonged conflict has resulted in the tragic loss of innocent lives among the Kashmiri populace. The people of Kashmir have borne significant suffering due to this ongoing

occupation. The oppressive forces operating in the region have engaged in distressing activities, including the abduction of Kashmiri residents from their homes, instances of women being subjected to sexual violence, and even the shelling of funerals by armed forces. These harrowing experiences find vivid depiction in "Scattered Souls," a collection of short stories penned by Shahnaz Bashir. Bashir, an accomplished author, has garnered critical acclaim for his notable works, such as "The Half Mother" (Hachette, 2014), which has been translated into various languages, including Marathi and French. Through his stories, Bashir effectively conveys the profound sense of voicelessness, pain, and trauma experienced by the Kashmiri people.

Kashmiri literature boasts a rich history that spans over 2500 years. This literary tradition has evolved over time, transitioning from an oral form to a written one. Among the languages in the Jammu and Kashmir region and parts of Pakistan like Sialkot, Zaffarwal, and Shakargarh, Dogri stands as one of the oldest yet contemporary languages. Dogri holds a wealth of oral literature, encompassing folk songs, folk tales, and folk ballads. The absence of printing facilities during its early days has contributed to Dogri maintaining its intrinsic purity in both form and language. The renowned Urdu and Persian poet Amir Khusro referred to Dogri as 'Duger,' occasionally written as 'Duggar.' Dogri folktales encompass a range of themes, including mythologies, mystery tales, parables, and humor. Similarly, Dogri folk songs cater to various occasions, celebrating events like childbirth, weddings, and commemorating the passing of individuals.

These themes of violent oppression and trauma find significant resonance within Kashmiri literature, particularly in the extensive narratives of "Scattered Souls." The roots of Kashmiri literature extend back centuries, originating within an oral tradition. It has been transcribed in diverse languages, with the oldest texts found in Sanskrit. During the Mughal era, it was recorded in Persian, and subsequently, literature emerged in Urdu. More recently, Kashmiri writers have adopted English as a means of expression. This shift towards writing in English can be attributed to the influence of Basharat Peer, who recognized the need to communicate the ongoing conflict in Kashmir on a global scale, using a language that is widely read and comprehended. This movement was further propagated by emerging writers who chose to express their narratives in English, supplementing the existing Kashmiri literature that primarily catered to the local population. Despite this, Kashmiri writers felt compelled to employ the English language to bring the Kashmiri voice to the global stage, as

articulated by Mirza Waheed, who believes that writing is the primary conduit to share the Kashmiri 'voice' with the broader world, particularly through writing in English (The Hindu).

In a similar vein, a notable cohort of writers from Kashmir, including figures like Basharat Peer, Mirza Waheed, and Feroz Rather, have taken up the English language to convey the plight of Kashmiri people and the injustices they endure. Through their works, these Kashmiri writers have raised poignant questions about the occupation of Kashmir and the tragic loss of lives at the hands of Indian occupying forces. Among these compelling voices, Shahnaz Bashir stands out, his writing vividly illustrating the pervasive violation of human rights in Kashmir. His narratives delve into the daily ordeal of living under the constant threat of curfews, nocturnal raids, and abductions by occupying forces.

Bashir, a fiction writer and academic hailing from Srinagar, Kashmir, has garnered numerous accolades, including the Research and Leadership (REAL) Summer Fellowship by the University of Massachusetts, Amherst, and the prestigious Muse India Young Writer Award in 2015. Currently a doctoral fellow, Bashir imparts his knowledge at the University of Massachusetts UMass in Communication, having also served at the Central University of Kashmir. Beyond his widely acclaimed novels, Bashir has curated a compelling anthology of short stories titled 'Scattered Souls' (Bashir, 2016), which remains the bestselling work of fiction in Kashmir to date.

'Scattered Souls' unflinchingly portrays the grim realities of violence, trauma, forced occupation, abductions, rape, and coerced migration. Moreover, it starkly highlights the harrowing consequences of colonization on the lives of indigenous people. Anchored by the lens of Frantz Fanon's theory of colonial trauma, the text delves into themes of violence, oppression, and trauma within the context of native Kashmiris' lives, especially women, following the traumatic events of the 1988 Indian occupation. Each short story within Bashir's 'Scattered Souls' intricately explores themes of trauma, violence, growing up amid curfews, displacement, the fracturing of identity, and alienation within one's homeland. Through these poignant narratives, the collection serves as a resounding voice for the marginalized and voiceless indigenous people of Kashmir.

Research questions

The current study addresses the following research questions:

1. How does the collection "Scattered Souls" by Shahnaz Bashir depict the experience of colonial trauma?
2. What observable impacts can be identified on the lives of the characters in "Scattered Souls" by Shahnaz Bashir as a result of the colonial violence they have encountered?
3. To what extent do the characters in "Scattered Souls" by Shahnaz Bashir display indications of post-traumatic stress disorder, and how are these manifestations depicted in the narratives?

Literature Review

Kashmiri fiction delves into the lives of the native inhabitants amidst challenging circumstances, shedding light on the psychological aftermath of violence, oppression, and subjugation. Das (2018) explores these themes in his paper titled 'Voice from the Margin - A Universal Tale of Loss, Pain, Trauma, and Voicelessness', where he emphasizes that Shahnaz Bashir's stories serve as a conduit for the unheard voices of pain and trauma experienced by the Kashmiri people, bridging the gap between their experiences and the wider world. Das (2018) notes that 'Scattered Souls' powerfully documents the agonizing saga of human subordination and marginalization against the backdrop of repressive power, authority, and militarization.

Similarly, instances of oppressive authority exploiting its power to humiliate the occupied population are evident. The Indian armed forces have been repeatedly implicated in instances of raping Kashmiri women, resulting in enduring trauma for the victims. In her research paper 'Effect of Conflict Upon Women: A Study of Shahnaz Bashir's Fiction', Jan (2017) underscores that the conflict has left women not only physically but also psychologically distressed. She highlights that violence against Kashmiri women takes various forms, ranging from bruises, maiming, and beatings to torture, mutilation, molestation, and rape.

Ghosh's (2018) analysis centers on two literary works set in Kashmir: 'The Collaborator' (2011) by Mirza Waheed and 'Curfewed Night' (2010) by Basharat Peer. These works focus primarily on examining power dynamics and the spectrum of violence, both overt and covert. The study commences by contextualizing recent events in Kashmir spanning the past three years,

revealing the myriad forms of violence that Kashmiris confront daily. Subsequently, the essay situates the selected literary works within the broader collection of English-language publications addressing Kashmir, all while tracing the conflict's historical roots. The core contention of this paper is that these chosen literary works depict Kashmir as a distinct postcolonial conflict zone that defies facile categorization when grappling with its intricate violence and diverse manifestations of power.

Through textual analysis, a distinct amalgamation of biopolitics and necropolitics comes to light. Characters are constructed as 'living dead' entities within the confines of this state of emergency. To elucidate this concept, the essay traces the theoretical evolution from Foucault and Agamben's ideas of biopolitics to Mbembe's notion of necropolitics (Ghosh, 2018). This exploration provides a deeper understanding of the multifaceted dynamics at play within the portrayed conflict zone.

Kumar and Ghazanfar (2021) explore the works of contemporary authors Shahnaz Bashir and Toni Morrison through the lens of trauma theory. The central theme is that both authors utilize fiction as a medium to portray the tragic history of their marginalized communities: the Kashmiri and African American people. The analysis centers on a single novel from each author, namely "The Half Mother" (2014) and "Beloved" (1987). Drawing upon Cathy Caruth's conceptual framework, this study delves into how the characters, Haleema and Sethe, grapple with the overwhelming impact of their harrowing histories. Additionally, it argues that both novels effectively encompass key aspects of trauma theory, as the authors compellingly convey their protagonists' haunting legacies and psychological anguish. The inquiry begins by defining trauma and subsequently delves into its fundamental components. Furthermore, the study investigates the role of memory and history within the chosen works. Despite their distinct geographical origins, both authors employ fiction to articulate historically agonizing situations. Employing a multidisciplinary approach that integrates literature, history, and literary theory, this study offers insights into the role of literature in addressing previously unnoticed instances of trauma (Ghazanfar et al., 2018).

Shahzadi et al. assert that "Scattered Souls," authored by Shahnaz Bashir, vividly and authentically illustrates this notion. The somber and oppressive atmosphere of Kashmir has inflicted profound psychological wounds upon its inhabitants, with the prevailing despotism leading to widespread Post-Traumatic Stress Disorder among Kashmiris. This study illuminates the power dynamics between Kashmiris and Indians and the manifold ways in which it impacts lives through the lens of trauma theory within selected

Kashmiri fiction. The author presents the ongoing anguish, bewilderment, defiance, and degradation in Kashmir as a consequence of the overarching panorama, as evidenced in numerous narratives. Drawing on trauma theories by Judith Herman and Cathy Caruth, Shahnaz Bashir's narrative dissects how individuals scarred by trauma vividly articulate the depredations and brutal environment of an authoritarian region (Shahzadi et al., 2021).

Moreover, it has been noted that the acts of rape committed by Indian forces are not isolated incidents of individual soldiers but rather a deliberate strategy employed by the oppressive forces to shame the Kashmiri populace. Baker (1994) asserts that "Rape in Kashmir was not the result of a few undisciplined soldiers but an active strategy of the security forces to humiliate and intimidate the occupied Kashmiri population" (p.23).

Kashmiri writers have assumed the role of bearing witness to the suffering of the Kashmiri people, revealing how the traumatic memories of Kashmiris persist. Hanif and Ullah (2018) express in their paper that fictional narratives, rooted in memories, unveil stories of suffering. Furthermore, censorship imposed by the Indian occupying forces has silenced the voices and suppressed the sufferings of the Kashmiri people. Most of the literature written and read on this topic comes from expatriate authors who, while residing in other countries, have documented the suffering of Kashmiris. Masood (2022), writes in her research titled "Tracing Cultural Trauma: A Study of Selected Kashmiri Fictional Narratives" that the trauma endured by the Kashmiri people remains inadequately acknowledged due to the occupiers' efforts to whitewash their transgressions.

Theoretical framework

Colonial Trauma is a multifaceted and ongoing impact resulting from the imposition of colonial policies and practices, which continue to estrange Indigenous Peoples from their land, languages, cultural traditions, and each other, often leading to their dehumanization (PUNCTA, 2018, pg. 38).

Historically, the issue of trauma has been examined by notable figures such as Sigmund Freud, Joseph Breuer, Pierre Janet, and Hermann Oppenheim, among others. Octave Manoni, a French psychoanalyst and trauma

theorist, presents a Eurocentric approach to trauma and links it to neuroscience, dismissing its sociological cause: colonization. In his essay "Prospero and Caliban: The Psychology of Colonization," he characterizes the 'colonized' as brutish, violent, and rebellious. Manoni categorizes the mental disorders resulting from psychic trauma in the colonized as incurable.

The theoretical framework commences by contextualizing the analysis within the historical backdrop of colonial dominance. It employs specific examples and case studies to illustrate how colonial systems were structured to exploit and oppress indigenous populations. This framework underscores the establishment of racial hierarchies, cultural erasure, and economic exploitation as the underpinnings of colonial trauma. It delves into the psychopathology of colonial trauma, exploring its various manifestations, including depression, anxiety, dissociation, and personality disorders, as observed by Fanon. The framework further investigates the intergenerational transmission of trauma and its impact on individuals' self-perception, historical understanding, and capacity for resistance.

Frantz Omar Fanon, a Francophone Afro-Caribbean psychiatrist, political thinker, and Marxist, originating from the French colony of Martinique, has wielded substantial influence in realms such as Marxism, critical theory, and post-colonial studies. As a critic of hegemonic values, Fanon challenges Manoni's view of trauma as rooted in a 'pseudoscientific approach,' colored by 'racial hierarchies.' He emphasizes trauma from a sociological standpoint and contends that colonization impacted not just individuals but the collective psyche of the colonized, yielding colonial trauma. In Chapter 5 of his book "The Wretched of the Earth," Fanon draws upon his psychiatric research in 1950s Algeria to describe the psychological disorders engendered by colonialism in both the colonizers and the colonized.

Building upon Fanon's concept of colonial trauma, the proposed theoretical framework offers a comprehensive comprehension of how colonialism profoundly influences the psychological and social well-being of the colonized. This framework serves as a basis for formulating effective strategies to address and recover from the enduring legacy of colonialism in post-colonial societies. By illuminating the intricate connections between trauma, identity, resistance, and decolonization, this framework paves the way for meaningful pathways forward.

Analysis and Discussion

Kashmir, a land of beauty and scars, bears witness to the bloodshed of innocent Kashmiris living under an oppressive regime. The historical and political conflict between Pakistan and India finds one of its roots in this disputed land. Despite intermittent attempts by both nations to resolve the Kashmir issue, each meeting concludes without meaningful progress.

"Scattered Soul" is a collection of short stories that delves into the lives of Kashmiri individuals enduring an unlawful foreign occupation. Interlinked narratives unveil the growth of characters and unveil shocking incidents shaping their lives. Among these stories, Ghulam Mohiuddeen's journey stands out – once an active participant in armed rebellions against Indian occupation, he disassociates from the militant group due to personal conflicts. Despite his withdrawal, the haunting echoes of his past lead to his abduction and torture by Indian forces, casting a shadow of perpetual surveillance.

Mohiuddin's disappearance cascades into the life of Sakeena in the interconnected story "Psychosis," interwoven with "The Ex-Militant." Sakeena grapples with severe mental disorder, living as a widow in a humble dwelling where she raises her daughter Insha singlehandedly. Tragically, she becomes a victim of rape by five Indian soldiers, leaving her pregnant. The birth of her son, Bilal, labeled a bastard by society, compounds her trauma. Sakeena's PTSD symptoms are unmistakable.

The story "A Photo with Barak Obama" introduces Bilal's life, renowned as both Sakeena's "bastard" child and the "youngest stone pelter of Batamaloo," Srinagar. Additionally, narratives like "The Gravestone" and "The Woman Who Became Her Husband" portray the aftermath of the loss of loved ones on the remaining Kashmiris.

Collectively, these short stories shed light on the trauma experienced by Kashmiri characters subjected to violence by Indian-occupied forces due to colonization. This leads to the agonized existence of the characters within "Scattered Souls." The narratives echo Fanon's assertion that colonial rule injects violence into the minds of the native population (1963, pg. 38).

Shahnaz Bashir's stories grapple with themes of exile, abandonment, and forced settlement. "Transistor" features Mohammad Yousaf, a former

militant branded a spy due to his transistor, who is ultimately killed on mere suspicions. This resonates with Fanon's observation that "colonial aggression turns inward in a current of terror among the natives" (pg. 18, 1961).

Similarly, "The Gravestone," beginning with Thomas Mann's quote, "A man's dying is more the survivor's affair than his own" (pg. 13), portrays the traumatic life of Mohammad Sultan, a skilled carpenter whose injury leads to unemployment and later the loss of his son at the hands of the Indian army. The epitaph "Shaheed" on his son's grave prevents him from seeking compensation from the Indian government (pg. 16).

The characters in "Scattered Souls" embody the devastating impact of colonial violence on indigenous lives. Mohammad Yousaf's death at the hands of natives' suspicion, Mushtaq Ahmed's killing by the Indian army, and Ghulam Mohiduddeen's abduction, lack of fair trial, and subsequent illegal detention underline these effects. Similarly, the characters Gul Bhaghwan and his wife in "Oil and Roses" live with the trauma of their foster son's brutal killing, which shatters their aspirations for prosperity. Gul's ensuing isolation and erratic behavior reflect the anguish imposed by the colonizer. This trauma mirrors Fanon's assertion that colonial "violence" is the "natural state of colonial rule" (1963, pg. 61).

The central themes of violence, torture, and trauma are powerfully portrayed in the short story "Psychosis." The story follows the protagonist Sakeena, who suffers from Psychosis as a result of a deeply traumatic incident – her rape by Indian soldiers. Shockingly, the entire neighborhood witnesses this horrific event, yet they choose to remain silent, compounding her agony. On that same fateful day, her husband Ghulam Moiduddeen, an ex-militant, is abducted by occupying forces.

The aftermath of the rape leaves Sakeena with post-traumatic stress disorder (PTSD), prompting her to seek mental treatment from an institution she has been attending for the past six years. Through this treatment, she manages to alleviate many of the symptoms of PTSD, such as overcoming the aversion to a "smelly shalwar." However, one haunting aspect persists – the indelible memory of the "smell of sperm." Despite medical intervention, this sensory reminder remains. Sakeena's doctor recommends that she consider remarriage, a suggestion she consistently rejects. Her steadfast refusal to remarry, the enduring trauma stemming from the violence she endured, and the presence of her "bastard son" collectively serve as ongoing reminders of her distressing past. This trauma has been inflicted by the colonial violence, rape, and torture she

experienced at the hands of the colonizers. Importantly, she remains ensnared by the continued colonial rule, preventing her from moving beyond her traumatic history.

The viewpoint presented by Fanon contends that the ultimate remedy for colonial trauma involves a comprehensive "decolonization of the colonized." Fanon's assertion (pg. 69, 1961) asserts that true healing emerges through this profound process. In the short story "The Ex-Militant," we observe marchers passionately chanting slogans like "Hum kya Chahtay, Azadi; What do we want, Freedom" (pg. 20, 21). This stirring display occurs despite their ongoing confrontation with occupation, violence, and trauma. It is noteworthy that they remain hesitant to fully embrace the pursuit of freedom, which, according to Fanon, signifies the organic path toward decolonization and represents a therapeutic response to the colonial trauma they have endured.

Conclusion

In conclusion, by utilizing Frantz Fanon's theory as a lens, the analysis of Shahnaz Bashir's "Scattered Souls" vividly illustrates the profound and devastating impact of colonial trauma on the lives of Kashmiris. The narratives within the collection skillfully portray the deep psychological scars left by instances of violence, rape, and oppression, rendering these experiences in vivid and heart-wrenching detail. Notably, characters like Sakeena serve as poignant examples, displaying symptoms of post-traumatic stress disorder (PTSD) that underscore the enduring toll on mental well-being. The stories effectively reinforce Fanon's impassioned plea for decolonization as the pathway to healing. This emphasis underscores the notion that as long as the oppressive occupation persists, so too does the traumatic legacy. Through the collection's poignant narratives, the significance of confronting the tragic aftermath of colonialism in Kashmir is powerfully communicated. Bashir's narrative underscores the agency of Kashmiris in their struggle against the colonizer. The stories illuminate the capacity of Kashmiris to articulate their voices and to challenge the mechanisms of power and militarization that enforce oppression. This resistance, in turn, paves the way toward liberation and the eventual liberation from the yoke of colonization, thus facilitating the restoration of their pre-colonial identity and history.

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