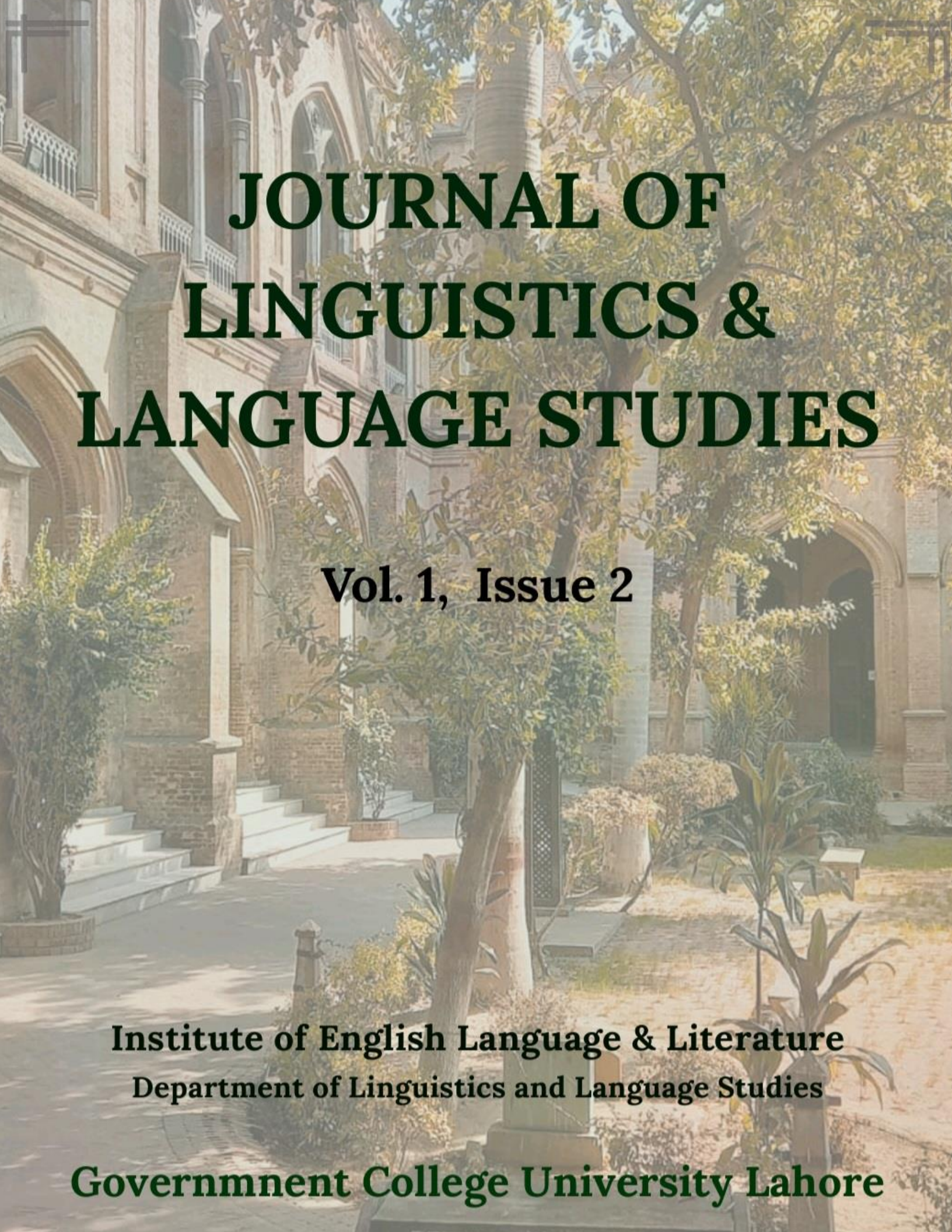


The background of the cover is a photograph of a university courtyard. On the left, there is a large, multi-story building with a Gothic architectural style, featuring arched windows and a balcony. A set of white stone steps leads up to the building's entrance. In the center and right, there are several trees with green and yellowing leaves, suggesting an autumn setting. The ground is a mix of paved areas and grass. The overall atmosphere is academic and serene.

# **JOURNAL OF LINGUISTICS & LANGUAGE STUDIES**

**Vol. 1, Issue 2**

**Institute of English Language & Literature  
Department of Linguistics and Language Studies**

**Government College University Lahore**



# **Journal of Linguistics & Language Studies**

**Vol. 1**

**No. 2**

**Editor in Chief**

Prof. Dr. Sajjad Ali Khan

---

**Institute of English Language and Literature  
Department of Linguistics & Language Studies  
Government College University Lahore**





---

## **Editorial Board**

### **Editor in Chief**

Prof. Dr. Sajjad Ali Khan

Director Institute of English Language & Literature

### **Editor**

Dr. Muhammad Abdullah

Assistant Professor

### **Associate Editor**

Dr. Saima Jabeen

Assistant Professor

### **Managing Editor**

Dr. Sameer Ahmad

Assistant Professor



## Editor's Note

### *Journal of Linguistics and Language Studies (JLLS)*

It is with great pleasure and continued commitment to academic excellence that we present the second issue of the *Journal of Linguistics and Language Studies (JLLS)*, published under the auspices of the Department of Linguistics and Language Studies at Government College University Lahore.

In this issue, we are proud to feature a selection of articles that demonstrate critical insight, methodological rigor, and relevance to contemporary linguistic concerns. From sociolinguistic explorations of identity and language in diverse communities to advances in discourse analysis and applications in language technology, the contributions in this volume reflect the vibrancy and adaptability of linguistic inquiry in an ever-changing world.

We remain deeply grateful to our editorial board, reviewers, and contributors whose expertise and tireless efforts continue to shape the quality and character of this journal. We also extend our heartfelt thanks to the scholars who submitted their work for consideration, trusting us to serve as a platform for their ideas and innovations.

As we look forward, JLLS remains committed to creating a scholarly space where new voices can emerge, established perspectives can be challenged, and the richness of linguistic study can be shared across disciplines and borders.

Welcome to the second issue of *Journal of Linguistics and Language Studies*

**Dr. Muhammad Abdullah**

*Editor*

*Journal of Linguistics and Language Studies*



## **Contents**

### **Vol. 1**

### **No. 2**

1. The Ingrained ‘Other’: A Multimodal Analysis of the *Border and Waar* **06**  
*Malik Haqnawaz Danish*
2. Reducing Anxiety and Enhancing Motivation: Gemini AI Voice Chat **25**  
for ESL Speaking Practice in Bangladesh  
*Md Mahadi Rahman*
3. A Comparative Analysis of Interactive Markers in Native and Non- **53**  
Native Selected English Short Stories  
*Muhammad Shahrugh Bukhari*
4. Homeland and Host-Land: A Diasporic Study of Ayad Akhtar’s **78**  
American Dervish  
*Urwa Mushtaq, Ghulam Yaseen, & Sehrish Zahra*
5. Exploring Cohesion Patterns Across Pakistani English Text Books at **101**  
Matriculation Level: A Corpus-Based Study  
*Taiba Kanwal & Dr. Ali Raza Siddique*



## **The Ingrained ‘Other’: A Multimodal Analysis of the *Border* and *Waar***

*Malik Haqnawaz Danish<sup>1</sup>*

---

### **Abstract**

The animosity of the neighbouring countries is often grimed with agitated history of partition or territorial war. The uneasy neighbourhood like India and Pakistan chronicles seven decades of unsettled disputes, the sense of ‘othering’ the other, exercising three wars and countless confidence building measures amongst the fear of getting wronged. The common heritage of scorn between the two nations impacts writing and media on both sides of the Indian and Pakistani border. In almost every political regime, endeavours for reconciliation are likewise anticipated in the visual narratives and in the writings, however, the well-established myth of ‘other’ or ‘accursed neighbour’ sustains the sense in the popular thinking. These narratives, both visual and written, concerning the historical truths about the contempt, the attempts for reconciliation and the aftermaths of the wars, are investigated in cinematic text of both India and Pakistan to interpret the patterns of creating the image of the other with cruel marks of disdain and contempt. The present paper attempts to locate the transitivity patterns in the images engineered both in the Indian and Pakistani visual narratives and are analysed through multimodal perspective of Kress and Leeuwen. The grammar of image is Halliday’s extension of Theory of Systemic Functional Grammar. Two movies, *Border* (Indian) and *Waar* (Pakistani) have been selected for the present research as they delineate the real occasions in the historical backdrop of these two nations including war and demonstrations of fear-based oppression.

**Keywords:** Narrative, Multimodal, Signs, Systemic Functional Grammar

---

<sup>1</sup> Malik Haqnawaz Danish is an Assistant Professor of English at Higher Education Department Punjab



## **Introduction**

The impact of media in ingraining belief system in the audience and keeping up scorn has been real worries in the political scenario of ethnic and theological import between the two countries. The mediatic age, replete with the impact exercised by the visual screens, the ideological stances of the audience are coordinated and shaped accordingly. The historical frame, as presented on the screen and writings, has been assigned as promulgation apparatus to maintain the sense of hatred and feeling of 'other' for the others. Dominique Moisi's *The Geopolitics of Emotion: How Culture of Fear, Humiliation and Hope are Reshaping the World* (2010) concentrates on conflict of feelings among the countries. He weighs on the thought that the conflict of thoughts is the sincere reason for contempt among the countries.

The unwavering situation that exists between India and Pakistan punctuates the grim details of the events concerning the analogy of bloodshed during the partition in 1947. The overburdened narrative of atrocities and savage confrontations reels the fear of partition, leading towards three major wars and indication of unsettled futuristic threats of nuclear war ahead. During the stand offs and moves for confidence building measures or peace process, the thematic concerns of the cinematic text encourage the social concordance and social connectivity among the people across the border.

One of the real strides in social trade was the projection of Indian movies in the Pakistani cinemas. Similarly, the gesture by the Indians for the Pakistani artists to perform in their movie can be compared. Be that as it may, such periods of peace and common regard are regularly brief. Duncan Mcleod (2008) claims that promoting peaceful relations was to be the diplomatic role and the bilateral relationship was to be theorized. The tangled history of the two states could not translate the relationship in the same way.



The text in the cinematic narratives shape cognizant account from mixed picture strings in a motion picture. The history annals the act of passing on accounts through illustrations, regardless of whether in cave paintings or medieval embroidered works of art or in the modern era, appearing in visual narratives or posters. Late examinations on visual stories concentrated on the coherence of the visual text as every image of the movie, in one way or the other, tends to recount a story, or supplement the messages being conveyed.

The images structured in a visual narrative, made by a scholarly and ‘opinionated’ being (movie producer) is planned to enchant over the group of audience to translate the content it has been organized in. Obviously, the producer and the film makers take into consideration every step to enhance the cinematic effect to create the reel to construct ‘real’ for the audience. Indeed, visual strategies are additionally set up to influence the audience to visit components the way they are shot to deliver particular message framed in the texture of an image. The visual accounts incorporate the sequential pattern of the scene in the movie to attract the attention of the viewer.

In the present research, the meta-functions and their significations in the images are investigated. The enthusiasm for patriotism and contempt for the ‘other’ is the focus of this paper.

### **Research Questions**

1. How do meta-functions in the image of the movies *Border* and *Waar* instil the ideology of national interest for both India and Pakistan?
2. How is ingrained sense of ‘other’ maintained through the significations in the movies *Border* and *Waar*?





## **Methodology**

This excerpt significantly informs the methodological framework of this study, “A sign... [in the form of a representamen] is something which stands to somebody for something in some respect or capacity. It addresses somebody, that is, creates in the mind of that person an equivalent sign, or perhaps a more developed sign” (Peirce 1931-58, 2.228).

Visual narratives of both India and Pakistan are taken as ‘texts’ to interpret through multimodal. The multiplication of the meanings is to be investigated by Kress and Leeuwen (2006) multimodal. Kress & Leeuwen (2006) assert the power of the mass media in spelling normative influence rather than normalizing influence on communication through visuals around the world. All such visual language constitutes the digital/cultural empires using computer-based imaging. The key idea of investigation in the visual text is ‘sign’, which expresses meanings through semiotic modes. These signs are idiosyncratically available in semiotics as ready-made entities in the social sphere.

In Halliday's systemic functional approach, each semiotic mode exhibits three meta-functions; Ideational meta-functions, Interpersonal meta-functions and Textual meta-functions.

### **Ideational Meta-function**

Ideational meta-function is related to the experience pertaining to the material world, the immediate contact of the participant with the outer world. It highlights the interaction of the entities and punctuates the vector and its position. The objects in the images interact through vectors (Kress & Leeuwen, 2006). In Halliday's words, the physical act of doing something, happening, becoming and being or sensing is represented and constructed to depict reality. The participants become actors, goals, receivers and sensors in the act.



### **Interpersonal Meta-function**

In interpersonal meta-function, the technical features of the image signify the intended interaction designed by the film maker between the viewer and the represented participant (actor). The distance and the gaze of the participant, or the specific angle of the shot, all suggest an engineered response from the viewer and a relation is developed between the viewer and the represented participant: “The choice of distance can suggest different relations between represented participants and viewers” (Kress & Leeuwen, 2006, p.124). For instance, if the represented participant directs his/her gaze towards the viewer, the act is taken to a ‘demand’ from the actor’s side. If the gaze is not directed towards the viewer, the act invites ‘offer’ for the viewer to interpret otherwise. Similarly, the camera angle suggests the intimacy between the viewer and the represented participant if the shot is close. The medium and long shot signify objective stance for the represented participants.

The producer of the film interacts through the represented participants, the viewer can “recognize the substance of what is meant while refusing the speaker’s interpretations and assessments” (qtd. in Kress & Leeuwen, 2006, p. 115)

### **Textual Meta-function**

Textual meta-function creates the coherence in the text. The ideational and the interpersonal meta-functions are organized in a systematic way. The information in textual meta-function is maintained through framing of the text, assigning value and salience. For instance, the entities reflected on the left side of the screen are taken to be the pieces of information already known or ‘given’. On the right side, the elements reflected are ‘new’ for the viewer, or intended to be introduced. Similarly, the status of ideal is sophisticated through placing the object amidst the other object, or predominating by placing the object in a major special position.

Salience is to be referred to any such technique to attract retention or attention of the viewer. According to Kress & van Leeuwen, “The presence or absence of framing devices (realized by elements which create dividing lines, or by actual frame lines) disconnects or connects elements of the image” (2006, p. 177).

### **Analysis**



**Image A (Border)**

Image A narrates the event after the battle is won by the Indians in 1971 in Longewala post. The air strike begins at the first stroke of light as the Hunter-Fighters cannot launch air raid in the night time. The fighter plane, owing to the technological inefficiency, could not attack in the darkness as demanded by Major Kuldeep Singh at the hours of need. In despair, Major Kuldeep announces the untenable position to the battalion and offers the company a choice to retreat or hold the position. The company prefers to hold the position and face enemy to death. The ray of light of the following day brings success for the soldiers who sustain their positions and the air-



strike supports the company. The Pakistani company retreats across the border, leaving the tanks as the tanks are hit by the planes of the Indian air force. Besides the air strike, Indian tanks and artillery also arrive at the post for support.

The setting of the scene is the post of Longewala. The characters in the image are Indian soldiers who capture a Pakistani tank and celebrate their victory. Some soldiers dance on the tank with their hands raised. The smoke in the background is an indexical sign, signifying the fire being omitted after shelling. Major Kuldip Singh is standing near the tank with his face towards the soldiers sitting on the sand. He has won victory but seems quiet inwardly at the loss his country has suffered during the battle. He has lost his soldiers along with his devoted subordinates. He feels for the death of his fellows and looks passively at the tanks and then the soldiers sitting on the sand. His mind is tracing elsewhere as the Indians launch counter – offensive. Meanwhile, the news of the soldiers deceased in the battle reaches their home which brings much to the families' sorrow. Major Kuldip Singh contemplates of the horrors of the war and the destruction it caused to the martyred and their loved ones.

### **Ideational Meta-function**

Image A depicts the vectors by the soldiers after capturing the Pakistani tank and winning the battle at Longawala post. The soldiers celebrate the victory over the tank and dance as they are actor in a transactional process with victory as their goal. Major Kuldip Singh, on the other hand, gazes towards the soldiers sitting in row as phenomena in a reactional process. The soldiers sitting with their back towards screen also gaze at the tank as goal. They are also reactors in the transactional process. The soldiers dancing on the tanks have guns as circumstances of means and the locative circumstance is the battle field in the desert.



### **Interpersonal Meta-function**

The acts of the soldiers on the tank, the soldiers sitting in a row gazing towards the celebration and Major Kuldip Singh are all ‘offer’ for inferences. The interpretations are focused on the contemplation gaze of Major Kuldip Singh who contemplates the aftermaths of the war and shows no signs of victory as he has lost his best men in war. The frame of the image makes him prominent as he is figured as a whole and shot from frontal angle which ensures the involvement of the viewer. The other soldiers on the tank and those who sit in the row are shot in oblique angle and kept in the background in the blur focus of the visual field.

### **Intertextual Meta-function**

The ‘given’ is the attitude of the soldiers on the tank while ‘new’ is the contemplating gaze of Major Kuldip Singh. The character of Major Kuldip Singh is framed dominant in the image as he is in the movie. He occupies the maximum exposure in the visual frame. His character in the movie is maintained by giving him the posture of an exalted being. His position in the frame is ‘ideal’ while the rest of the soldiers are ‘real’. The whole body of Major Kuldip Singh is ‘shot’, inviting inferences regarding his character in whole perspective. His character is made salient by marking distinct junctures in his portrayal.





**Image B (*Border*)**

Image B connotes to the post war event where the burial of the dead is performed. The setting is post-war, the desert where the battle is fought at the post situated at the border. There are two characters in the image. Major Kuldip Singh is saluting while another soldier is digging graves for the Pakistani soldiers. The graves are on a sand dune and the soldier is digging the sand to make enough room for the corpses to settle. The dead bodies can be seen lying in a queue as the boots are visible. The guns of the soldiers and their helmets stand in the ground as their epithets. The present scene of the graves is spatially situated where no plant is visible, while beyond the graveyard in the desert, some plants can be seen at some distance. The setting of the



image signifies the barrenness of the event, death and destruction. Major Kuldeep Singh salutes to the soldiers, an indexical sign signifying the gratitude of a soldier for the bravery and valour of the other soldiers in the battle and the sacrifice they offered for their country. The salute can also be taken as an iconic sign, signifying the military culture of honouring the brave in the field. It is equally symbolic, signifying the honour Indians have for the Pakistani soldiers, even after fighting hand to hand battle at the post. The soldier digging the graves for the corpses has tugged sleeves, indexically signifying the nature of labour he is doing. The boots of the dead soldiers also serve as symbolic signs, as they signify the dead, lying on the sand, waiting to be buried. The guns and the helmets of the soldiers signify the identity of the dead, as they are to be recognized through their authorized weapon. The graves being dug can also be taken as a symbolic sign, signifying the ultimate end of the battle on either side. The scene is also symbolic, signifying the dignity for the martyred by the Indians, even in the face of opposition.

### **Ideational Meta-function**

Image B depicts the vectors formed by Major Kuldeep Singh and another soldier who digs the graves for the Pakistani soldier. Both of the represented participants are actors in the transactional process. Major Kuldeep Singh salutes to offer his gratitude to the soldiers killed in the war. His goal is to pay tribute to the valour they displayed in the war. The other soldier is also an actor as he digs the ground to serve the purpose of burying the dead as his goal in a transactional process.

The locative circumstance is the desert where the battle has been fought. Major Kuldeep Singh uses his hands as circumstances of means while the soldier digging the ground has a hoe as circumstance of means.



### **Interpersonal Meta-function**

The transactional processes or acts by both of the soldiers are ‘offers’ for the viewer to make inferences. The gratitude by Major Kuldeep Singh for the Pakistani martyred is offered for interpretation, leaving the viewer with the views of mutual respect for funeral ritual, even in the wake of war. Major Kuldeep Singh has been shot from frontal angle, inviting the involvement of the viewer with his character while the soldier digging the ground has been shot from oblique angle, connoting to the act as less important for the viewer.

### **Intertextual Meta-function**

The ‘given’ in the image is the soldier who is digging the graves for the Pakistani martyred and the dead bodies of the Pakistani soldiers ( as their boots are visible). The ‘new’ in the image is the attitude of the Indian Major to pay tribute to those who were willing to kill one another in the battle, a couple of hours ago. The reconciled attitude of the Indian Major is to be inferred.

The character of Major Kuldeep Singh is portrayed as central and dominant. He is given a long shot, covering his whole body and enabling the viewer to interpret his character as a whole, a warrior in the beginning, but displaying human nature in the end when the war is over. The figure of Major Kuldeep Singh is marked off as distinct juncture as he is given a prominent frame for the analysis in the image. His character is ‘ideal’ in the frame while the soldier digging the graves the ‘real’.



**Image C (*Waar*)**

Image C from *Waar* is extracted from the scene when the most popular political figure, Ijaz Khan is stabbed in the liver by Ramal. The focal issue of Kala Bagh Dam is his main concern and he strives to develop a consensus among the leaders of political parties. He is gaining popularity among the masses in Pakistan and as the construction of the dam ensures the prosperity of the country in socio-economic terms, the Indian spy is given the task of dismantling the plans and assassinating the leader. Ramal breaks into the villa of Ijaz Khan and first slits the throat of his wife and then stabs a dagger into Ijaz Khan's liver in the bathroom. Ijaz Khan realizes the injury when the damage is done to him. Ramal washes his dagger in the basin beside Ijaz Khan. He tries to drag into his room and to appeal to some source of help but couldn't. His wife was pregnant and all the three members of the house are killed at the same time.

The setting is indoors, a bathroom in Ijaz Khan's villa. The bathroom is magnificently kept and designed, an indexical sign of the status Ijaz Khan enjoys. The characters in the image are Ijaz Khan, who is injured, while Ramal stands watching the spectacle with grace. Ijaz Khan



wears a white bathrobe, indexically signifying that he has taken a bath; symbolically signifying the purity of his soul. Ramal wears black suit, symbolically signifying his darkness of the soul, his furtive acts. He breaks into the villa in darkness, to camouflage himself in darkness. Ramal stands watching the dying kicks on behalf of Ijaz Khan as he drags his body towards the bedroom. Ijaz Khan lies on the bathroom floor, an indexical sign signifying his desperate state as he is injured and about to die. Ramal stands in a leisurely manner, his gesture signifies his state of mastery over his job. Ramal's gaze is directed towards the Ijaz Khan, an indexical sign signifying his tendency to witness the sufferings of Ijaz Khan as he dies by inches. Ijaz Khan lies on the floor while Ramal stands, both positions symbolically signify the crucial phase for Ijaz Khan, and victory for Ramal. The background in the bathroom is dimly lit and for the most of the part, darkness prevails. The darkness gaining maturity is symbolic, signifying the destitute the family of Ijaz Khan is going to face. Ramal stands by resting his back on the basin edge, a symbolic sign signifying the support he has while Ijaz Khan has nothing to hold. He craves to drag himself into the room to ensure the security of his wife, who has already been killed.

### **Ideational Meta-function**

In the given image, the vector is formed by the act and the gaze alike of the represented participant. Ramal is a reactor who gazes at Ijaz Khan as phenomena. On the other hand, Ijaz Khan is an actor who makes an attempt to crawl back to his wife after receiving fatal injury by Ramal. His room is his goal as he crawls on the bathroom floor in an action process. Ijaz Khan is also a senser in a mental process as he fears the presence of the killer in his bathroom.

The locative circumstance is Ijaz Khan's residence. Ijaz Khan uses his hands while crawling to support his wounded body while Ramal utilizes his hands as circumstance of means to support him against the slab of the bathroom.



### **Interpersonal Meta-function**

The act and the gaze of the represented participants are ‘offers’ for interpretations by the interactive participants. The gaze of the Ramal, in Indian spy at the spectacle of dying kicks by Ijaz Khan is offered for the inferences. Shot is frontal as the angle suggests, for both of the interactive participants. Ijaz Khan is shot from the close angle, intimating his act of suffering with the interactive participants. Ramal is given a long shot, keeping the interactive participants at distance from him, relating the details of his character with his exposure to the viewer in general. The involvement of the interactive participants with Ijaz Khan and Ramal is ensured for inferences.

### **Intertextual Meta-function**

The ‘given’ in the image is character of the Indian spy Ramal as he is deployed to kill and proceed. The ‘new’ is the spectacle of Ijaz Khan who is stabbed in the liver by Ramal.

The salience is maintained by designating white colour to Ijaz Khan and black for Ramal. The colour equation for both of the represented participants connotes to the inner soul and their natural disposition. Moreover, the frame figures Ijaz Khan closer to the interactive participant as compared to the villain in the scene; Ramal.

The ‘ideal’ in the image is the conspiracy that works while the ‘real’ is the sufferings for those who wish their country well as in the case of Ijaz Khan.





**Image D (Waar)**

Image D from the Waar is the final notation on the attempt made by Ramal to plant a bomb on Jinnah Convention Center Islamabad. The convention center is crowded with the delegates and the officials with heavy security. Ramal, however, expert in making get ups, enters the convention center and plants a bomb in a room. Major Mujtaba, finds the clue that the proposed venue for exploding bomb would be no other place than the convention center. He, along with Javeria, searches the lodgings in the convention center and finds Ramal walking away after installing the bomb in a room. He kills the guards on watch and successfully activates the bomb. Major Mujtaba observes the location where bomb is planted and directs Javeria to diffuse the bomb. He chases Ramal who climbs up the top of the roof of the convention center and the final battle of good and evil concludes the movie.

The setting is outdoors, the top arched roof of the Jinnah Convention Center in Islamabad. The background is cloudy and it is about to rain. The rain is symbolic, signifying the



settlement of the dust, referring to the battle between Major Mujtaba and Ramal, good and the evil. It also symbolically signifies the purgation as the blood on the roof is washed after Ramal has been defeated.

The characters in the image are Major Mujtaba and Ramal. Ramal lies lifeless on the roof while Major Mujtaba walks away after completion of his task. The lifeless body of Ramal is symbolic sign, signifying the defeat of the evil in the hands of good. The gesture Major Mujtaba displays is indexical, signifying his reaction on death of the enemy, he walks in triumph. Both characters in the image are in a way similar. Both of them wear black T-Shirts, a symbolic sign signifying some mutual disposition as they have been trained alike. Major Mujtaba wears spotted trousers as assigned in the army for the officer. The trousers can be taken as an iconic sign, signifying his official status in the army. Both of the major characters in the image are framed in the middle of the screen. The frame symbolically signifies the centrality of both characters in the image and maintains the relation of the audience with them.

### **Ideational Meta-function**

The vector in the image is formed by the act of Major Mujtaba who walks away from the dead body of Ramal. He is an actor in an action process and walks towards the destination as his goal. Ramal is also the recipient of the blows given by Major Mujtaba. Major Mujtaba is also a carrier, having an attribute of a soldier who completes his task even in the most difficult circumstances.

The locative circumstance is the conventional center, Islamabad where Ramal plants a bomb and ultimately meets his end.



### **Interpersonal Meta-function**

The act of Major Mujtaba is an ‘offer’ for making inferences as good wins in the end.

The act of defeating the evil is made to be interpreted by the interactive participants.

He is given a long shot, connoting to offer a complete picture of the character in terms of his ability and determination. The angle of the shot is oblique, making the act of the represented participants as not belonging to their own world. The act of valour and determination as carried out by Major Mujtaba is idealized in the sense. Ramal is given a long and blur shot, connoting to the disengagement of his character from the interactive participant.

### **Intertextual Meta-function**

The ‘given’ is the proficient character of Major Mujtaba while the ‘new’ is the end of Ramal who lies dead on the roof of the conventional center. The salience in the image is maintained by the centrality of Major Mujtaba’s character. He is the only character who is focused in the image. His centrality in the frame of the image and his success in the final battle connote to his ability as distinct juncture. He is also dressed in the manner of an army personale to signify his rank and expertise in the task. The spatial position of Major Mujtaba as compared to the lying Ramal is another sign of his excellence in defeating the evil in the image.

The ‘ideal’ is state of success for the good while the ‘real’ is the end of the evil, as signified in the death of Ramal. The ending scene of the movie concludes the battle of the binaries and ends with the end of the evil.

### **Conclusion**

The border is the ‘psychological barrier’ in the visual narrative of both India and Pakistan. The border is visited in the narrative through national cinematic lens embedded in



jingoistic tendencies. The film producers are more inclined towards selecting the subjects of the films to appeal more discerning audience. The ‘hatred’, as it is displayed in the texture of the films is escorted occasionally by attempts to realize the importance of reconciliation between India and Pakistan as “it is amply clear that there is a larger directing philosophy that goes beyond these particular texts, literary or cinematic, to enunciate a shift towards the establishment of a climate of colloquy between the two nations” (Bharat & Kumar, 2008, p.70).

The treatment of the ‘other’ in the visual narratives of not surprising for the audience in the popular discourse of both countries, depicting the events leading from partition and post partition (rancorous history decolonization). The grim details of the historical conflicts and stand offs are reconstructed in the reels and written discourses in particular, reviving such trends in the audience from both the countries to record intersections of race, religion and power. Kazmi (1999) asserts that the social reality as reflected in the conventional films are actualized in constructing ideological stances.

The visual narratives of both countries, serve as the popular historians for the viewers. The recent cinematic text in India, “however, reflects a dramatic shift in discourse, reaching instead to an earlier past as well as reflecting upon a post-independence reality to construct a national identity that does not include references to Pakistan” (Singh in Bharat & Kumar, 2008, p.127). This conceptual shift connotes the tendency of moves towards reconciliation, eroding the traumatic illusions of historical animosity on both sides of the border. The Pakistani cinema, in comparison to the Indian film industry waits for the ‘tides’ to turn as it still strives in its infancy. The barriers of ‘psychological other’ are attempted to be removed from such an imprisoning discourse.



The antagonistic sense of identity in the audience of both countries has to be revived. The present study investigates the institutionalizing the representation of the movies produced to depict the chronicles of history and maintaining the sense of hatred and animosity for the ‘others’.

## **References**

- Bharat, M., & Kumar, N. (2008). *Filming the Line of Control: The Indo–Pak Relationship Through the Cinematic lens*. Routledge India.
- Dominique, M. (2010). *The Geopolitics of Emotion: How Culture of Fear, Humiliation and Hope are Reshaping the World*. Anchor Books.
- Kazmi, F. (1999). *The Politics of India’s Commercial Cinema: Imaging a Universe, Subverting a Multiverse*. Sage.
- Kress, G., & van Leeuwen, T. (2006). *Reading Images: The Grammar of Visual Design*. Routledge.
- McLeod, D. (2008). *India and Pakistan: Friends, Rivals or Enemies?* Hampshire, Vikings.
- Peirce, C. S. (1931–58). *Collected Papers (8 vols: vol. 1, Principles of Philosophy)*, eds. Charles Harts and Paul Weiss, Harvard University Press.



## **Reducing Anxiety and Enhancing Motivation: Gemini AI Voice Chat for ESL Speaking Practice in Bangladesh**

Md Mahadi Rahman<sup>2</sup>

---

### **Abstract**

The development of English language skills by Second Language students becomes difficult when they experience speaking anxiety especially during situations with limited interaction time with native speakers. An investigation into the productivity of Gemini AI voice chat as a speaking practice method for starting ESL students at educational institutions in Bangladesh was conducted. A research project using action methodology enabled 25 second-year Department of English Language and Literature students at Premier University Chattogram to work with Gemini AI for four weeks and conduct interviews to extract participant perceptions. Participants indicated through testing that AI-enabled practice made them feel more comfortable than working with human peers as 92.3% of users favored AI over peers while 97.4% showed lower anxiety toward mistakes. Most students (87.2%) found the AI system gave them beneficial feedback about pronunciation and grammar while all participants (97.4%) valued the system for practice accessibility. The research showed that participants experienced increased confidence for speaking after working with AI technology as opposed to using traditional teaching methods (82.1%). Through the application of Self-Determination Theory and Socio-Cultural Theory the research revealed that the non-critical environment of AI met learners' basic emotional needs for

---

<sup>2</sup> Md Mahadi Rahman is Lecturer at Department of English Language & Literature (DELL), Premier University, Chattogram.



competence and autonomy as well as supplied necessary guidance within their learning development zone. AI voice technology shows promise in removing psychological obstacles for speaking practice according to the research which presents practical integration ideas for ESL pedagogy.

**Keywords:** ESL Speaking Anxiety, Gemini AI, Bangladesh, Non-judgmental feedback, Self-Determination Theory

## **Introduction**

The teaching of speaking skills remains a difficult task for ESL learners because they usually have restricted exposure to English outside their formal education. English language students who complete multiple years of instruction still have difficulty obtaining communicative competence because speaking remains their biggest anxiety trigger among all four skills (Horwitz et al., 1986). The feeling of anxiety during speaking hinders language learning because self-conscious students choose to shun speaking chances which actively block their needed practice time.

The difficulties in learning English pose a major problem within the setting of Bangladesh. English holds vital linguistic authority for social advancement and academic progress in post-colonial Bangladesh, so its educational system strongly focuses on teaching English to students. However, traditional approaches predominantly focus on grammatical knowledge and reading comprehension over communicative competence (Rahman, 2015). Research shows that the combination of grammar-translation teaching methods in large classes leads to students who cannot use their English knowledge effectively in real-world conversations. This grammar-translation-oriented pedagogy, combined with large class sizes and limited





opportunities for individualized speaking practice, has produced what some researchers term "mute English learners" – students with theoretical knowledge of English but limited ability to apply this knowledge in authentic communication (Islam, 2019). Classroom-based communication about language learning becomes more complex because students experience social barriers from their fear of negative peer and instructor feedback.

The emerging economy of Bangladesh has experienced quick technological developments and rising digital connections across its network during the latest years. The Bangladesh Telecommunication Regulatory Commission (2022) reports that the nation maintains a population of over 120 million internet users while mobile phones remain the primary choice for internet access among 92% of the users. The digital technological environment creates space for traditional language education to be supported by technology-based learning methods. Research on technology-enhanced language learning in Bangladesh mainly studies general English proficiency and vocabulary acquisition and mobile learning applications yet it does not explore psychological aspects of speaking skill development (Shams & Amin, 2020).

New speech recognition and language processing technologies help address speaking skill development problems in English Second Language education. Contemporary AI technology creates new ways to enhance speaking practice by holding meaningful conversations with students and giving immediate responses that adapt to their answers. AI conversation can help students speak more freely by offering a safe platform that reduces language anxiety when speaking to humans (Alm, 2019).

The fast-growing research on AI applications in language learning still lacks comprehensive evidence about how well AI voice chat tools build speaking abilities specifically



within South Asian environments such as Bangladesh. Most studies on AI voice chat tools have focused on doing research in East Asian, European and North American regions yet studies involving their application for Bangladeshi learners remain scarce. Language learning through AI needs more research regarding psychological factors which affect motivation and anxiety reduction although these elements play a decisive role in developing speaking skills.

The present research investigates Gemini AI voice chat utility as a speaking practice tool for early learners of ESL within the context of Bangladesh. This research investigates two essential inquiries about the effectiveness of Gemini AI voice chat for beginner ESL learners in Bangladesh: 1) Is AI a more effective language speaking partner than a human in contexts where English is a second language? 2) Is AI more motivating than a human partner due to its non-judgmental and neutral nature?

The investigation of language learning psychology with AI generates knowledge about how technology should be used to overcome affective obstacles which hinder speaking growth in educational environments where traditional methods prove unsuccessful.

Research derives from two supporting theoretical approaches namely Self-Determination Theory (SDT) and Socio-Cultural Theory (SCT). According to Self-Determination Theory (Deci & Ryan, 2000) the optimization of motivation happens when people meet three fundamental psychological requirements for autonomy (free participation) along with competence (confidence) and relatedness (friendship). The practice environment created by AI technology responds to these requirements by letting students schedule their sessions while remaining in control (autonomy support) then providing positive feedback without shaming (competence



promotion) while allowing safe expression of concern (attention to psychological security but limited human one).

The learning process itself benefits from Socio-Cultural Theory (Vygotsky, 1978) because it explains the Zone of Proximal Development (ZPD) which defines the difference between independent performance and achievement with guidance. The automated voice chat system has the potential to serve as an assistance tool by providing immediate feedback while adapting to learner responses and remaining available for practice which makes it operate as a technological alternative to human interaction deficiencies.

## **Literature Review**

This literature review synthesizes relevant research across three interconnected domains: speaking anxiety in ESL contexts, technology-enhanced language learning, and AI applications in language education.

### **Speaking Anxiety in ESL Contexts**

The consistent identification of speaking anxiety represents a major obstacle for students to learn a second language specifically within traditional educational environments. The paper published by Horwitz et al. (1986) demonstrated that foreign language anxiety exists as a particular form of situational anxiety because it encompasses "self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 128). Speaking situations trigger the highest expression of anxiety because learners must deal with the dual pressure of both communicating and handling social performance evaluations.



Studies of speaking anxiety in Asian ESL environments show extremely elevated levels of worry for speaking aloud. Chinese university students showed elevated moderate to high levels of speaking anxiety according to Liu and Jackson (2008), and their main source of anxiety was the fear of negative evaluation. Research conducted in Bangladesh by Rahman (2018) demonstrated that high speaking anxiety existed in 78% of university students and peer evaluations together with instructor assessments emerged as their main anxiety-inducing factors.

Speaking anxiety produces permanent effects which destroy learning outcomes in all stages of language processing. Anxiety disrupts all stages of language processing according to the findings from MacIntyre and Gardner (1994) through the disruption of nurturing linguistic information as input then processing and generating the language as output. Four instances of negative behavior unfold as anxiety produces substandard performance leading to even greater anxiety that blocks learning progress. University students throughout Bangladesh showed lower speaking proficiency levels because speaking anxiety reduced their willingness to communicate and limited their classroom speaking activity participation according to Islam (2019).

### **Technology-Enhanced Language Learning**

Language learning through technology has developed from basic computer-assisted language learning tools with restricted interaction to advanced mobile apps together with artificial intelligence systems that deliver customized and interactive education for students. Research has shown that speaking development technologies produce better learning outcomes than traditional classroom instruction, especially when overcoming psychological obstacles to practice.



Research into mobile-assisted language learning applications used for speech practice has successfully lowered subject anxiety of participants. The evaluation by Yang et al. (2019) showed university students who practiced speaking with mobile applications demonstrated decreased anxiety alongside improved communication desire while opposing groups who practiced only in classrooms. Mobile practice and its lack of social evaluation led to decreased anxiety according to the researchers.

The field of technology-enhanced language learning research in Bangladesh is expanding but scientific studies dedicated to speaking skill development remain scarce. Available language learning applications lack adequate feedback systems thus creating a need for improved voice recognition and grammar correction technologies according to this investigation.

### **AI Applications in Language Education**

Enhanced artificial intelligence capabilities in natural language processing and speech recognition make new possibilities for language education emerge to solve past technological limitations in language teaching. Various studies show that artificial intelligence can effectively support speech learning. The research by Loewen et al. (2019) investigated voice-activated AI assistants for English pronunciation training which demonstrated enhanced pronunciation precision among users who achieved greater results than controls mainly in the production of first language dissimilar phonemes.

The current analysis gains special significance because it focuses on psychological aspects within AI-assisted language learning research. Alm (2019) discovered that college students felt less anxious about AI dialogues for practicing speaking than they did when speaking



with people because AI communication provides a judgment-free environment along with no evaluation concerns. Student language users according to Cunningham (2019) thought AI partners made perfect spaces to fail since the AI provided judgment-free practicing environments.

Previous research investigated the specialized benefits of AI feedback systems as an important educational factor. At present AI technology provides detailed immediate feedback about pronunciation together with grammar and vocabulary use during online speaking practice sessions. Learners consistently valued receiving immediate feedback according to Dizon (2020) because it helped them improve their speaking skills and prevented errors from becoming permanent.

The investigation of AI-assisted language learning benefits utilizes Self-Determination Theory as well as Socio-Cultural Theory as valuable theoretical frameworks. This dual approach evaluates the motivational aspects of linguistic learning as well as the social developmental processes which build competence through language use to explain AI-assisted practice benefits that the research investigation aims to find out.

## **Research Design**

The researcher used action research methods to examine how effective Gemini AI voice chat was in helping beginner level ESL students master speaking abilities. The researcher used action research because this approach best suited their investigative needs since it combines systematic inquiry with an understanding of contextual learning factors that affect educational outcomes. The methodology fits both the study's evaluation of AI educational tools as well as the approach to psychological barriers which prevent ESL speaking practice in Bangladesh.



The research framework adopted from Kemmis and McTaggart (2000) included four sequential stages which started from planning through action and observation and ended with reflection. Researcher decided to work with Gemini AI voice chat as their intervention during the planning phase because it achieved the dual goals of being accessible and interactive to address speaking anxiety barriers among Bangladeshi ESL learners. The researcher deployed this technology during its action phase by introducing it as a support tool for initial English language speakers. Research data collection through semi-structured interviews took place in the observation phase to collect student experiences and perceptions. The research phase of analysis involved examining all findings with the goal of determining both the intervention success rate and its consequences for ESL education approaches.

The investigation prioritized qualitative research methods because it focused on subjective experiences of AI technology use instead of measuring linguistic development parameters. The researcher chose this method to reflect how the study primarily focuses on psychological aspects of language learning through anxious reduction and enhanced motivation which can best be studied through qualitative research on learner experiences and perceptions. Moreover, the researcher employed response pattern quantification to identify common experiences and major trends presented by study participants.

### **Research Context and Participants**

The research took place at Premier University Chattogram Bangladesh which opened its doors as a private higher education institution in 2002. Premier University's Department of English Language and Literature delivers courses about English language and literature studies and offers classes in language development and linguistics as well as literary analysis.





Twenty-five second-semester students from the Department of English Language and Literature at Premier University made up the study participants. A research sample containing beginning-level English learners was obtained through purposive sampling because they had attended secondary school before entering university. Researcher obtained participation from 16 female students with 9 male participants between the ages of 18 and 20 years. Bangladesh university entrants typically have 12 years of English language instruction from their secondary education period based on the findings of this study.

The study included second-semester university students as their anxiety toward speaking in English at this level is commonly high during their transition. Primary university students face difficulties in speaking skill development because they move from using grammar-translation methods at secondary level to communicative methods in higher education.

All students obtained extensive details about the research purpose and procedures before participating as part of the process which followed institutional ethical guidelines for consent. Students remained free to join or stay out of the study because their academic position and course marks did not depend on their choice. The researcher ensured participant confidentiality by assigning numerical IDs to all participants instead of using personal names while anonymizing data throughout the research process.

### **Implementation of Gemini AI Voice Chat**

Gemini AI voice chat entered the implementation stage by becoming a supplementary speaking practice enhancement for participants during their normal language learning activities. Gemini AI obtained selection as the intervention tool based on its effective natural language



processing combined with accurate voice recognition and its capabilities for conversational interactions.

Participants received a ninety-minute training session regarding the use of Gemini AI platform before its deployment. The session displayed voice chat capabilities while showing users how to reach the app from smartphones, tablets and computers followed by practice activities examples. The participants learned detailed instructions involving the start of conversations together with voice recognition setup and different practice functionalities. The researcher devoted time to resolving technical concerns that helped participants smoothly use the technology system.

Participants received a four-week directive to utilize Gemini AI for speaking practice with a minimum duration of 20 minutes for three sessions per week which accumulated to 4 hours total. Participants conducted this AI-based practice along with their standard English language coursework which needed both traditional teaching methods and peer-to-peer interaction lessons. The participants carried out different speaking exercises with the AI system.

1. Free conversation on topics of personal interest
2. The participants engaged in structured dialogue sessions specifically about their course educational material.
3. Pronunciation practice for challenging phonemes
4. Question-and-answer exchanges to build fluency
5. Role-play scenarios for contextual language practice

The participants kept brief logs throughout their sessions to track their practice activities by listing duration, discussion topics and recorded technical problems. The implemented team



used weekly log collection to ensure program participation status and detect any technological shortcomings needing modifications. Throughout the four weeks of implementation the researcher supplied continuous technical guidance to resolve problems that users might face when accessing or utilizing the technological system.

### **Data Collection**

The researcher conducted semi-structured interviews with the whole group of 25 participants following a four-week implementation phase to obtain information about their experiences with the speaking practice tool Gemini AI. The designed interview questionnaire prioritized the research objectives and enabled participants to discuss new aspects related to their encounter with Gemini AI which exceeded the initial questions. The interviews lasted from thirty to forty-five minutes during which English served as the main language, yet participants used portions of Bengali when needed to express intricate feelings and experiences.

The interview process used semi-structured questions to which investigators made purposeful probes according to participants' answers.

1. What is your comfort rating regarding English speech practice between Gemini AI and human peers and educators?
2. Your experience with AI-based practice changed your fear levels regarding English speaking errors in any way.
3. How would you evaluate the feedback that Gemini AI provided to you regarding both pronunciation and grammar? The feedback your system provided you how beneficial it was in your learning process.



4. The accessibility of using AI for practicing spoken English differed from getting opportunities for human partners for practice.
5. The use of Gemini AI shaped your willingness to practice English speaking activities.
6. The utilization of Gemini AI modified your English proficiency self-confidence when speaking in different situations.
7. What problems or barriers appeared when utilizing Gemini AI to train your speaking abilities?
8. Which features in AI speaking exercises do you believe need improvement to increase their effectiveness for your language acquisition?

The researcher obtained permission from participants for audio recordings which he transcribed word-for-word into analyzed data. The interview transcripts went through member checking because participants received access to their recorded dialogue transcriptions so they could verify the accuracy of statements representing their true experiences. The member-checking process increased data trustworthiness through confirmation of proper representation of participant meaning in transcripts.

The participant activity logs provided additional information to interview data about system usage patterns and technological problems and the practices options selected for training purposes. The participant-generated logs helped the researcher gain practical details about technology implementation while allowing them to contextualize the interview answers.



## **Data Analysis**

The data analysis of interview interviews relied on Braun and Clarke's (2006) six-phase thematic analysis model. Qualitative data analysis used this approach because of its ability to reveal meaning patterns while supporting strong methodological standards and its flexible performance. The research analysis followed these textual phases: (1) data familiarization, (2) initial code development, (3) theme detection, (4) theme assessment, (5) theme definition and naming and (6) report generation.

The researcher completed independent initial coding which led to a comparison process for resolving differences before refining the coding categories. The multiple investigators validated the analysis by comparing their coding results to prevent researcher subjectivity and confirm the true data patterns in the study findings. Negative case analysis served as a method for recognizing and addressing data points that opposed emerging patterns to integrate all minority views into the analysis.

The researcher conducted an analysis using qualitative and quantitative research methods. The researcher primarily analyzed participant experiences using qualitative methods, yet they measured the occurrence of specific responses by calculating percentages of participants who showed particular perceptions or experiences. Through a mixed analytical method researcher gained detailed insights into how participants felt while showing statistical evidence about which perceptions were most common in their sample.



## **Results**

The analysis of interview data revealed several significant patterns in participants' experiences with Gemini AI voice chat as a tool for developing English speaking skills. These findings are organized into four thematic categories: (1) comfort and anxiety reduction, (2) feedback and skill development, (3) accessibility and practice opportunities, and (4) motivation and confidence building.

### **Comfort and Anxiety Reduction**

Most participants felt comfortable with English speech practice through Gemini AI because they perceived it to be superior to traditional sessions with instructors or classmates. Research data revealed that 92.3% of participants found AI interaction to be less anxiety-inducing since multiple participants detailed psychological factors leading to their comfort. Someone who used Gemini described how interacting with the AI system eliminated their concern about others judging their accent and laughter at their language mistakes (Participant 7). The participant expressed how they could dedicatedly express their ideas without feeling anxiety (Participant 7).

Nearly all 97.4% of students noted improvements in their speaking anxiety for mistakes while using AI virtual tutors as opposed to human language partners. The direct result of reduced anxiety led participants to increase their willingness to practice language for extended periods. The participant stated they use basic sentences whenever interacting with classmates due to their worry about grammatical mistakes with complex sentence structures. I select challenging sentences and advanced vocabulary with Gemini since the AI learns from mistakes without causing discomfort to me (Participant 13).



The participants explained that their AI practice sessions differed from traditional classroom practices because social norms in those settings increased their speaking apprehension. Students from this cultural background show reluctance to expose mistakes publicly because it can result in reduced status. During classroom sessions I feel anxious for others to evaluate my English speaking because everybody believes students majoring in English need perfect speaking abilities. The platform lacks cultural expectations that influence social interactions since it operates without human characteristics (Participant 4).

A small minority of 7.7% among the participants expressed dual or conflicting emotions regarding their interactions with AI systems. The participants admitted to experiencing decreased judgment pressure from AI yet they expressed disappointment with the absence of human interaction quality when it comes to free-flowing natural conversations and emotional connections.

### **Feedback and Skill Development**

Perceptions about AI feedback effectiveness toward pronunciation and grammar remained generally constructive with increased variation compared to the reduction of student anxiety. Most students (87.2%) received valuable feedback from Gemini AI which met their demands as novice learners. The participants emphasized the immediate feedback they received because it helped them fix mistakes instantly rather than practicing errors permanently.

Multiple participants highlighted the need for precise explanations with corrections because these explanations helped them learn how language rules work and how to detect patterns. A student expressed that Gemini provides both proper word forms and teaches the



grammar principle alongside multiple usage demonstrations when they commit mistakes. This learning method enables me to understand both my mistake's cause and its incorrect nature (Participant 16).

All students who participated in this review stressed that the detailed pronunciation corrections improved their learning experience better than past education methods. The students reported that Gemini demonstrated in detail how they should position their lips and tongue exactly for producing the 'th' sound which has always been difficult for them. My instructors normally identify my mistakes but fail to show me the proper correction steps according to Participant 3.

The feedback received positive feedback from most participants but 10.3% felt it was suitable in some but not all situations and 2.5% believed the feedback was too basic for their needs. All these participants wished to receive expert evaluations that provided detailed analysis focused on their personal speech habits.

### **Accessibility and Practice Opportunities**

Almost all participants (97.4%) found the continuous availability of practice opportunities from AI technology to be a major advantage due to the barriers they experienced in finding human partners. Users emphasized their struggles to find native players during non-school hours for practice because AI enabled immediate access. Students explained: "Finding someone to practice English with after class is very difficult. Bengali remains the primary language my school friends use after class time except when we learn together in English."





Additionally, I do not know anyone who speaks as a native English speaker. Whenever I want to practice, I can access Gemini (Participant 11).

Almost nine out of ten participants increased their speaking practice after the AI tool became easily accessible resulting in more frequent usage. The students incorporated short practice periods throughout their daily lives because Gemini provided access which remained impossible when working with human partners during their practice sessions. The participant stated, "There are occasions where I previously lacked someone for practice" (Participant 18).

Many students valued AI practice because the tool provided them with dedicated privacy which helped them feel secure when preparing for public speeches. The student stated to me that practicing with Gemini enables private sessions to become possible because no one can overhear your mistakes. Speaking in my classroom becomes easier because I have already tested verbalization through my private practice sessions (Participant 2).

### **Motivation and Confidence Building**

AI interaction produced positive effects on motivation and confidence development, yet its effects varied from the other positive impacts depending on participants' experiences. A majority of 82.1% of participants described increased English use confidence after Gemini AI practice which surpassed their traditional classroom experience. The patients frequently linked their increased confidence levels to the growing number of anxiety-free practice sessions that allowed them to develop speaking competence.

Most students (92.3%) stated that AI interaction helped them feel more relaxed about their accents and speaking abilities because the AI maintained a neutral response to their English



linguistic output. Students noted that AI programming always supports them without judgment while focusing solely on certain sounds that hinder understanding. The participant developed better understanding that their accent fulfillment needs clarity in communication rather than native perfection (Participant 19).

Only 82.1% of study participants found their confidence levels improved better than face-to-face learning although 17.9% voiced uncertain responses on this metric. The participants valued aspects from AI systems as well as human interaction for their individual purposes. Participant 22 stated that "The AI system builds their grammar and vocabulary confidence, yet they require classroom practice to build true comfort with unpredictable human responses" (Participant 22).

### **Quantitative Summary of Results**

Table 1 presents a quantitative summary of the key findings across the four thematic categories identified in the analysis.

**Table 1:**

*Participants' Experiences with Gemini AI Voice Chat (N=25)*

| Experience Dimension           | Positive (%) | Neutral (%) | Negative (%) |
|--------------------------------|--------------|-------------|--------------|
| Comfort with AI vs. peers      | 92.3         | 7.7         | 0.0          |
| Reduced anxiety about mistakes | 97.4         | 2.6         | 0.0          |
| Helpfulness of feedback        | 87.2         | 10.3        | 2.5          |



|                                    |      |      |     |
|------------------------------------|------|------|-----|
| Value of accessibility             | 97.4 | 2.6  | 0.0 |
| Increased practice frequency       | 87.2 | 10.3 | 2.5 |
| Enhanced confidence                | 82.1 | 17.9 | 0.0 |
| Comfort with accent/speaking style | 92.3 | 7.7  | 0.0 |

This quantitative report reveals mainly positive results through all examined dimensions while showing exceptional results for anxiety relief together with convenient access and comfort using an AI speaking system.

### **Self-Determination Theory Perspective**

The research results gain meaningful interpretation when evaluated through basic psychological needs described by Self-Determination Theory. The study shows that optimal learning engagement emerges when students find their environments support autonomy and competence and relatedness according to Deci and Ryan (2000). The analysis reveals Gemini AI enhances autonomy together with competence but does not deliver straightforward results regarding relatedness support.

Research participants documented a considerable reduction in speech-related anxiety (97.4%) which establishes more advantageous conditions for satisfying the need for competence. The normal speaking environment with high evaluation anxiety forces learners to feel incompetent after making mistakes which damages their sense of basic psychological need. The participant (number 12) expressed that mistake appeared as valuable learning opportunities rather than learning failures when interacting with the Gemini system. Psychological safety allows



learners to convert handling errors from threats to their competence into growth possibilities which strengthens rather than weakens their sense of competence.

Users value autonomy through AI practice because they have complete control over their practice time as well as duration and content selection according to participants' feedback. The practice initiation freedom through personal scheduling choices noted by 97.4% of participants brings students from controlled training settings toward self-led decision-making. A participant specifically revealed their empowerment when they stated, "I determine both when to practice along with which subjects to study and set the length of each session and decide when to seek feedback." According to Participant 5 this control system enables personal accountability for improving themselves.

The connection between AI-developed programs and human social requirements creates a nuanced analysis of the situation. The research indicates that certain students could find the autonomous nature of AI interactions safer for language learning at the beginning stages due to the absence of judgment from AI versus human connection. Participant 15 emphasized "I can see Gemini does not represent real people but intriguingly this fact enables me to feel comfortable sharing myself.

SDT explains that students develop inner motivation when their external classroom rules bind to their sense of self in positive learning environments that fulfill basic psychological needs. Participant feedback shows that autonomous learning attitudes are developing which implies the internalization process is taking place because their original external English-speaking motivations centered on classes and grades are transitioning into personal improvement and communication targets.



### **Socio-Cultural Theory Perspective**

The Socio-Cultural Theory framework enhances our understanding of AI interaction's language development potential when providing progressive support in the Zone of Proximal Development. Vygotsky (1978) demonstrated that education develops through social activities which guide students toward tasks they would achieve alone when proper support steps away to encourage self-development.

Specific feedback from Gemini AI about both pronunciation and grammar effectively acts as technological support which operates with 87.2% participant approval within the ZPD. AI feedback differed from peer reviews because it was both prompt and direct and from instructor reviews because time limits did not constrain the feedback process. The AI guidance smoothly connected current performance to potential performance levels. The research participant stated that Gemini suggests words during pauses but also notifies users about sentence structure mishaps as they speak (Participant 20).

AI delivers adapted learning assistance to students according to their individual needs, which effectively supports their development inside the ZPD. Users explained how the AI system adapted its explanation difficulty to their skill level while reducing error alerts when they demonstrated progress. According to Participant 10 Gemini initially corrected almost every sentence yet adapted to providing feedback only about new mistakes while the student confirmed mastery of previously practiced patterns.

According to SCT theories, language self-regulation develops through a step-by-step process of social mediation that transforms other regulation into self-regulation. The self-



monitoring abilities of users seemed to advance through repeated encounters with AI which indicated the internalization process took place. I discovered my mistakes in pronunciation first during classroom activities before teachers would mark them because I had practiced with Gemini. The participant became able to detect differences in their speech because of hearing sound examinations from Gemini (Participant 23).

The research findings indicate that intelligent AI devices could perform the task of mediation when no sufficient human contacts are accessible. Current AI technology falls short in supporting entire socio-cultural dimensions of language because of recognized restrictions among participants in their pragmatic language usage.

### **Complementary Role in Language Curriculum**

Research results from this study generate important implications for teachers in ESL classrooms specifically aimed at minimizing speaking anxiety barriers for students in Bangladesh learning English. According to these results AI voice chat technology functions best as an additional training element in holistic language education but not as substitute for human educators. AI interaction brings distinct abilities to overcome common speaking challenges within language development because it decreases anxiety levels and provides adaptive practice together with instant feedback.

The best way to integrate artificial intelligence would involve using AI-assisted training before human exchanges to create staged progression from fear-free repetition to real dialogue. Based on responses, one participant noted that Gemini practice before class maximizes their readiness and self-assurance during real-time classroom communication with both students and



teachers (Participant 1). The structured aid provides students with an ascending path to develop their public speaking abilities which links private learning to real-life classroom interactions.

### **Addressing Psychological Barriers**

Research results demonstrated high anxiety relief through AI-assisted practice indicate this method holds great value for removing emotional hurdles blocking speaking development. Instructors teaching language arts should consider using AI practice for learners who show high speaking anxiety since this environment lets students develop essential confidence before they move to peer interaction. The educational approach treats anxiety as an educational and instructional obstacle beyond being only an individual psychological problem.

Research evidence demonstrates that adding direct recognition of speaking anxiety during language education improves the results achieved through technological methods. The development of anxiety recognition in language learning may assist students to understand AI exercises as bridges to improved communication skills instead of technical drills.

### **Equity and Access Considerations**

The accessibility advantages of AI practice raise important equity considerations for language education policy. The AI voice technology offers practice potential to students who experience limited English-speaking environments because of their socioeconomic status and rural location. Technology implementation needs directing towards solving accessibility problems which require all students to have proper devices and internet connectivity to ensure new educational disparities do not arise.



## **Conclusion**

The effectiveness of Gemini AI voice chat on English speaking skill development among beginner ESL learners in Bangladesh has been studied together with its effects on their speaking anxiety levels and motivational factors. AI-assisted speech learning presents major advantages for handling mental obstacles during language delivery together with practice possibilities that basic ESL programs currently lack access to. Participant data shows AI-assisted speech interaction established 97.4% success with reduced error-related anxiety and achieved 92.3% comfort levels for targeted speaking skills compared to typical language learning methods.

Multiple mechanisms within AI-assisted language learning benefit speaking development according to the analysis done through Self-Determination Theory and Socio-Cultural Theory. A motivational setting emerges from SDT-based analysis because of the reduction of anxiety stress along with practical control of activities and targeted feedback support students to maintain their study focus. The targeted scaffolding of immediate feedback in the system allows students to learn in their ZPD according to Socio-Cultural Theory while they develop both language and self-regulatory skills.

These research findings present meaningful implications which apply to general language acquisition psychology instead of focusing exclusively on the evaluated technology. Educators need to treat speaking anxiety as both a personal psychological issue and a major instructional obstacle which demands special teaching approaches because this treatment enables effective support for learners who face difficulties producing language.





The future of AI language modeling research aims to resolve the identified problems in this analysis to create better assistance for students' communicative competence growth. Current artificial intelligence applications make a beneficial additional contribution to full language learning but only when educators understand their particular benefits and weaknesses for language instruction.

## **References**

- Alm, A. (2019). Piloting conversational agents in language learning: Learners' perceptions and the L2 self. *CALL and Complexity – Short Papers from EUROCALL 2019*, 13-18.  
<https://doi.org/10.14705/rpnet.2019.38.979>
- Bangladesh Telecommunication Regulatory Commission. (2022). *Internet subscribers in Bangladesh*.<http://www.btrc.gov.bd/content/internet-subscribers-bangladesh-february-2022>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Cunningham, U. (2019). Using artificial conversational agents for second language learning: A meta-analysis. *Journal of Universal Computer Science*, 25(1), 20-40.
- Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227-268.  
[https://doi.org/10.1207/S15327965PLI1104\\_01](https://doi.org/10.1207/S15327965PLI1104_01)
- Dizon, G. (2020). Evaluating intelligent personal assistants for L2 listening and speaking development. *Language Learning & Technology*, 24(1), 16-26.  
<http://hdl.handle.net/10125/44705>
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The*



- Modern Language Journal*, 70(2), 125-132. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Islam, M. N. (2019). Foreign language anxiety and learner silence in Bangladesh EFL classrooms. *BELTA Journal*, 3(1), 34-52. <https://doi.org/10.36832/beltaj.2019.0301.03>
- Kemmis, S., & McTaggart, R. (2000). *Participatory action research*. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 567-605). Sage Publications.
- Liu, M., & Jackson, J. (2008). An exploration of Chinese EFL learners' unwillingness to communicate and foreign language anxiety. *The Modern Language Journal*, 92(1), 71-86. <https://doi.org/10.1111/j.1540-4781.2008.00687.x>
- Loewen, S., Crowther, D., Isbell, D. R., Kim, K. M., Maloney, J., Miller, Z. F., & Rawal, H. (2019). Mobile-assisted language learning: A Duolingo case study. *ReCALL*, 31(3), 293-311. <https://doi.org/10.1017/S0958344019000065>
- MacIntyre, P. D., & Gardner, R. C. (1994). The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning*, 44(2), 283-305. <https://doi.org/10.1111/j.1467-1770.1994.tb01103.x>
- Rahman, M. M. (2015). *Teaching English in Bangladesh: From policy to practice*. In B. Spolsky & K. Sung (Eds.), *Secondary school English education in Asia: From policy to practice* (pp. 49-64). Routledge. <https://doi.org/10.4324/9781315667201>
- Rahman, S. (2018). Speaking anxiety among Bangladeshi undergraduate students: Factors and remedies. *Journal of ELT and Education*, 1(1), 22-36. <https://jee.ratitamhsc.edu.bd/journal/v1n1/02-JEE0101-18.pdf>
- Shams, R., & Amin, M. A. (2020). Digital language learning in Bangladesh: Current status,



challenges and recommendations. *World Journal of Education*, 10(4), 31-40.

<https://doi.org/10.5430/wje.v10n4p31>

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*.

Harvard University Press.

Yang, X., Kuo, L. J., Ji, X., & McTigue, E. (2019). A critical examination of the relationship among research, theory, and practice: Technology and reading instruction. *Computers & Education*, 146, 103771.



## **A Comparative Analysis of Interactive markers in Native and Non-Native Selected English Short Stories**

*Muhammad Shahrugh Bukhari<sup>3</sup>*

---

### **Abstract**

This corpus-based comparative study has been conducted to ascertain the frequency of various interactive markers employed by native English short stories (NESS) authors and non-native English short stories (NNESS) writers in the construction of persuasive narratives. This study was primarily driven by the necessity to examine the similarities and disparities in the utilization and distribution of interactive markers between native (England, America, Canada, New Zealand and Australia) and non-native (Ghana, Singapore, Pakistan, Nigeria, and India) English short stories within a singular genre. The 400 short stories in the two corpus sets prepared for this study were written by both native and non-native English speakers. Interactive meta-discourse markers were analyzed utilizing Hyland's framework of meta-discourse markers. Ant Cont 3.5.7 (2018) was employed to quantify the frequencies of interactive meta discourse indicators in both native and non-native corpora. Comparisons and contrasts were conducted both quantitatively and qualitatively. The results indicated significant discrepancies in the utilization of interactive markers. Native male and female writers employed a higher frequency of markers than their non-native counterparts, regardless of gender. The study's findings indicate that, in general, native

---

<sup>3</sup> Muhammad Shahrugh Bukhari is a Lecturer at Department of English Language and Literature, University of Jhang, Punjab, Pakistan



English short story writers utilized more interactive indicators to enhance their writing compared to non-native writers.

*Keywords:* Corpus Analysis, Interactive Markers, Short Stories

## **Introduction**

This study examines meta discourse through a gender-based comparative analysis of interactive dialogue among native and non-native English short story authors. The word meta discourse denotes the interaction between authors and their texts, as well as between authors and readers. The phrase 'meta discourse' denotes the utilization of non-propositional elements in both spoken and written language to illustrate the connection between the writer and the reader inside a book. Prior research on meta-discourse has categorized markers into two types: interactional and interactive markers. Interactive markers indicate the author's comprehension of the participation audience's capacity to organize a text, so enhancing its cohesiveness and coherence.

## **The Concept of Meta-discourse**

Zelling Harris coined the ambiguous term "meta discourse" in 1959 to enhance the understanding of language usage and to illustrate how a writer assists a reader in navigating content. Meta discourse posits that communication transcends the mere conversation of information, services, and goods; it also encompasses the attitudes, personalities, and assumptions of the interlocutors (Hyland, 2005, p.3).

## **Context of the Research**

This study analyses the 'meta discourse' of 'interactive meta discourse markers' through a gender-based lens in native and non-native short stories. This research analyses short stories written by both native and non-native English authors.



This research aims to ascertain how authors structure their narratives to engage with their audiences, mostly through the utilization of metadiscursive elements, and how they effectively persuade their audiences to adopt their thoughts and viewpoints. The proposed investigation has delineated the writer's inclination to utilize meta-discourse tools while also examining in a more pertinent and profound manner the application of meta-discourse elements within.

### **Statement of the Problem**

This study intends to do a gender-based analysis of the interactive meta-discourse markers employed by authors in native and non-native English short stories. This study responds to the inquiries and issues highlighted by the research on interactive markers in short stories and the aforementioned works. These exposures are inadequate as they fail to offer suitable descriptions of corpus creation, lack structural evaluation, have an insufficient sample size, and do not describe automated data processing, despite all prior investigations being corpus-centered. No prior research has been undertaken to compare the genders of native and non-native English short story authors. This is comparative research that may be executed using equivalent quantities of facts from both native and non-native short stories. This work focuses on all meta-discourse research that lacks procedural analysis, provides inadequate details regarding corpus generation, and fails to employ appropriate data analysis methods.

### **Aim of the Research**

1. Examine the disparities in the use of meta-discourse markers between native male and non-native female student authors.
2. Examine the application of MDM as a principal objective in both native and non-native English short narratives.
3. Gender study of the prevalence and categories of interactive markers utilized by native and



non-native writers.

### **Significance of the Research**

The recent study is noteworthy as it offers scholars in applied linguistics and gender studies insights into the linguistic approaches employed by various authors, along with the writing styles of both genders. The study's value also lies in the utilization of interactive markers, which facilitates an analysis of the cultural disparities between native and non-native writers.

### **Research Questions**

The current study aims to ascertain the answers to the following inquiries:

1. What could be the frequency with which native and non-native English short story writers utilize various forms of interactive markers?
2. Do native male and non-native female short story authors utilize interactive markers in distinct ways?
3. Do native female and non-native male short story authors utilize interactive markers in distinct ways?

### **Literature Review**

Meta-discourse refers to discourse that is described as "discussion about discussion". Meta-discourse comprises interconnected and interpersonal components that facilitate the interaction between text and context. A multitude of researchers have examined meta-discourse elements, encompassing both interactive and interactional dimensions, and have emphasized their use across diverse literature genres. Consequently, to have a more comprehensive understanding of the study's subject, it is vital to analyze relevant works produced in this field of investigation. It is significant to acknowledge that the majority of works on meta-discourse



features have not employed corpus software, rendering the validity of the initial data questionable.

Abdi (2002) examined meta discourse by assessing how authors utilize interpersonal meta speech to partially reveal their identity and preferred engagement style in two principal academic fields. A corpus of 55 academic research publications was assembled from the disciplines of natural science and social science. The comparison of these two disciplines aimed to detect the utilization of interpersonal meta-discourse through attitude indicators, hedges, and emphatics. The findings indicated that interpersonal markers were employed more often in social sciences than in natural sciences.

Blagojevic (2004) examined the employment of meta-discourse indicators in academic articles published by native English and Norwegian authors. The study aimed to discern the parallels and contrasts between the writers of both languages. The data for the articles were collected from three distinct disciplines: sociology, philosophy, and psychology. The investigation indicated that psychology writers shown reluctance in utilizing the foundational content they adhered to, employing less attitude indicators than philosophy writers, who articulated most of their remarks directly.

Hyland (2005) examined the concept of 'Meta-discourse', frequently utilized to denote connections between authors and readers. He has delineated the characteristics of meta-discourse, initially articulated by Zelling Harris, the originator. He proposed his own framework of meta-discourse, with two unique components: interactive and interactional markers. The interactive marker denotes a writer's engagement with an audience to facilitate participation, alongside the necessity to accommodate rhetorical expectations, cognitive capacities, knowledge,





and prospective interests, in contrast to the interactional marker, where writers engage by interjecting and commenting on their message.

Farroki and Ashrafi (2009) conducted a study analysing textual meta-discourse features in a corpus of 30 research articles across three academic disciplines: medicine, mechanical engineering, and applied linguistics, authored by both native English speakers and Persian non-native English speakers. The results indicated disparities among the three academic groups and between native and non-native writers. Additionally, the findings revealed that native writings exhibit a higher frequency of meta-discourse markers compared to non-native writings.

Zarei, Persian, and Mansoori (2011) executed a comparative analysis of meta-discourse markers in academic articles, contrasting Persian research articles with English research articles. The corpus comprises a maximum of five research publications in English and five research articles in Persian within the domain of computer engineering. This research employed the Hyland and Tse (2004) methodology to examine two different languages. The findings indicated that Persian articles contained a greater number of interactive elements compared to English articles, although English articles exhibited more interactional meta-discourse features than their Persian counterparts.

Davaei and Karbalaei (2013) employed interactional and interactive markers, as per Hyland's model, to analyze works produced by female and male students. The data highlight that student utilized all categories and subcategories of meta-discourse markers, with the exception of two subcategories of interactive meta-discourse markers: evidential markers and endophoric markers. Self-mention markers were predominantly employed by both male and female students, whereas hedge and booster markers were utilized the least. Gender differences indicate that the



overall usage of interpersonal meta-discourse signals by males and females occurs at different frequencies.

Ahmadi et al. (2016) performed a gender-specific analysis of the utilization of meta-discourse indicators (boosters and hedges) in short stories. To achieve this objective, they compiled a collection of 50 English short stories authored by both male and female writers. The assembled corpus was subsequently assessed utilizing Hyland's (1998) framework of meta-discourse. The results indicated no significant difference in the frequency of hedges used by male and female authors; however, the frequency of boosters exhibited considerable variation.

Farahani and Mohemmed (2017) investigate the use and distribution of interactive and interactional markers in academic and non-academic texts. For this purpose, they compared two corpora. The results indicated interactive markers were more employed than interactional markers in both corpora.

A recent study by Al Jazrawi (2019) examined the prevalence and categories of meta-discourse in short stories. To achieve this objective, they assembled a compilation of 18 short narratives by three prominent American writers. The interpersonal meta-discourse paradigm proposed by Hyland (2005) was utilized to analyze the corpus. The results indicate that short story authors utilize meta-discourse markers to enhance textual cohesion and increase the persuasiveness of their writing.

## **Methodology**

The focused research aimed to address interactive markers. These distinctions required both qualitative and quantitative methodologies. The initial methodology entailed identifying the frequencies of interactive markers and subsequently distinguishing the amounts of "interactive metadiscourse markers," particularly within native and non-native English short story corpora, as



well as among native male, non-native female, native female, and non-native male English short story authors. The strategy referred to as 'interactive meta discourse' was established to clarify the concept of meta discourse and to distinguish between native and non-native speakers, along with gender differences in English short story corpora.

### Research Framework

To highlight the qualitative aspect of the recent study, the existing framework was developed to encompass the principal elements of meta-discourse markers. This research proposes an interactive assessment approach that addresses interaction. The theoretical model maintained the minimal and maximum attributes of the interactive markers for research purposes. See below

**Table 1.** (Interactive markers) according to Hyland I (2005) *Interpersonal Model of meta-discourse*

| Interactive Markers |                                             |                                                                                        |
|---------------------|---------------------------------------------|----------------------------------------------------------------------------------------|
| Type                | Function                                    | Instance                                                                               |
| Frame Markers       | Refer to discourse act, sequences and stage | finally, next, in regard to, first, to conclude, all in all, my focus, my purpose is.  |
| Transition Markers  | Shows connection between main clauses       | On the other hand, after all, then, In addition, moreover, in contrast, thus, however. |
| Code Glosses        | Explain prepositional meanings              | In other words, such as.                                                               |
| Endophoric Markers  | shows information in other parts of text    | See fig, Noted above, In section 3.                                                    |
| Evidential          | shows information from other texts.         | According to x, z states                                                               |



**Development of Meta discourse Indicators List:** This study developed distinct meta-discourse aspects inside Hyland's (2005) "interactive Meta-discourse" paradigm, categorized into two sorts, the first being interactive. The lists of meta-discourse markers for each group were organized utilizing interactive meta-discourse markers from Hyland's (2005) publication 'Meta-discourse.

### Corpora Size and its Distribution

Corpora were selected, each consisting of short stories written by both native and non-native English writers. The native corpora consist of two hundred short stories categorized into two groups: one hundred written by male writers and one hundred by female writers. The non-native corpus consists of two hundred short stories, categorized into one hundred written by male writers and one hundred by female writers.

**Table 2.** Size of Native English short stories corpus

| No. |                    | Writers name        |        | No of SS   |                |
|-----|--------------------|---------------------|--------|------------|----------------|
| 1   | <b>America</b>     | John Updike         | Male   | 10         | <b>86,646</b>  |
| 2   |                    | Stephen King        |        | 10         |                |
| 3   |                    | Joyce Carol Oates   | Female | 10         | <b>91,301</b>  |
| 4   |                    | Shirley Jackson     |        | 10         |                |
| 5   | <b>New Zealand</b> | C.k. Stead          | Male   | 10         | <b>103,443</b> |
| 6   |                    | Craig Cliff         |        | 10         |                |
| 7   |                    | Katherine Mansfield |        | 10         |                |
| 8   |                    |                     |        |            |                |
|     |                    | Pip Adam            | Female | 10         | <b>68,606</b>  |
| 9   | <b>England</b>     | Alan Sillitoe       | Male   | 10         | <b>105,503</b> |
| 10  |                    | James Hadley Chase  |        | 10         |                |
| 11  |                    | Virginia Woolf      | Female | 10         | <b>78,918</b>  |
| 12  |                    | Rosamunde Pilcher   |        | 10         |                |
| 13  | <b>Canada</b>      | Rohinton Mistry     | Male   | 10         | <b>111,100</b> |
| 14  |                    | Mordecai Richler    |        | 10         |                |
| 15  |                    | Margaret Atwood     | Female | 10         | <b>102,646</b> |
| 16  |                    | Alice Munro         |        | 10         |                |
| 17  | <b>Australia</b>   | Tim Winton          | Male   | 10         | <b>51,845</b>  |
| 18  |                    | Henry Lawson        |        | 10         |                |
| 19  |                    | Cate Kennedy        | Female | 10         | <b>73,031</b>  |
| 20  |                    | Jenifer Down        |        | 10         |                |
|     |                    | <b>Grand Total</b>  |        | <b>200</b> | <b>873,035</b> |



**Table 3.** Size of Non- Native English short stories Corpus

| No |                  | Writers name             |        | No of SS   |                |
|----|------------------|--------------------------|--------|------------|----------------|
| 1  | <b>Pakistan</b>  | Saadat Hasan Manto       | Male   | 10         | <b>111,992</b> |
| 2  |                  | Daniyal Mueenuddin       |        | 10         |                |
| 3  |                  | Qaisra Shahraz           | Female | 10         | <b>77,460</b>  |
| 4  |                  | Sabyn Javeri             |        | 10         |                |
| 5  | <b>India</b>     | Kanishk Tharoor          | Male   | 10         | <b>94,078</b>  |
| 6  |                  | Upendranath Ashk         |        | 10         |                |
| 7  |                  | Anjali Sachdeva          | Female | 10         | <b>112,288</b> |
| 8  |                  | Janice Pariat            |        | 10         |                |
| 9  | <b>Singapore</b> | AlfianSa'at              | Male   | 10         | <b>44,453</b>  |
| 10 |                  | Jason Erik Lundberg      |        | 10         |                |
| 11 |                  | Catherine Lim            | Female | 10         | <b>57,600</b>  |
| 12 |                  | Amanda Lee Koe           |        | 10         |                |
| 13 | <b>Nigeria</b>   | Chinua Achebe            | Male   | 10         | <b>84,696</b>  |
| 14 |                  | Algoni Barrett           |        | 10         |                |
| 15 |                  | Chimamanda Ngozi Adichie | Female | 10         | <b>115,925</b> |
| 16 |                  | Chinelo Okparanta        |        | 10         |                |
| 17 | <b>Ghana</b>     | Mohammed Naseehu Ali     | Male   | 10         | <b>104,446</b> |
| 18 |                  | William boyd             |        | 10         |                |
| 19 |                  | Ama Ata Aidoo            | Femal  | 10         | <b>115,925</b> |
| 20 |                  | IntanParamaditha         |        | 10         |                |
|    |                  | <b>Grand Total</b>       |        | <b>200</b> | <b>873,118</b> |

### Criteria of Development of Corpus

English Short stories were chosen based on the following criteria:

1. Choosing two groups of corpora: Native and non-native English-speaking countries were gathered utilizing Kachru's (1985) Three circle Model. The NESS corpus was assembled from the most renowned and impactful short story authors from inner circle nations, including the England, America, Canada, New Zealand and Australia. NNESS corpora were acquired from outer circle nations including Ghana, Singapore, Pakistan, Nigeria, and India.
2. Gender-specific selection of short stories from both collections. The NESS corpus has data



from both male and female participants. The NNESS corpus has data from both males and females.

### ***Sampling Technique***

The two primary sampling methods are simple random sampling and non-random sampling, each with unique methodologies. The researcher uses a non-probability sampling technique to select an appropriate sample for the assessment. This study utilized a purposive and convenience sampling method.

### ***Data Analysis Procedure***

The data evaluation process encompasses the subsequent measures. The data were initially acquired from online sources. The Hyland book (2005) used as a framework for constructing marker gradients for data analysis (pp. 218-222). The corpus was thereafter subjected to manual analysis for both rigorous examination and detailed observations. The text processing software (AntConc 3.5.7, 2018) was utilised to determine the frequency of interactive features and evaluate the results. Subsequently, the elements recognized as meta discourse were identified and categorized in the texts according to the established meta discourse framework, which includes specific types. The analysis revealed all markers utilized with varying frequency in interactive and non-interactive classifications, yet it overlooked particular indicators that were absent from the multiple corpus folder entirely.

### ***Tuning Process of Meta Discourse Markers***

A pursuit to establish an adaptation technique for quantifying data, utilising self-generated markers in the software AntConc 3.5.7 (2018), facilitated the documentation of all critical marker frequencies during the N-Grams analysis, focusing on the highest cluster values one and two for streamlined data notification while retaining the lowest frequency one, lowest



range one and two for simplicity, and lower cluster size one. The data retrieval procedure then proceeded through the following stages: Initially, data from both corpora were collected from online sources and manually transformed into separate word documents. During the second stage, both corpora folders were designated with identifying names, and each folder was subsequently subdivided into subfolders, which were also renamed, containing two word files from male and female authors. During the third stage, word files are manually converted into Notepad files, which can subsequently be processed using the aforementioned software. A final sheet will be generated to document the frequencies of various meta discourse feature. This section provided insights into the development of interactive features, the compilation of the corpus, and the structuring of the process. The subsequent section of the assessment will present examples to elucidate the research findings and results.

### **Data Analysis**

The present study encompasses both quantitative and qualitative methodologies. The quantitative method relies on statistical data regarding the frequency of interactive markers. The secondary objective of the study is to compare frequencies by examining similarities and differences. The qualitative method aims to interpret the statistics findings functionally. The precise depiction of the meta discourse marker concerning gender within the quantitative methodology pertains to both native and non-native English short narratives.

### **Interactive Markers in the NESS and NNESS Corpora**

The data in table below indicate that the number and proportion of code glosses, endophoric markers, frame markers, evidential markers and transition markers in NESS significantly exceeded those employed in NNESS. A notable difference existed in the utilization of transition indicators among the groups. The transition markers enumerated below indicated a



substantial disparity between the classes. In English short stories, native speakers utilized a greater frequency of additive and consequential assertions compared to non-native writers.

**Table 4.** *Interactive markers in Native and Non-native short stories corpora*

| Categories         | F      | %     | F          | %     |
|--------------------|--------|-------|------------|-------|
|                    | Native |       | Non-native |       |
| Transition marker  |        |       |            |       |
| Comparison         | 559    | 1.61  | 625        | 12.8  |
| Consequence        | 1324   | 3.82  | 651        | 13.4  |
| Addition           | 28787  | 83.02 | 882        | 18.1  |
| Total              | 30,661 | 88.43 | 2158       | 44.3  |
| Frame markers      |        |       |            |       |
| shift topic        | 773    | 2.23  | 280        | 5.74  |
| label stages       | 781    | 2.25  | 609        | 12.5  |
| Sequencing         | 830    | 2.39  | 700        | 14.4  |
| announce goals     | 58     | 0.17  | 35         | 0.72  |
| Total              | 2442   | 7.04  | 1624       | 33.32 |
| Evidential         |        |       |            |       |
| Total              | 294    | 0.85  | 54         | 1.10  |
| Endophoric markers |        |       |            |       |
| Total              | 509    | 1.46  | 307        | 6.29  |
| Code glosses       |        |       |            |       |
| Total              | 764    | 2.20  | 731        | 14.99 |
| Grand Total        | 34,68  | 100.0 | 4,784      | 100.0 |

*Note:* Frequency: F, Percentage: %

The native English short story corpus exhibits more interactive meta-discourse features than the non-native English short story corpus; nonetheless, the latter contains a greater quantity of interactive indicators in the transition marker and frame marker categories. The native English short story corpus employed a greater number of transition signals than the non-native corpus. The most prevalent group of 'interaction markers' within the corpus has been discovered. The meta-discourse characteristics within each type of interactive markers throughout the corpus are delineated below.





A notable discrepancy was observed in the utilization of interactive MDM between native and non-native short narratives. Consequently, they were more prevalent in native English short stories than in non-native ones.

### Transition Markers

Transition markers are utilized more frequently in native English short stories, with addition markers being particularly prevalent among these, whereas comparison indicators seem to be employed more often in non-native English short stories.

**Table 5.** *The use of Transition Markers in both corpora*

| Sub category       | Words         | NESS  |       | NNESS |      |
|--------------------|---------------|-------|-------|-------|------|
|                    |               | F     | %     | F     | %    |
| <b>Addition</b>    | Further       | 71    | 0.23  | 24    | 1.11 |
|                    | Moreover      | 04    | 0.01  | 04    | 0.2  |
|                    | And           | 27155 | 88.56 | 247   | 11.4 |
|                    | Rather        | 12    | 0.04  | 15    | 0.7  |
|                    | Again         | 1104  | 3.6   | 369   | 17.1 |
|                    | By the way    | 13    | 0.04  | 06    | 0.3  |
|                    | Also          | 300   | 0.98  | 31    | 1.4  |
|                    | Additionally  | 300   | 0.98  | 31    | 1.4  |
|                    | As well as    | 22    | 0.07  | 00    | 0.0  |
|                    | Beside        | 92    | 0.3   | 181   | 8.39 |
|                    | In addition   | 00    | 0.0   | 02    | 0.1  |
|                    | Furthermore   | 06    | 0.02  | 03    | 0.14 |
|                    | <b>Total</b>  | 28788 | 93.89 | 882   | 40.9 |
| <b>Consequence</b> | In any case   | 15    | 0.05  | 28    | 1.3  |
|                    | Of course     | 244   | 0.79  | 154   | 7.14 |
|                    | In conclusion | 00    | 0.0   | 00    | 0.0  |
|                    | Anyway        | 165   | 0.54  | 132   | 6.12 |
|                    | Thereby       | 02    | 0.01  | 00    | 0.0  |
|                    | Lead to       | 04    | 0.01  | 00    | 0.0  |
|                    | Because       | 633   | 2.06  | 38    | 1.7  |
|                    | So            | 235   | 0.766 | 256   | 11.9 |
|                    | Hence         | 03    | 0.01  | 00    | 0.0  |
|                    | As a result   | 00    | 0.0   | 03    | 0.14 |
|                    | Nevertheless  | 09    | 0.03  | 11    | 0.51 |
|                    | Nonetheless   | 05    | 0.01  | 08    | 0.4  |
|                    | Therefore     | 05    | 0.02  | 12    | 0.55 |
|                    | Thus          | 04    | 0.01  | 08    | 0.4  |



|                   |                   |               |              |             |              |
|-------------------|-------------------|---------------|--------------|-------------|--------------|
|                   | Consequently      | 02            | 0.01         | 01          | 0.04         |
|                   | <b>Total</b>      | 1324          | 4.32         | 651         | 30.2         |
| <b>Comparison</b> | Still             | 104           | 0.34         | 113         | 5.2          |
|                   | Yet               | 103           | 0.33         | 93          | 4.3          |
|                   | While             | 77            | 0.25         | 121         | 5.6          |
|                   | Whereas           | 02            | 0.01         | 00          | 0.0          |
|                   | On the other hand | 09            | 0.02         | 15          | 0.7          |
|                   | But               | 91            | 0.29         | 93          | 4.3          |
|                   | Conversely        | 02            | 0.01         | 00          | 0.0          |
|                   | On the contrary   | 02            | 0.01         | 06          | 0.3          |
|                   | Though            | 88            | 0.28         | 78          | 3.6          |
|                   | Likewise          | 01            | 0.01         | 02          | 0.1          |
|                   | However           | 72            | 0.23         | 91          | 4.2          |
|                   | Equally           | 03            | 0.01         | 01          | 0.04         |
|                   | Although          | 04            | 0.01         | 02          | 0.1          |
|                   | In contrast       | 00            | 0.0          | 00          | 0.0          |
|                   | Similarly         | 00            | 0.0          | 02          | 0.1          |
|                   | <b>Total</b>      | 559           | 1.95         | 625         | 28.9         |
|                   |                   | <b>30,662</b> | <b>100.0</b> | <b>2158</b> | <b>100.0</b> |

Transitional indicators manifest as conjunctions and conjunctives, enabling audiences to ascertain a coherent connection between concepts. These markers function as adverbial clauses, enabling the listener to comprehend the logical relationship between statements and events. The relevant authors suggested other classifications, including Halliday and Hasan's (1976) framework, which categorized transition markers into subcategories such as, addition (e.g., further, rather, as well as), comparison and consequences (e.g., lead to, so, because). A compilation of indicators that function as reference points for elucidating the types of logical links that link one phrase to another or one sentence to another. The phrases in the preceding section function as certain types of connectors that aid the audience in developing and constructing meaning. The previous examples demonstrate the significance of the premises that are fundamentally connected to the components.

1. Although Gilbert may be eligible for a revival, its application to a deceased fish is superfluous. File No. 5 (Gilbert England short story)



In the prior example (1), the authors effectively articulated and structured the assertion regarding the proposition. The author intentionally employed this marker to enhance propositional meaning. This symbol is frequently regarded as a meta-discourse. The authors employed an idiomatic expression to underscore their aspiration.

2. The final voice confirms that her former mental realm is estranged from humanity and can solely be accessed by technology. India's short story, "Swimmer Among the Stars," File No. 7

3. Despite the children's slumber, she remains seated, alternating between needlework and reading. 'The Drover's Wife', Australian Short Story, Document No. 2

In the preceding examples (02) and (03), and possibly beyond, the integration of the proposed information served as a meta-discourse marker, directing its conclusion. The author employed these indicators to capture the reader's attention via meta-discourse techniques, subsequently using these tools to connect prior points to current arguments. The use of tools in the aforementioned content demonstrates the author's view on the audience's involvement in realizing his ideas. These signals are identified as meta-discourse markers.

### **Frame Markers**

The Results demonstrate that the average utilization of frame markers was higher in native English short stories. However, within the subgroups of this classification, label phases and goal declarations were employed more frequently in non-native English short stories, despite no significant difference between the other two subsections of frame markers.

**Table 6.** *The use of frame markers in both corpora*

| Sub category | Words         | NESS |     | NNESS |     |
|--------------|---------------|------|-----|-------|-----|
|              |               | F    | %   | F     | %   |
| Label stages | In conclusion | 00   | 0.0 | 00    | 0.0 |
|              | In sum        | 00   | 0.0 | 01    | 0.1 |
|              | To conclude   | 00   | 0.0 | 00    | 0.0 |



|                       |                   |            |             |            |             |
|-----------------------|-------------------|------------|-------------|------------|-------------|
|                       | So far            | 13         | 0.53        | 21         | 1.3         |
|                       | Overall           | 00         | 0.0         | 00         | 0.0         |
|                       | Now               | 768        | 31.4        | 585        | 36.0        |
|                       | Thus far          | 00         | 0.0         | 02         | 0.1         |
|                       | In summary        | 00         | 0.0         | 00         | 0.0         |
|                       | <b>Total</b>      | <b>781</b> | <b>31.9</b> | <b>609</b> | <b>37.5</b> |
| <b>Sequencing</b>     | Second            | 31         | 1.3         | 37         | 2.3         |
|                       | Next              | 41         | 1.7         | 47         | 2.9         |
|                       | Firstly           | 00         | 0.0         | 01         | 0.1         |
|                       | (in) this section | 00         | 0.0         | 00         | 0.0         |
|                       | Third             | 22         | 0.9         | 04         | 0.2         |
|                       | Secondly          | 00         | 0.0         | 02         | 0.1         |
|                       | Finally           | 95         | 3.9         | 59         | 3.6         |
|                       | Then              | 446        | 18.3        | 384        | 23.6        |
|                       | (in) this part    | 00         | 0.0         | 00         | 0.0         |
|                       | Last              | 92         | 3.7         | 49         | 3.0         |
|                       | First             | 103        | 4.2         | 117        | 7.2         |
|                       | Subsequently      | 00         | 0.0         | 00         | 0.0         |
|                       | <b>Total</b>      | <b>830</b> | <b>33.9</b> | <b>700</b> | <b>43.1</b> |
| <b>Announce goals</b> | Goal              | 05         | 0.2         | 02         | 0.1         |
|                       | Desire to         | 00         | 0.0         | 00         | 0.0         |
|                       | Objective         | 00         | 0.0         | 00         | 0.0         |
|                       | Focus             | 04         | 0.2         | 10         | 0.6         |
|                       | Want to           | 23         | 0.9         | 12         | 0.7         |
|                       | Aim               | 00         | 0.0         | 01         | 0.1         |
|                       | Purpose           | 24         | 0.9         | 08         | 0.5         |
|                       | (in) this section | 00         | 0.0         | 00         | 0.0         |
|                       | Intention         | 02         | 0.1         | 02         | 0.1         |
|                       | Intend to         | 00         | 0.0         | 00         | 0.0         |
|                       | Seek to           | 00         | 0.0         | 00         | 0.0         |
|                       | (in) this part    | 00         | 0.0         | 00         | 0.0         |
|                       | <b>Total</b>      | <b>58</b>  | <b>2.4</b>  | <b>35</b>  | <b>2.1</b>  |
|                       | Revisit           | 00         | 0.0         | 00         | 0.0         |
|                       | Turn to           | 01         | 0.04        | 01         | 0.1         |
|                       | Now               | 768        | 31.4        | 277        | 17.1        |
|                       | With regard to    | 00         | 0.0         | 00         | 0.0         |
|                       | Back to           | 03         | 0.1         | 02         | 0.1         |
|                       | Return to         | 01         | 0.04        | 00         | 0.0         |
|                       | <b>Total</b>      | <b>773</b> | <b>31.6</b> | <b>280</b> | <b>17.2</b> |



|  |  |             |              |             |              |
|--|--|-------------|--------------|-------------|--------------|
|  |  | <b>2442</b> | <b>100.0</b> | <b>1624</b> | <b>100.0</b> |
|--|--|-------------|--------------|-------------|--------------|

Frame labels denote phases, discourse instances and text levels. Such signs delineate suggested content to maintain reader engagement and allure. The reporter uses these signs to enhance the elegance of his article, articulate his ambitions, and present a coherent series of concepts effectively. The following examples illustrate frame markers including objective, overall, subsequently, firstly, and lastly. This analysis categorized frame indicators into label stages, lists, goal declarations, subject shifts, and sequencing.

### ***Endophoric Markers***

The table below demonstrates that endophoric markers are employed more frequently by natives.

**Table 7.** *The use of endophoric markers in both corpora*

| Subcategory | Words        | NESS       |              | NNESS      |              |
|-------------|--------------|------------|--------------|------------|--------------|
|             |              | F          | %            | F          | %            |
|             | See          | 209        | 41.1         | 151        | 49.2         |
|             | X later      | 04         | 0.8          | 04         | 1.3          |
|             | X below      | 23         | 4.5          | 02         | 0.6          |
|             | Example      | 32         | 6.3          | 05         | 1.6          |
|             | Earlier      | 09         | 1.8          | 60         | 19.5         |
|             | Noted        | 00         | 0.0          | 02         | 0.6          |
|             | Page         | 17         | 3.3          | 10         | 3.2          |
|             | Section      | 09         | 1.8          | 12         | 3.9          |
|             | Table X      | 56         | 11.0         | 20         | 6.5          |
|             | Figure       | 18         | 3.5          | 11         | 3.6          |
|             | X above      | 18         | 3.5          | 25         | 8.1          |
|             | X before     | 113        | 22.2         | 04         | 1.3          |
|             | <b>Total</b> | <b>508</b> | <b>100.0</b> | <b>307</b> | <b>100.0</b> |

Endophoric indications are metadiscursive tools that reference knowledge presented inside the material, such as previously mentioned or subsequently addressed information. Such hints are supplementary materials provided to the public to elucidate the author's intentions and



facilitate the restoration of his aim. The author uses these symbols to connect the audience's perspective with its objective. The existence of endophoric indications enables the observer to acknowledge and validate assertions by utilizing those indicators to address previously unarticulated facts.

### **Evidential Markers**

The table below demonstrates that native English speakers employed evidential more frequently than non-native English writers.

**Table 8.** *The use of evidential markers in both corpora*

| Subcategory | Words        | NESS       |              | NNESS     |              |
|-------------|--------------|------------|--------------|-----------|--------------|
|             |              | F          | %            | F         | %            |
|             | points out   | 01         | 0.3          | 00        | 0.0          |
|             | Show         | 108        | 36.7         | 20        | 37.0         |
|             | Believes     | 12         | 4.1          | 06        | 11.1         |
|             | States       | 18         | 6.1          | 05        | 9.3          |
|             | Show         | 108        | 36.7         | 20        | 37.0         |
|             | Quoted       | 04         | 1.3          | 00        | 0.0          |
|             | Claim        | 04         | 1.3          | 00        | 0.0          |
|             | Prove        | 21         | 7.14         | 02        | 3.7          |
|             | Cited        | 00         | 0.0          | 00        | 0.0          |
|             | Suggest      | 18         | 6.1          | 01        | 1.8          |
|             | <b>Total</b> | <b>294</b> | <b>100.0</b> | <b>54</b> | <b>100.0</b> |

Evidential concerns to the evidence that substantiates the writer's argument in achieving a persuasive objective. It encompasses recognizing or comprehending what an individual articulates. Evidential is categorized into perceptive, disclosing, visual, and assertive facts. Evidential pertains to facts that may represent the author's assertion of reality regarding their argument, grounded in the presenter's direct subjective perception. Evidential pertains to a collective consciousness that facilitates participants in delivering speeches and referencing the author and audience to foster cohesion.



### **Code glosses**

The table below demonstrates that native English speakers employed Code glosses more frequently than non-native English writers.

**Table 9.** *The use of Code glosses in both corpora*

| Subcategory         | Words               | NESS       |              | NNESS      |              |
|---------------------|---------------------|------------|--------------|------------|--------------|
|                     |                     | F          | %            | F          | %            |
| <b>Code Glosses</b> | that is             | 21         | 2.7          | 22         | 3.0          |
|                     | that is to say      | 04         | 0.5          | 00         | 0.0          |
|                     | this means          | 01         | 0.1          | 01         | 0.1          |
|                     | as a matter of fact | 04         | 0.5          | 02         | 0.2          |
|                     | Via                 | 00         | 0.0          | 00         | 0.0          |
|                     | called              | 77         | 10.1         | 71         | 9.7          |
|                     | or                  | 72         | 9.4          | 47         | 6.4          |
|                     | namely              | 01         | 0.1          | 00         | 0.0          |
|                     | defined as          | 00         | 0.0          | 00         | 0.0          |
|                     | say                 | 439        | 57.4         | 474        | 64.8         |
|                     | specifically        | 00         | 0.0          | 00         | 0.0          |
|                     | for example         | 15         | 1.9          | 07         | 0.9          |
|                     | such as             | 00         | 0.0          | 01         | 0.1          |
|                     | in other words      | 01         | 0.13         | 00         | 0.0          |
|                     | indeed              | 32         | 4.2          | 38         | 5.2          |
|                     | in fact             | 70         | 9.2          | 59         | 8.1          |
|                     | for instance        | 27         | 3.5          | 09         | 1.2          |
|                     | <b>Total</b>        | <b>764</b> | <b>100.0</b> | <b>731</b> | <b>100.0</b> |

Code glosses offer supplementary information through modification, illustration, or description. It denotes the author's recommendation regarding the audience's perceptual framework. Hyland (2007) asserts that code glosses are utilized for exemplification and, at times, for restructuring purposes.

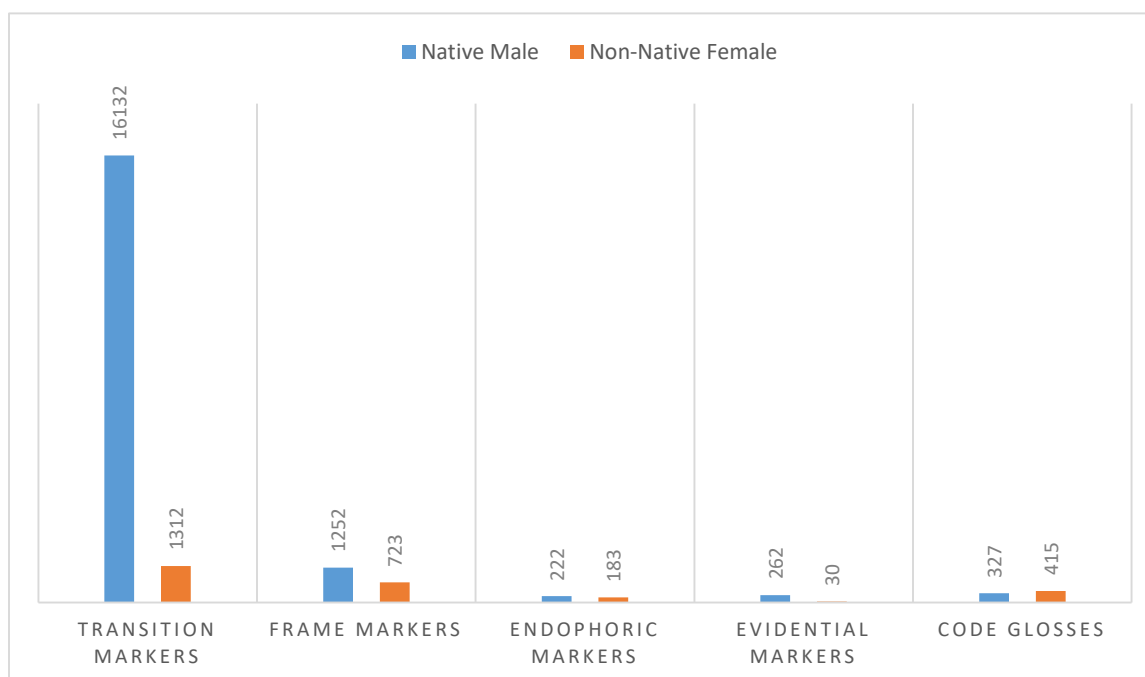


Code glosses analyze the depiction of an argument that acknowledges and validates information, transcending differences in opinion. In the realm of restructuring, code glosses serve a crucial function as an engaging element in the relationship between the audience and the author, as the author anticipates and meets the audience's requirements to clarify and provide an empathic experience. It can be beneficial for the audience to scrutinize the text and advocate for the author's perspective by revealing facts that the author possesses but the audience does not.

### **Gender variations in English Short Story using interactive Markers by Native Male and Non-native Female**

The quantitative analysis of the study revealed that native male authors employed a greater number of interaction indicators in their short stories compared to non-native female authors. With the exception of code glosses, in which non-native female authors surpass native male writers, all sub-categories of interactive markers exhibit a greater prevalence among native male short story authors.

#### ***Overall gender Distribution of Interactive Meta-discourse Markers in both corpora***





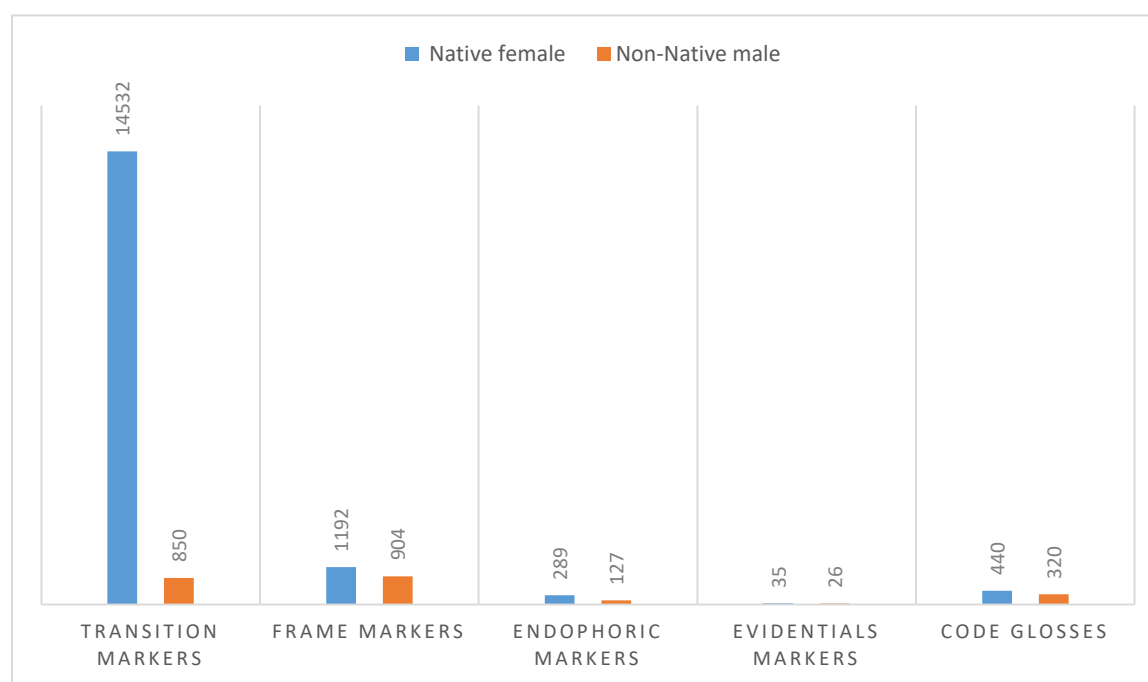


The Frequency of interactive markers in short stories written by male native authors was (F=18,195), while that of non-native female authors was (F=2,663). The study suggests that male native short story authors emphasized reader engagement within the narrative.

### Gender Variations in Interactive Marker Use in Short Stories by Native Female and Non-Native Male

A quantitative analysis of this study indicated that native female writers exhibit more interactive indicators than their non-native male counterparts in short stories. Native females employed all subcategories of interactive markers more frequently than non-native males.

#### *Overall gender Distribution of Interactive Meta-discourse markers in both corpora*



The frequency of interactive markers in short stories written by female native authors was (F=16,488), while non-native male authors displayed (F=2,227). The study reveals that female native short story authors prioritized captivating the reader within the narrative.



## **Conclusion**

The comparative gender analysis of the frequency and nature of both categories revealed that short stories featuring a greater number of interactive markers. This study addressed the initial research question by examining the frequencies and types of MDM, utilizing the corpus tool AntConc3.5.7 (2018) to identify the frequencies of both groups. The researcher analyzed the prevalence of both native and non-native English short narratives. Moreover, the results indicate that native short stories employed a greater frequency of meta discourse markers compared to non-native stories. A notable gap existed in the utilization of meta discourse markers among interactive markers. In subcategories, native short narratives employ a greater number of transition signals compared to non-native short narratives. A notable disparity existed in the utilization of frame markers, hedges, and interaction markers between the two groups. The second topic of the present study examines the disparity in the utilization of meta-discourse markers between native male short story authors and non-native female writers. The present study revealed that native male authors employed interactive elements more frequently than non-native female authors. A notable gap existed in the utilization of meta discourse markers among interactive markers. Among the subcategories, native male short story writers utilize a greater number of transition indications than their non-native female counterparts. A notable disparity existed in the utilization of frame markers, evidential markers, and engagement markers between the two categories of markers. Within the realm of interactive markers, a disparity exists in the frequency of the subcategory known as code glosses, wherein non-native female writers employ more meta-discourse markers than their non-native male counterparts.

The third topic of the present study examines the disparity in the utilization of meta-discourse markers between native female short story authors and non-native male writers. This



study found that native female writers employed more participatory meta-discourse than non-native male writers. In the realm of interactive markers, a notable disparity existed in the utilization of meta discourse markers between native female writers and non-native male writers. Among the subtypes, native female short story writers utilize a greater number of transition markers than their non-native male counterparts. There was a notable difference in the utilization of frame markers, Evidential, code glosses and engagement markers across both categories.

## **References**

- Abdi, R. (2002). Interpersonal meta-discourse: An indicator of interaction and identity. *Discourse Studies*, 4(2), 139-145.
- Ahmadi, F., Siami, T., & Razinejad, S. M. (2016). *The effect of gender on the use of hedges and boosters in English short stories* (Doctoral dissertation, University of Mohaghegh Ardabili).
- AlJazrawi, D. A., & AlJazrawi, Z. A. (2019). The Use of Meta-discourse An Analysis of Interactive and Interactional Markers in English Short Stories as a Type of Literary Genre. *International Journal of Applied Linguistics and English Literature*, 8(3), 66-77.
- Blagojevic, S. (2004). Meta-discourse in academic prose: A contrastive study of academic articles written in English by English and Norwegian native speakers. *Kalby Studijos*, (5), 60-67.
- Davaei, R., & Karbalaei, A. (2013). Interpersonal meta-discourse in compositions written by Iranian ESP students. *European Online Journal of Natural and Social Sciences: Proceedings*, 2(2s), pp-291.
- Farrokhi, F., & Ashrafi, S. (2009). Textual meta-discourse resources in research articles. *Journal of English Language Teaching and Learning*, 1(212), 39-75.



Hyland, K. (2005). *Meta-discourse: Exploring interaction in writing* London. Continuum.

Siddique, A. R. (2017). *Meta-discourse analysis of Pakistani English newspapers editorials: A corpus-based study* (unpublished master thesis). Department of Applied Linguistics, Government College University, Faisalabad, Pakistan.

Zarei, G. R., & Mansoori, S. (2011). A Contrastive Study on Meta-discourse Elements Used in Humanities vs. Non-Humanities across Persian and English. *English Language Teaching*, 4(1), 42-50.



## **Homeland And Host-Land: A Diasporic Study of Ayad Akhtar's American**

### **Dervish**

*Urwa Mushtaq*<sup>4</sup>

*Ghulam Yasin*<sup>5</sup>

*Sehrish Zahra*<sup>6</sup>

---

### **Abstract**

This paper explores the concept of home and displacement, nation and identity from the perspective of diaspora. The current study examines the representations of national and cultural identity in Ayad Akhtar's *American Dervish* (2012). In the selected narrative, home and nation are re-narrated, not in terms of a monolithic space but as a historically constituted terrain, changing and contested cultural and national identity as a narrative in the struggle. Ayad Akhtar highlights the teething troubles of the immigrants in order to assimilate themselves with the new community. The novel has been analyzed under the theoretical framework of Paul Gilroy and Nicholas Van Hear. Gilroy (1993) presents his theory of diaspora in terms of 'double consciousness' and elaborates how 'double consciousness' leads to the identity crisis in foreign countries. Hear (1998) in his concept of Neo Diaspora shows that dispersion of people is the result of forces such as imperialism, neoliberalism and globalization. These forces are responsible for developing social, cultural, economic and political hurdles for people living in

---

<sup>4</sup> Urwa Mushtaq - Pamir Private School Sharjah, UAE

<sup>5</sup> Ghulam Yaseen is a Lecturer at Department of English, University of Jhang

<sup>6</sup> Sehrish Zahra is a Teaching Assistant at Department of English, University of Jhang



their homelands that compel them to displace to the foreign lands. This study demonstrates how Pakistanis have been experiencing transformation in view of the diasporic compulsions of today's global village in which they have to grapple with the conflict between local and foreign identities.

*Key Words:* Diaspora, Identity, Home and Belonging, Migration, Double Consciousness

## **Introduction**

In this present era of globalization, transnational communities are playing a significant role when there are multiple socio-political discussions, rapid cultural debates, various controversies and contradiction; in the result of these debates numerous issues are developed. As compared to the past, the present means of transportation and sources of communications are quicker one in this globalized world. Therefore, the individuals are migrating from one country to another in order to increase their standard of living. Because of these reasons, a large number of religious, social and political and cultural changes have occurred.

This world is a momentous world. It is full of uncertainties from various social, political, economic, cultural and religious aspects. There are numerous major issues, problems, snags, difficulties, miseries and tussles in this world because of this ambiguity. In order to solve these problems which are related to Diasporic people, diaspora study plays a significant role in such situations. Socio-cultural complexities and dilemmas of identity and belonging are the key features of diasporic literature. Cultural assimilation, home and belonging, loss of identity, displacement, ambivalence and Hybridity are the major themes of Diasporic literature.

The role of Identity is considered as the most significant one in the lives of individuals who migrate from one country to the other country. Under the Umbrella term of Diaspora, their experience of pleasure, delight and miseries need to confront a great deal of problems as



referenced above and these disasters and calamities are highlighted through estrangement, alienation, nostalgia, loss of identity and numerous others. Indubitably, these calamities are exceptionally normal and defended through Diaspora study in post colonialism; however, in order to analyze intercultural assimilation, the paper portrays the negative just as the positive Diaspora encounters. Postcolonial discourse has an extremely noteworthy task to carry out in this present research on the grounds that the problems of dispersion and displacement are analyzed under the umbrella of postcolonial studies.

Cultural Assimilation is a huge and pivotal part of this current research which is discussed under postcolonial discourse. Similarly, the idea of displacement is a significant point to explore in the current research which is grounded in the idea of *homelessness*. The research investigates the dilemma of identity crisis and double consciousness by taking into account the present-day immigrants who are residing in different countries of the world in this globalized era. The immigrants are oscillating between two situations, where to live and what to leave?

Ayad Akhtar is an American playwright, writer, dramatist and entertainer of Pakistani inheritance who earned worldwide fame for his debut play entitled, *Disgraced*. The play won the 2013 Pulitzer Prize for Drama and was nominated for a Tony Award for Best Play. This play was acknowledged as the most created play in America for the Season 2015–16. His works are based on different subjects and themes which are related to identity, human condition, duty, love, relationships and responsibilities, the American-Muslim experience, financial matters, migrations, cultural aspects and belongings.

*American Dervish* (2012) is a magnificently formed, nuanced, and genuinely commending look inside the exchange of religious thoughts and present-day life. The first section of this paper reviews the fictional as well as non-fictional works by various Authors and



writers while taking into account the concept of diaspora. The second section of this paper is mainly focused upon Paul Gilroy and Nicholas Van Hear's ideas of Double Consciousness and cultural assimilation that in order to remain comfortable and carefree it is necessary for the individuals to assimilate themselves to the new society and culture but remain adhere to their originality too. One must not lose one's originality. It teaches the people facing identity crisis to cope with this problem by adjusting to both the cultures and adapting them in their lives. The third section of this paper contains the analysis of the novel *American Dervish* (2012) to elucidate the ideas of displacement, identity, homeland and belongingness by keeping in consideration the themes and ideas of Diaspora theory. The last section of this paper comprises the conclusions and findings after a thorough and in-depth analysis of the novel.

### **Literature Review**

Avatar Brah (1996) in his work *Cartographies of Diaspora: Contesting Identities* (1996) describes the relationship between Diaspora, dispersion and dislocation. He elucidates that behind the development of diaspora communities' individuals are the driving forces. He also discusses the idea of *homeland* in detail in his seminal work. He describes homeland as *mythical place of desire*. He describes the troubles of immigrants while residing in new lands which are totally dependent upon the behavior and attitudes of the natives with them. In spite of all these troubles they cannot go back to their original lands because this "exists just as a myth". They are "compelled to live there willingly or unwillingly" (Brah, 1996, p. 26).

Shuval (2000) in an article, *Diaspora Migration; Definitional Ambiguities and Theoretical Paradigm* related to diaspora states that due to uncongenial circumstances and unending troubles it becomes inevitable for the immigrants to think about going back to their





own homelands. Because these are “the places where they belong truly and where their descendents used to live” (Al-Shuval, 2000, p. 48).

Fatima Farheen in her essay *Boxing* (2019), describes her first-hand experiences of living in America. She was considered outsider by her fellows and community because she was the only girl in the town and schools who used to wear scarf. She narrates that, “we were nowhere. There were no examples of possible lives I might imagine for myself. I was in the world, watching others participate in it, but the world itself, I felt, was unaware of, or indifferent to, a girl like me” (Mirza, 2019b). Because of the maltreatment of the society and the sense of being inferior to the males she takes a decision to become a boxer.

Fatima Farheen Mirza in her debut novel *A Place for Us* (2018) describes the struggles of an Indian-American Muslim family. The protagonist Rafiq marries to Layla and leaves India for good with his wife. In America they become parents of three children, two daughters and one son. They want their children to remain stick to their own Eastern Culture and follow their religious ideas. Rafiq says to them, “I wanted you three to grow with an awareness of God” (Mirza, 2018, p. 363). The children become confused between following the culture of their parents and rejecting the culture of the country where they are living. Fatima describes their struggles to live in a country where there are lots of cultural differences. They were considered inferior and outsider. Being second immigrants, they become confused about their identity. The catastrophic incident of 9/11 attacks add to their miseries. Rafiq and his son Amar were called terrorist because of being Muslims. The family has to face various socio-cultural, political and economic challenges. Their failure to adopt both the cultures, Eastern and Western traumatize their lives. They become a victim of identity crisis. Amar elopes from his home and both the



daughters leave their parents and started to live with their husbands of their own choice. The cultural differences of homeland and host land ruined the unity of the family.

In an article, *Diaspora in Modern Societies: Myths of Homeland and Return* William Safran (1991) critically analyzes the theory of Diaspora and the impacts of dispersion and displacement on the individuals. In his article, he discusses the ideas of Myth about homeland and origin, dispersion and displacement, alienation, aloofness and the loss of identity. He describes how the loss of identity, self and homeland lead a person to the mental trauma. The maltreatment of the natives adds to their miseries and sufferings. They manipulate them and marginalize them. Ultimately, immigrants become alienated. They become misfit in host country. The confrontation with the host country invokes the desire in them to go back to their original homeland.

The themes of estrangement and alienation are discussed in Salman Rushdie's seminal work *Grimus* (1975) which is his debut novel. Flapping Eagle, the central character of the novel has to face the dilemma of identity even in his own homeland. He was an Indian but, because of his dark complexion he was treated as an alien even in his own homeland. He and his sister Bird Dog move from country to country in quest of their own identity. After the toils of eight centuries, they reached at a strange place named Calf Island. It was a mysterious land.

*The Reluctant Fundamentalist* (2007) by Mohsin Hamid highlights an oscillating and eloquent story of the protagonist's search between two nations Pakistan and America for the sake of his own true identity. He would not be able to know his true self if he had not spent four years in America. Changez, in spite of his all efforts fails to assimilate with the cosmopolitan society of States. The writer shares the diasporic experiences of Changez. After the attacks of 9/11 the world changed its attitude toward Eastern especially Muslims. Despite being a true lover of



America, he feels himself like a stranger there. The natives started to treat him like an object rather than a human being.

## **Theoretical Framework**

### **Paul Gilroy on *Double Consciousness***

The theoretical framework of the present research is grounded in the diasporic theory that was presented by Paul Gilroy in the year 1993 in the book entitled *Black Atlantic; Modernity and Double Consciousness* and the concept of New Diaspora presented by Nicholas Van Hear in his Book *New Diaspora* (1998). Paul considers the book *Black Atlantic* is like a space of transnational development of culture. In contrast to the conventional Diasporic Theory, Paul Gilroy presents this theory in terms of double Consciousness. This theory was applied by Du Bois for the first time in the book entitled, *The Souls of black Folks* (1993) which present the struggles of African-Americans who are trying to assimilate to the new communities. This theory exhibited the multifaceted idea of oneself.

Paul Gilroy offers his model of hybridity to cope with the problem of dual identity. According to Erickson, the concept of Gilroy regarding Black Atlantic is that “it shatters the conventional structures of nationalism. It enlarges this field of elucidative framework by starting the field of studies of Afro-Americans” (Erickson, 1997, p. 506). His model comprises of "cultural exchange" and "product trading" which refers to the forced labor that ultimately presents Black Communities. Paul has shown that “the Black Atlantic is struggling to become both the Africans and Europeans via their own connections with their original land and roots. “Their political and ethnical structures transformed completely” (Brazil and Mannur, 2006, p. 49). He has used “the image of "ocean" for "liminal space" as compared to the leadership and



authority of the nation states” (Edwards, 2001, p. 45). Later scholars also used the images of water and migration for explaining the Black Diaspora (Tinsley, 2007).

In the book entitled as *The Black Atlantic: Modernity and Double Consciousness* Paul Gilroy (1993) has given a new dimension to the traditional diasporic study. According to him, assimilation with both cultures and societies is only the best choice to “home displacement” instead of developing the feelings of alienation and exile. Firestone (1970) sees double consciousness as double burden. Double burden is defined as the sense of “twoness” which means to see oneself through others lenses. Identity, as Paul Gilroy puts, has encountered an "essentialization" when it has been least expected: now it is put as the consequence of cultural and social history. Identity has drifted from its chronicled base and it has moved toward becoming realm of primordial things: It has turned out to be basic thing before history and culture, something significant and questionable to transformation, some portion of our stable being, restricting time and change. Permanent, primitive, stable and fixed identity leaves politics itself unimportant, in light of the fact that it restricts the powers and forces more than all else: organic and social legacy, relationship, country – every one of these things impact humans. “It has, and has consistently had, but one main, corruptive and compromising risk: difference. Life with difference is seen as none other than “life endangered,” securing the safety of its own collective identity only through separation or carnage” (Gilroy, 1997, p. 9).

According to Paul Gilroy, "conceptual understanding of the relation between nationality, race and culture are grounded in the sense of race and creed" (1993, p. 3). Furthermore, he asserted that the "self-conception of black settlers is defined on the basis of White British communities which are considered culturally enriched communities" (Gilroy, 1993, p. 3). The racial discourse in *The Black Atlantic* describes black identity that it does not what type of exile



that is, whether based on own choice or forced, whether it is everlasting or mortal no one wants to indulge himself in the issues of racism, cultural differences and ethnicity problems. All the writer, intellectuals, orators whosoever dislodge to the West they in spite of “their all attempts cannot resist these ethical and racial differences” (Gilroy, 1993, p. 19).

According to Gilroy (1993), racism when defined via the "black problem" is a way of "to observe racism along these ways as something fringe, peripheral to the fundamental examples of socio-political life can in its most exceedingly terrible indication, essentially underwrite the perspective on blacks as an outside issue, an outsider nearness visited on Britain all things considered" (p. 22). The feelings of *twoness* lead the individuals to recognize them as belong to nowhere. They are viewed as having spilt identity. They are outsider and insider at the same time. This is threatening for the stability of unity of social culture. The feeling of Double Consciousness may prove harmful for the mind and in turn the morality of the individuals who are experiencing them but it can be directed towards attaining the conscious of self. It helps them “to recognize themselves belonging to single true identity instead of having double identity” (Edles, Laura and Scott, 2005). For women experiencing double consciousness, this term was used as "double burden" (Firestone, 1970). Gilroy observed that the slaves develop a feeling of attempting suicide. They give preference to death than living alive to face “the inhumane and brutal attitude of the natives” (1993, p. 63).

Describing the political and cultural aspects of Black Atlantic, Gilroy reported that in order to the form a culturally stable society double consciousness can be proved a door way the attempting to be both European and black needs a special and different kind of Double Consciousness. The African Americans were attempting to accommodate the two societies so as to sustain their own identities. “Africa was regarded as homeland by the Africans and they hated



America as an alien land because they were taken there as slaves despite of their unwillingness” (Gilroy, 1993, p. 19).

For comprehending the feelings of Diaspora, Gilroy asserted, that issues of racism and ethnicity are grounded in the binary stereotypes of the West against the Blacks. Which are in response to essentialist and pluralistic society (1993, p. 102). Paul Gilroy believed that the previous Black English generations belong to two cultures White and Black same like present day Afro-Americans. In the present time, in this globalized world they are in “the antagonistic relationship with the Whites where they are rejected by the culture and Color consciousness of these communities” (1993, pp. 1-2).

While stressing the importance of the black culture and comparing it to the White, Paul Gilroy points out; the main concern of the diaspora studies is to differentiate between Black and white cultures. Diaspora is adhered to the sustainability of the Black culture which is as rich as white culture. The Americans want them to adopt their culture by completely losing their originality. American considers them inferior beings so as their culture. Gilroy is of the view that adoption of new culture maintains the social harmony. He describes three ways to look at diaspora. Diaspora results from the unwilling relation between the host culture and original culture. The first mode is the unacceptance of Blacks by the Whites. The second one is that the Africans consider Africa their original land. They do not want to forget their originality. They want to adhere to their roots. They have nationalistic approach in this regard. The third one is the acceptance of both cultures for universality (1993, p. 127).

The feeling of double consciousness is an internal conflict that is experienced by displaced groups in the foreign land. It comprises of looking at one self through the eyes of others particularly the foreign society in which the alienated group is living. The displaced group



adapts its own culture as well as the culture of the foreign land. The reconciliation of the two cultures leads to the composition of their identities. Gilroy (1993) proposed that the anguish of the Double Consciousness will be assuaged by “the emergence of the Black Atlantic which will end the Double Consciousness dilemma” (p. 207).

### **Van Hear on Neo-Diaspora**

Nicolas Van Hear (1998) also elucidates his idea of diaspora and asserts that diaspora is due to the lack of good relationship between many countries, disputes take place because of immigration. The inhabitants of native land did not tolerate the emigrants of other lands. In present scenario the trend has changed now they are endured by the people of host land. Furthermore, he explains and argues that exile and outcast is not everlasting yet alterable and changeable it might incorporate the development among countries either the homeland or the foreign land. In spite of the fact that displacement of exiles is certainly not a perpetual phenomenon, but it may well include the movement of exiles from native lands to host lands. It may indicate that there is no scenario of dispersal in the host lands, but there may well be the circumstances of exile which can be formed shaped, developed and created.

Nicholas Van Hear has additionally explored another idea of Diaspora wherein he demonstrates that the scattering and dispersion is the result of powers, for example, colonialism, neoliberalism and globalization. These powers are in charge of creating social, cultural, financial and political obstacles for individuals residing in the countries which compels them to dislodge in the outside terrains or remote lands. This type of Diaspora is known as Neo Diaspora.

The Critic Jenney Robinson (2002) states that:

The forces which produce Diasporas make complex social, political and monetary streams and associations. Diasporic people group at the same time associate with their



unique own 'homes,' and make associations with individuals from a similar diaspora inside their new area, just as connecting to diasporic individuals in different regions other than their home (p. 79-80).

By new diaspora implies the renewal or a building upon the standard idea of Diaspora which is focused on the wider areas related to culture, economy, politics, and social factors causing the development of this phenomenon, besides the analysis of multi-locality and self-awareness by the community. This idea additionally interprets the connections inside diaspora social gatherings to their ancestral lands, which are reflected by the methods for political and social bound with their genealogical terrains. He also describes some more qualities of Neo Diasporas, for example, considerations of coming back to local country, connections with the gatherings within diaspora and inability to acclimatize in the host nation.

There are two ways in the formation of diasporas, the first being the scattered population in many areas. This may result in gradual growth, emerging in the form of 'voluntary' or routine displacement, or through crisis, coercion, calamity, relegation or other forced migrations. "Exiles may also result from compulsion as well as choice; Diasporas develop because of aggregate procedures and conflicts" (Van Hear, 1998, p. 20). Diasporas are come about because of the blending of exiles and those individuals who move for monetary soundness, wedding an individual from host nation, concentrating in host nation or different reasons alluded as 'blended relocation'. With the stringent global movement and refugee 'regime' access to rich goals have turned out to be progressively restricted, in result class or money related standing, and related elaboration of frameworks shape the ability to immigrate.





## **Critical Reviews on American Dervish**

*American Dervish* (2012) is the debut novel of Ayad Akhtar. It has a great significance in the domain of Pakistani English fiction novelists because of its themes, symbols, content and subject matter. Langer (2012) in his article, *Stumbling through an American Muslim Maze* expresses his views about Akhtar's novel that the author has used binary oppositions in order to describe the clashes of our contemporary world and various societies.

Sheikh (2018) is also fascinated by the unique style of Akhtar and reviews that "American Dervish contains provocative themes. Akhtar has created a masterpiece which is a beautiful blend of sexuality and spirituality" (p. 2). Akhtar got recognition from its readers because of his sublime thoughts and ideas. Khan (2012) articulates that "the novel talks about cultural amalgamation by sticking to one's own beliefs. This will give rise to unity and equality in this world" (p. 3).

Blurb Hooman Majd (2018), author of *Ayatollah Begs to differ and The Ayatullah's Democracy* appreciates Akhtar's novel and admires his sublime thoughts. Akhtar's elegants and outstanding novel tells a story which most migrants can identify with, paying little heed to roots and origin however, reverberates especially with original Muslim-Americans who, in this globalized world, battle day by day with both the conflicts of societies and culture (p. 4).

## **Analysis**

### **Loss of Identity**

The loss of identity is a dilemma of immigrants. The situation became graver after the tragic 9/11 attacks. This novel also focuses on identity crisis since "the identity is dynamic and ever changing. It is not fixed and unalterable. There is fluidity and multiplicity in it. Anyone can have his own identity" (Tsang Sze Pui, Jappi, 2001, p. 5). Naveed abhors his religion and culture



and becomes a part of American culture. Once he arrived in America, he tries to assimilate with American community by eating pork sandwiches which is Chinese food too, ultimately, loses his Muslim identity. His hatred towards religion began from the time his mom implemented exacting standards and rules in their home. She used to wake them up early in the morning even she used to beat them for not praying on time. As Hayat elaborates that, “this is the reason of father’s abhorrence of religion that his mother used to give them corporal punishments for not praying. She does not give them food if he fails to give proper time to the religious knowledge. She used to hit them and abused them for not praying early on time” (Akhtar, 2012, p. 49).

Muneer was so much influenced by him that she too lost her faith. As Hayat says that my mother was a true believer of Islam. But gradually she too lost her faith because of keeping the company with father who has belief that the religion is for the fools and it is idiosyncrasy to follow the teachings of islam (Akhtar, 2012, p. 49). His state represents the condition of migrated families who attempt to tussle with their existence in the States and in the Globe too.

Naveed has a kind of hatred for religion and religious people. He does not like to mix up with them. He used to call them hypocrites. When he finds Mina and Nathan talking about some religious topic he says, that religion is for fools. It is absurd to talk about religion and your present conversation is a living example that “religion is a topic for fools” (Akhtar, 2012, p. 146). He believes that it is an idiocy to go to mosque for five times to pray. He thinks that those who go to mosque for five times a day they are stooges. They are “herd of sheep and hypocrites” (Akhtar, 2012, p. 48). Naveed contempts all aspects of religion as Randy Boyagoda says that Naveed is drunkard and lunatic. He himself is a Pakistani but he hates other Muslim immigrants. He thinks Islam a backward religion.



Hayat's father is a philandering alcoholic neurologist who wears his atheism proudly, scorns the local immigrant Muslim community, and regards all religions, and Islam in particular, as backward and embarrassingly crude (Boyagoda, 2012, p. 82).

Similarly, he stops Mina to teach Quran to Hayat. Mina says to him that I am living as guest with you all. Your father has stopped me to teach you religion. "I have promised him and I will stick to my promise" (Akhtar, 2012, p. 256). Mina, who has taken the responsibility of teaching basic principles of Islam to Hayat, stops teaching him which shows that she too has assimilated to American culture. She cannot resist the American life style. She becomes westernized. She changes her physical appearance and loses her true identity. She looks "modern and purely American in her new American style hair cutting" (Akhtar, 2012, p. 69).

Naveed has a keen interest in white prostitutes. Because of this reason their family ties disrupted. He does not like muneer's physical features. He, in comparison with white prostitutes says to her that "you are heavy weighted, darks in complexion and conventional in thinking" (Akhtar, 2012, p. 144). He himself was responsible for her hatred towards Muslim men. Her experience was really bad with him. She is of the view that Muslim men are mad for white prostitutes. As she says to Hayat, "To the Muslims you give a drink and then you will see them running after the white woman like crazy fools" (Akhtar, 2012, p. 17).

### **Assimilation**

The novel elucidates the impotence of a Bangladeshi Muslim immigrant Hayat Shah, the protagonist of the novel *American Dervish* (2012), who tries to assimilate with the culture of present country but he still remembers his roots. He has not forgotten his own ideology and beliefs which he has learnt from Pakistan. He is confused between adopting the religion of host land on one hand and the culture of cosmopolitanism on the other hand. All the characters are



trying to assimilate themselves with the culture and traditions of the host land. There are some characters such as Muneer that are hinge to their percepts and beliefs and are struggling to resist and reject assimilation. Similarly, there are a few other characters like Naveed shah who in spite of having illiberal backgrounds have assimilated with the cosmopolitan culture of host land easily. They have tried to integrate themselves with the new community. In the course of this process, they have repudiated themselves from their own culture and origin and are drifted away from their own faith and religion of their birth.

### **Hayat's Beginnings to Abjure Religion**

The life of Hayat is a blend of different identities from the beginning of the novel; his association, relations and affiliation with Rachel, a Jewish young lady, is a stage forward towards his likeness for Jews which means he is assimilating with the American culture and society. His mother was greatly influenced by the utmost civility of Jews. “That’s why I’m bringing you up differently, so that you learn how to respect a woman. That’s the truth, *kurban*: I'm bringing you up like a little Jew” (Akhtar, 2012, p. 101).

The father of Muneer has infused in her and other siblings that Jews are special creature. “They are blessed by God. They must be respected” (Akhtar, 2012, p. 111). Hayat has inherited this liking too from her mother as she says, that I have never met with my grandpa because he died too early before my birth but “I have heard that he had massive respect for them because he used to live with them in England after the World War II” (Akhtar, 2012, p. 118).

Hayat himself shows indifferent attitude towards religion in the beginning of the novel. Professor Edlestien, Hayat’s Class teacher delivers an anti-Islamic lecture in which he claims that Quran is not the directed and eternal word of God. Quran is not more than a fiction. Two of his Muslim Class fellows, Sehar and Ahmed get furious and leave the class in great anger while



Hayat keeps sitting in class, when professor asks him to leave the class he says, Professor there is no need to worry as “I’m Mutazalite” (Akhtar, 2012, p. 9). This is because of his mother who has instilled in his mind more love for Jews than Muslims. The beauty and graceful manners of Rachel, a Jewish girl, infatuates him and he feels himself completed in her company. He claims that, “it is because of her love and affection that I head over heels fall in love with her and became an American completely” (Akhtar, 2012, p. 345).

His eating of Bratwurst also shows that he has adopted the American culture completely. A vendor had given him that pork laden dish mistakenly. As mentioned in the prologue I turned to call the vendor back to return him the sausages but he was already gone. Then I thought that why should not I eat it. Therefore, I made up my mind to eat it. I closed my eyes and opened my mouth and took a small bite. I felt the taste. It was enjoyable to eat. At that moment “he felt himself silly for not eating it before” (Akhtar, 2012, p. 4). Here we see protagonist eating pork sandwiches i.e. Chinese food. Pakistani Diaspora community once go abroad, do cast away religious apparel and enjoy being diaspora.

Mina’s efforts to teach him Quran proved futile because Naveed does not want him to learn Quran. “There's Hayat's father, a secular humanist who doesn't want to be bound by the limits of scripture” (Writing About The Midwestern Muslim Experience, 2012, p. 50). Muneer and Naveed both drift away from the religious teachings. They turn deaf ears to religious creeds that is why, Mina attempted to resuscitate the faith of the family who has lost in American society. Hayat was infatuated by the physical grace and beauty of Mina. He wanted to remain close to her therefore; he agreed to learn Quran from her. His infatuation towards Mina was not only physical but spiritual too. He had never heard any religious stories and events from his father or mother. The only stories he had heard from his mother were father’s stories with



*“White Mistresses”*. As he says, “I have heard many tales about my father’s mistresses than anything else” (Akhtar, 2012, p. 33). Hayat wanted to save his parents from the tortures of hellfire therefore, he was eager to become a Hafiz. Mina has told him that “Every *hafiz* earned not only his own place in Paradise but his parents’ as well” (Akhtar, 2012, p. 137). She has told him it is the greatest act which a person can do in his life. Haysat was happy and satisfied that though his father has illegal relationships and he is drunkard now he will become the source of his salvation.

In the end of the novel, he pleads God to forgive his father and not let him to be “scourged in the flames of hellfire”. He sees that his father is calling him for help. He is burning in hellfire. The flames are getting higher. He was yelling with pain. I pleaded God to forgive him” (Akhtar, 2012, p. 136).

### **Naveed's Abhorrence of Religion and Quran**

Naveed does not want him to be a Hafiz. According to him, Quran will deflect him from embracing this culture and will create distances between him and Nathan. Hayat was shocked to hear that Mina is going to marry with Jew, a community which is cursed by God as mentioned in Quran. He talks to Mina and argues about their status in Islam. He misinterprets the verses of Quran to justify his misdeed. Mina gets furious and rebukes him that it is not like that. It is not written in Quran in the way as you are describing it. Hayat interrupts that Quran says this father is right. Mina scolds him that “these things are beyond your comprehension as you are young now” (Akhtar, 2012, p. 236)

Naveed, ripped the pages of Quran in to pieces in a fit of anger, tossed them on the floor and burnt them. Hayat was shocked. He had a firm belief that the pages will not catch fire but his



belief shattered when the pages caught fire. He got shocked. He was expecting that the Quran will not catch fire” (Akhtar, 2012, p. 249).

Hayat continued memorizing Quran secretly, so that, he could become a source to save his parents from hell. His futile learning of Quran in English exposed during Mina’s *Nikkah* ceremony when the Imam asked him for the recitation of the holy verses of Quran. He started to recite verses in English. Farhaz, a young Hafiz, started to laugh loudly. He made fun of Hayat on reciting Quran in English, “You are a swine. Nobody has ever told you that it is useless to memorize Quran in English” (Akhtar, 2012, p. 317).

Adnan Souhef, the Imam of Milwaukee Masjid, though appreciated Hayat for his efforts but he too disapproved the recitation of Quran in English. Hayat, in order to know whether his efforts will fruitful or not asks Imam, “Frahaz has said that it is futile to learn and memorize Quran in English” (Akhtar, 2012, p. 317). Imam replies that Arabic is the holy language of all the Muslims. Hayat inquires that does not it count if we read Quran in any other language. Imam asked again what you mean by this “count”. Hayat replies that I want to save my parents from the hellfire.

He was downhearted. He felt as everyone was mocking him. He gradually renounced Islam and its teachings. "While dreaming, he sees that holy Prophet (SAW) was leading the prayer. He turned his back there and comes out of the *masjid* and left them praying " (Akhtar, 2012, p. 229). After ten years, he met Mina on her death bed. In the epilogue he discloses his renouncing of Islam "I want to tell her that gradually I’m giving up on Islam. Now many years have gone. There is hardly anything left” (Akhtar, 2012, p. 325). Similarly, by the end of the novel, he confesses that it’s been ten years to barely touch the Holy Quran. “Inside the library, the return bin was filled with books. I didn’t wait or think any further and put the Quran on the



pile of books. I didn't kiss the cover of Quran as I normally used to do. About ten years ago, this was the last Quran that I had touched" (Akhtar, 2012, p. 341).

## **Conclusion**

The present research has analyzed that there are two noteworthy sorts of immigrants, the first one are the "rejectors" who dispose of the culture of the foreign lands in order to save themselves from all these conflicts they reject the culture of host land as we see the character of Mina in *American Dervish* (2012). There is another kind of immigrants' "acceptors" who have fluid and mixed identity and despite of having conservative backgrounds have easily assimilated with the cosmopolitan culture of host land, as Naveed in *American Dervish* (2012) who abjures his religion in order to integrate himself with the new community. In the course of this process, they have repudiated themselves from their own culture and origin and are drifted away from their own faith and religion of their birth. He has become more American and considers himself to be a part of American Culture and Western society.

America promises the immigrants to provide them a bright future, equal rights, justice, a society free of racial discrimination, freedom of religions, liberty of traditions, adoption of local languages, and many more but the author highlights the snags and troubles of the immigrants who migrate to America with the dream of new life and their *American dream* shatters like broken glass when they reach there. Therefore, the immigrants are left with no other option than to assimilate with the American society. This choice becomes easy for them because of the disillusionment with their ancestors' culture. As a matter of fact, their parent's culture is linked with a traumatic and horrendous past and clung to out of a feeling of recognition and security that are hurtful for their kids, which are resulted in the loss of hopes of the parents by the end of the novel.





The text selected for analysis is not of old times, it portrays the situations which are a decade old. In the present scenario, the situations are bit different than the past. Now, the host nations have changed their attitude toward the diasporic communities. Their present policies are in the favor of diasporic communities, which have minimized the trauma of identity loss. Now the immigrants are free to adopt their own culture they have freedom to enjoy their own selves. This is the reason because of which multicultural societies are emerging more and more.

### **References**

- Abubakar, I., Aldridge, R. W., Devakumar, D., Orcutt, M., Burns, R., Barreto, M. L., ... & Zhou, S. (2018). The UCL–Lancet Commission on Migration and Health: the health of a world on the move. *The Lancet*, 392(10164), 2606-2654.
- Adams, L. (2005). *Harbor*. Vintage.
- Akhtar, A. (2012). *American Dervish*. Little, Brown and Company.
- Ali, R. S. (2015). Loss of Identity in Ayad Akhtar's *American Dervish*. *International Journal of Literature and Arts*, 3(5), 80-87.
- Baldwin, S. S. (2005). *The Tiger Claw*. Vintage.
- Barnes, N. (1996). Black Atlantic Black America. *Research in African Literatures*, 27, 106.
- Berthomiere, W. (2005). Diaspora: An Overview of a Concept at the Crossroad of Nation-State and Transnationalism. *Comparative European research in migration, diversity and identities*, 25-32.
- Gilroy, P. (1993). *The Black Atlantic. Modernity and Double Consciousness*. Harvard: Harvard University Press. Retrieved on April 24, 2017, [http://www.sahistory.org.za/sites/default/files/file%20uploads%20/paul\\_gilroy\\_the](http://www.sahistory.org.za/sites/default/files/file%20uploads%20/paul_gilroy_the)
- Koinova, M. (2012). *Four Types of Diaspora Mobilization: Albanian Diaspora Activism For*



- Kosovo Independence in the US and the UK*. Foreign Policy Analysis. University of Amsterdam Retrieved on April 21, 2017 from [http://wrap.warwick.ac.uk/51467/7/WRAP\\_Koinova\\_fpa194.pdf](http://wrap.warwick.ac.uk/51467/7/WRAP_Koinova_fpa194.pdf)
- Larsson, P. F. (2018). Migration as a way to say no: Iranian migration to India and Malaysia. *Analele Universitatii Crestine Dimitrie Cantemir, Seria Stiintele Limbii, Literaturii si Didactica predarii*, (2), 125-141.
- Mehran-Razy, G. (2020). *Biting Sanctions: An Effective Strategy Against the Islamic Republic of Iran, or a Devastating Burden on Its Citizens* (Doctoral dissertation, Harvard University).
- Patton Jr, A. (2015). Civil rights in America's African diaspora: Firestone Rubber and segregation in Liberia. *Canadian Journal of African Studies/Revue canadienne des études africaines*, 49(2), 319-338.
- Shamsie, K. (2009). *Burnt Shadows*. Picador.
- Tidwell, J. E. (1998). *Double Conscious Brother in the Veil. Toward an Intellectual Biography of Sterling A. Brown*. Retrieved on April 24, 2017 from [https://kuscholarworks.ku.edu/bitstream/handle/1808/16541/Tidwell\\_Callaloo\\_DoubleConscious.pdf?sequence=1](https://kuscholarworks.ku.edu/bitstream/handle/1808/16541/Tidwell_Callaloo_DoubleConscious.pdf?sequence=1)
- Tölölyan, K. (2012). *Diaspora Studies. Past, Present and Promise. The IMI Working Papers Series. the Oxford Diasporas Programme*. Retrieved on April 21, 2017 from <http://www.migration.ox.ac.uk/odp/pdfs/WP55%20Diaspora%20studies.pdf>
- Van Hear, N. (1998). *New Diaspora*. UCL Press/ Routledge.
- Van Hear, N. (2009). The Rise of Refugee Diasporas. *Current History*, 108, 717.
- Van Hear, N. (2015). *Diaspora and Nation in the Indian Ocean: Transnational Histories of Race and Urban Space in Tanzania*. Bloomsbury Academic.



Van Hear, N. and Ruhs, M. (2014). *Irregular Migration As a Response to Geopolitical Shocks: The Long-Term Effects of Short-Term Policies*. COMPAS, University of Oxford.

Van Hear, N., & Crisp, J. (1998). Refugee protection and immigration control: addressing the asylum dilemma. *Refugee Survey Quarterly*, 17(3), 1-27.

Yemini & Berthomière. (2005). *Diaspora: A Look Back on a Concept*. Bulletin du Centre de recherchefrançais à Jérusalem. Retrieved on April 22, 2017 from <https://bcrfj.revues.org/257>



## **Exploring Cohesion Patterns Across Pakistani English Textbooks at Matriculation Level: A Corpus-Based Study**

*Taiba Kanwal*<sup>7</sup>

*Dr. Ali Raza Siddique*<sup>8</sup>

---

### **Abstract**

This research explores cohesion patterns in English textbooks for Matriculation level (Grades 9 and 10) in Pakistan, analyzing their alignment with Michael Halliday's model of cohesion. Using a descriptive qualitative methodology, the study investigates key cohesion tools such as personal and demonstrative references, substitution, ellipsis, conjunctions, lexical cohesion, and collocation. Findings reveal the integral role these cohesion elements play in ensuring textual coherence and facilitating student comprehension. The analysis also highlights the variability in the use of cohesion across different text types, including narrative, descriptive, and argumentative texts. Practical implications include recommendations for textbook writers to refine cohesion strategies for enhancing readability and comprehension. This study contributes to the understanding of cohesion analysis in educational materials, English language teaching, and the development of learner-centered academic curricula in the Pakistani context.

**Keywords:** Corpus Analysis, Pakistani Textbooks, Cohesion Analysis

---

<sup>7</sup> Taiba Kanwal is an M.Phil. Scholar, Department of English, NUML University Faisalabad Campus

<sup>8</sup> Dr. Ali Raza Siddique is an Assistant professor GCUF dept. of Applied Linguistics



## **Introduction**

“It is cohesion that distinguishes text from one random collection of sentences,” (Graddol et al., 2005, p. 225). Unlike a sentence (as a grammatical unit) a text (whether oral one or written) is a semantic (or communicative) and pragmatic unit (Quirk et al., 1985, 1423).

Cohesion concerns codes employed to knit together sentences and clauses so as to form meaningful, unified discourse (Cook, 2001, p. 151). These cohesive elements help to create textual coherence, that is, a text that is conveyed in a logical and comprehensible way.

Examining which cohesive devices (CDs) are used to facilitate learners' understanding and writing skills in the English syllabi in Pakistan is necessary. Effective communication requires textual coherence inter and intra-sentential. Inter-sentential coherence is about semantic relation between sentences, i.e. the reader has to build connections 'across' the text (Asher & Lascarides, 2003; Kehler, 2002). If these connections are not made, a text can lose coherence, as well as meaning. On the other hand, intra-sentential coherence concerns the grammatical (and semantic) relationship between sentences as determined by rules of phonology and grammar (Bublitz, 2011, p. 37).

Intra sentence relations and cohesion are given by Halliday and Hasan (1976) who state that cohesion is used to describe cohesive relations linking or extending beyond the sentence boundaries to achieve text unity or texture. Cohesion is established through five primary types of ties as identified by Halliday and Hasan (1976) that comprise of reference, substitution, ellipsis, conjunction and lexical cohesion. Cohesive ties by themselves make part in the total semantic unity of the text (Renkema, 1993, p. 40), thus each tie is reliant on some other with the other parts of the text to form a complete whole. An analysis of cohesive devices is essential as they lead the reader to obtain logical progression (Neubert & Shreve, 1992, p. 94).



According to Hellman (1995) a text without coherence, which serves to guide readers, becomes incomprehensible. Levy (2003) is of the view that coherence refers to connected events or ideas in a systematic sense. This study uses corpus-based approach to analyze the inter-sentential cohesive devices used in Pakistani English Matriculation books. The analysis is based on Halliday and Hasan's model of grammar, and lexical cohesive devices. Since languages vary as to the type and frequency of cohesive devices (Baker, 1992, p. 206), special attention is given in this analysis to the discrepancies and patterns specific to Pakistani English.

This analysis reveals the extent to which English syllabi employ cohesive devices to assist learners to acquire standard writing skills. This study examines the distribution of cohesive devices across expository, descriptive and argumentative books and the frequency and density of the same, as well as how such devices contribute to coherence and cohesion of the texts. It also compares these patterns with international standards to show points to be improved and gaps. This study contributes to improving curriculum design by examining the tools of language used in English syllabi to enable text cohesion and thereby support the improvement of writing skills of Pakistani learners in EFL/ESL contexts.

### **Statement of the Problem**

English language education is highly dependent on the quality and coherence of the instructional materials (chiefly textbooks) used in Pakistani schools. These English textbooks for 9th and 10th grades form the foundation for shaping students' understanding of using language, and reinforce the need for the construction of cohesive and coherent written discourse. But there are worries about the coherence of the chapters of these textbooks and the logical progression and internal logic in moving up from 9<sup>th</sup> to 10<sup>th</sup> grade level. Coherence is essential for leading students through a logical and integral sequence of ideas that will help them hone their writing,



reading and comprehension skills. What this means at a minimum though, is that if various chapters or grade level chapters aren't more coherent, it causes students to fragment their understanding of the material, and to not achieve at the necessary level.

There are some initial observations that the 9<sup>th</sup> and 10<sup>th</sup> grade English textbooks may not systematically integrate cohesive devices (i.e. references, conjunctions and lexical ties) throughout the text. While passages, or chapters, are presented as entities, they tend to be presented themed and linguistically isolated for students to see the interrelationships amongst the topics and concepts. As students struggle to apply cohesive and coherent writing techniques, this gap may make students under prepared to use them in advanced academic or professional writing. In an effort to address these concerns, this research focuses on two English textbooks used by 9<sup>th</sup> and 10<sup>th</sup> graders in depth and investigates cohesion within chapters and across grade levels. This research identifies patterns, gaps, and inconsistencies in how these cohesive devices are used and by doing so it offers actionable insights to curriculum designers, educators, and policymakers.

### **Research Questions**

This study seeks to answer the following research questions:

1. How do reference cohesion patterns in Pakistani English matriculation-level textbooks contribute to text coherence and facilitate students' comprehension?
2. What roles do conjunctions play in establishing logical relationships within 9th and 10th grade textbooks, and how do their usage patterns reflect the transition from interactive to formal academic writing?
3. In what ways do lexical cohesion strategies differ across matriculation textbooks, and how do these differences impact the descriptive richness and clarity of the texts?



## **Literature Review**

Several studies have examined the use of cohesive devices in various contexts of English writing, highlighting their crucial role in achieving textual coherence and enhancing comprehension. Rahman (2013) investigated the use of cohesive devices by Omani student teachers compared to native English speakers in descriptive writing. Utilizing Halliday and Hasan's (1976) framework, the study analyzed both grammatical cohesion (references, substitution, ellipsis, conjunctions) and lexical cohesion (repetition, synonyms). The findings revealed that native speakers employed a balanced variety of cohesive devices, whereas Omani students tended to overuse repetition and underuse devices such as ellipsis and substitution. Rahman concluded that effective use of cohesive devices is essential for textual coherence and recommended targeted pedagogical interventions to improve writing skills among Omani learners. However, the study's focus on a specific educational context limits the generalizability of its findings.

Cho and Shin (2014) explored the utilization of cohesive devices in English writing textbooks used in Indonesia and in the writings of Korean college students. Through corpus and text analysis grounded in Halliday and Hasan's framework, they examined sentence transitions, conjunctions, demonstratives, and lexical cohesion. Their results indicated that textbooks predominantly emphasize sentence transitions and conjunctions but pay limited attention to lexical cohesion strategies such as synonyms and paraphrasing. Korean learners showed limited use of sentence transitions and demonstratives, with proficiency gains associated with a reduction in such devices. The study emphasized the need for a more balanced approach to





teaching cohesive devices to enhance coherence in L2 writing. Nonetheless, the research was constrained by its focus on specific populations and textbook selections.

Abbas (2020) conducted a detailed analysis of grammatical cohesive devices in the story of Joseph (Yusuf) from the Holy Quran, focusing on their role in narrative techniques within religious discourse. Applying Halliday and Hasan's model, the study identified the frequency and distribution of references, substitution, ellipsis, and conjunctions across conversational and narrative sections. The findings showed that grammatical cohesion accounted for approximately one-third of the text, with endophoric references being the most prevalent, especially in conversational parts, which exhibited higher cohesion than narrative segments. Abbas argued that cohesive devices are vital for constructing coherence and facilitating interpretation in religious texts. While the study provided valuable insights into stylistic and functional aspects of cohesion in religious storytelling, its narrow focus on grammatical cohesion and a single narrative limited its scope, excluding lexical cohesion and broader textual features.

Bowen and Thomas (2020) examined how academic writers produce texture and coherence in real-time writing processes, using Systemic Functional Linguistics (SFL) as their theoretical framework. Their study analyzed nominal groups, grammatical metaphor, and thematic structures in essays written by both L1 and L2 university students, with data collected via keystroke logging software. Results indicated that L1 writers employed more complex nominal groups and cohesive devices, whereas L2 writers relied more heavily on textual themes. The authors suggested that teaching nominal group constructions and thematic organization could enhance L2 academic writing quality. Despite offering practical pedagogical insights, the study's



small sample size and focus on English academic writing limit the generalizability of its conclusions.

Collectively, these studies underscore the centrality of cohesive devices—both grammatical and lexical—in fostering textual coherence across diverse contexts, from second language learning to religious and academic discourse. They also highlight the pedagogical implications of balanced and context-sensitive instruction in cohesion to improve writing proficiency.

A 2020 study investigates how ISO standards such as ISO 19847 and ISO 19848 play a crucial role in maintaining data cohesion and compatibility within maritime systems. The research emphasizes the importance of integrating maritime terminology, data structure frameworks, and simulation processes to achieve operational efficiency and facilitate cross-industry data exchange. By analyzing shipboard data servers and sensor configurations through standardized data modeling, the study demonstrates—using simulation and visualization tools—that cohesive maritime data systems can optimize operational performance. The conclusions highlight the pivotal role of standardization in the future digitalization of maritime industries, though the study is limited by a lack of real-world examples and discussion of day-to-day challenges in ISO implementation. Despite these limitations, it provides valuable insights into the standardization processes needed to improve maritime digital systems.

In the realm of academic discourse, Kuswoyo et al. (2020) focus on English lectures delivered by native and non-native engineering lecturers, specifically examining the use of the cohesive conjunctions "and" and "so." Utilizing Halliday and Hasan's (1976) and Halliday and Matthiessen's (2004) frameworks, the study explores the frequency and function of these conjunctions as additive and causal devices in structuring logical arguments and information



flow. Analyzing 63,680 words from classroom lectures using a corpus-based methodology, the researchers found that both groups predominantly used "and" for additive relations and "so" for causal relations, with no statistically significant functional differences between native and non-native speakers. The study concludes that systematic and consistent use of specific cohesive devices is essential for clarity in academic discourse, although its focus on only two conjunctions and a relatively small, context-specific corpus limits its broader applicability.

Addressing the challenges of digital innovation, Fonseca and Gaspar (2021) examine the development of open digital twin systems for ships, focusing on terminology, data modeling frameworks, and metadata standards. The study identifies key obstacles in digital twin system interoperability and proposes open standards to enhance data integration. Through literature reviews and real-world case studies from the maritime industry, the authors argue that collaborative approaches to data standardization are critical for the success of digital twin systems. While the study offers valuable insights, its lack of experimental validation and focus on maritime applications may restrict generalizability to other domains, yet it provides a robust foundation for standardizing digital twin systems in maritime industries.

Alawerdy and Alalwi (2022) conduct an experimental study on the impact of explicit instruction of conjunctions on the paragraph writing skills of Saudi EFL students. Drawing on Halliday and Hasan's cohesion framework, the study examines additive, adversative, causal, and temporal conjunctions to determine whether explicit teaching can enhance cohesion in student writing. Forty-three first-year Saudi EFL students participated in pre- and post-tests, with results showing that the experimental group demonstrated substantial improvement in cohesion compared to the control group. The study concludes that explicit instruction of conjunctions is an effective



strategy for improving paragraph-level cohesion in EFL writing. However, its focus on conjunctions, small sample size, and restriction to first-year students limit the applicability of its findings to other contexts, though it offers important pedagogical insights for EFL writing instruction.

The analysis of lexical cohesion in news media is explored by Wiratami and Jayantini (2023), who examine the article "What's Next in the Search for the Imploded Submersible?" using Paltridge's (2000) framework. The study identifies and classifies repetition, synonymy, antonymy, hyponymy, and meronymy as types of lexical cohesion. Results show that repetition is the most frequently used device (71.3%), followed by synonymy and antonymy (each at 11.9%), and meronymy (4.9%). The authors conclude that lexical cohesion is essential for textual coherence and reader engagement, though the study is limited by its focus on a single article and the exclusion of grammatical cohesion analysis. Nevertheless, it highlights the importance of lexical cohesion in newswriting and contributes methodologically to discourse analysis in media texts.

Sidabutar and Tampubolon (2024) investigate the use of cohesive devices and situational context in English cultural text writing among sixth-semester students at HKBP Nommensen University. Using Systemic Functional Linguistics (SFL) by Halliday and Matthiessen (2013), the study examines references, conjunctions, ellipses, and lexical cohesion in students' writing. Fifty students' cultural, educational, and literary writing samples were analyzed qualitatively to determine the application of cohesive devices. The results show varying levels of mastery, with correct use of references and conjunctions but some errors in pluralization, indicating the need for targeted teaching strategies to develop writing skills. While the findings demonstrate that



cohesive devices significantly improve cultural text writing and structure, the results are restricted to cultural texts from one institution and may not generalize to other types of writing.

A discourse analysis conducted by Halimah et al. (2024) examines cohesive devices in a postgraduate thesis, focusing on grammatical cohesion (references, substitution, ellipses, conjunctions) and lexical cohesion (reiteration, collocation) as strategies for improving coherence and structure in academic writing. The introduction and selected sections of one postgraduate thesis were analyzed using a qualitative descriptive framework, with cohesive devices coded and their functions identified. The study finds that cohesive devices greatly contribute to the logical flow and readability of academic writing, emphasizing their importance for students. While the research provides an in-depth analysis of cohesion strategies, its scope is limited to a single thesis, restricting generalizability. Nonetheless, the findings are relevant for improving and teaching academic writing skills, particularly the use of cohesive devices in producing well-formed and coherent texts.

Davison and Hasaneen (2024) explore how collaborative and independent writing affect the use of cohesive devices in subsequent L2 individual writing. The study analyzes conjunctions, noun–reference pairs, and noun–synonym pairs to assess their role in supporting socio-cognitive and interactionist learning perspectives. Quantitative analysis of two EAP students’ pre- and post-test writing samples, along with qualitative analysis of collaborative writing dialogue transcripts, reveals that both collaborative and independent groups benefited in their use of cohesive devices, such as conjunctions and noun–synonym pairs, though there was a decrease in the use of noun–reference pairs. Discussions about cohesion were rare in collaborative writing dialogues and focused more on language use, with little evidence for enhancement by collaboration. While the



study combines classroom-based methodology with theoretical analysis, its limited transcript data and focus on particular cohesive devices constrain generalizability. However, it demonstrates that collaborative tasks can indirectly promote cohesion by raising language awareness.

Prasetya (2024) analyzes the use of grammatical and lexical cohesive devices in the abstracts of Scopus-indexed TEFLIN journal articles. Using Halliday and Hasan's (1976) framework, the study categorizes and analyzes references, conjunctions, repetition, and synonymy in nine abstracts from the journal's 2024 volume. Demonstrative references were the most frequent grammatical device, while repetition was the most frequent lexical device. The study concludes that cohesive devices play a significant role in improving coherence and acceptability of abstracts in academic writing, offering practical insights for writers aiming to publish in Scopus-indexed journals. However, the focus on a single journal volume limits the generalizability of the findings, though the study provides useful guidelines for improving academic writing, particularly in abstract creation.

Sukma et al. (2024) investigate the use and errors of cohesive devices in recount texts written by eighth-grade Indonesian students. Employing Halliday and Hasan's (1976) taxonomy of cohesion and qualitative content analysis, the study assesses grammatical cohesion (reference, conjunctions, ellipsis) and lexical cohesion (repetition, collocation) in texts produced by 50 students. The most frequently used device was references (52.19%), followed by conjunctions (27.7%), with ellipsis and substitution used less often. However, errors such as omission, redundant repetition, and misuse were common, indicating that students still struggle with language transfer issues. The study reveals that while students possess some proficiency in using



cohesive devices, they require specific instruction and practice to reduce errors. Although limited to a single student group and genre, the detailed error analysis provides significant implications for EFL writing instruction.

Finally, Hassan, Youhanaee, and Ghabanchi (2024) review the use of cohesive devices in translated and free narrative writings by Iraqi EFL learners, using Halliday and Hasan's (1976) framework. The study examines how intermediate learners at Kufa University employed different grammatical and lexical cohesive devices in narratives written and translated by 30 participants, compared to standard translations for accuracy. Results indicate that learners tend to underuse certain cohesive devices, often influenced by first-language patterns, and produce narratives shorter than native norms. The study finds that cohesive devices do not pose a high challenge or risk of fossilization for Iraqi learners, though limitations include a small sample size and reliance on narrative writing. Despite these constraints, the research offers useful insights into the use of cohesion in EFL contexts.

Collectively, these studies highlight the central role of cohesive devices—both grammatical and lexical—in enhancing coherence, clarity, and reader engagement across diverse genres and contexts. While each study provides valuable insights, most are limited by narrow scopes, small sample sizes, or a focus on specific genres or linguistic features. The literature suggests that explicit instruction and balanced use of cohesive devices are essential for improving writing proficiency, particularly in EFL and academic contexts.



## **Research Methodology**

This study employs a descriptive qualitative research design to analyze cohesion in the selected textbooks. According to Bogdan and Biklen (as cited in Saraka, 2020), qualitative research involves analyzing textual data where connections among ideas are maintained through linguistic devices. Warmadewi et al. (2021) further support the use of this method for organizing data systematically, which aligns with the approach adopted in this study. The data source comprises English textbooks used at the matriculation level in Punjab.

Data collection involved extracting textual content from the textbooks, followed by processing with specialized software to identify and quantify cohesive devices based on Halliday's (1976) framework. Initially, the Grade 9 textbook was classified according to the four categories of cohesion. AntConc software was then utilized to determine the frequency of each cohesive device. The results were compiled into an Excel spreadsheet for systematic analysis. The same procedure was applied to the Grade 10 textbook, allowing for a comparative analysis of cohesion patterns across the two grade levels.

The population for this research consists of two English textbooks used at the matriculation level, which hold significant influence in shaping students' literary and linguistic skills. The sampling approach is purposive, focusing on the entire content of both textbooks to comprehensively analyze cohesion. The two textbooks—Punjab Textbook Board editions for Grade 9 and Grade 10—serve as the samples. Each book was treated as a separate dataset to explore the distribution and function of cohesive devices in different academic stages.





## **Data Collection and Analysis Procedures**

The researcher began by compiling the complete textual data from each textbook to identify cohesive patterns within the lessons. Following Iskandar's (2009) descriptive qualitative analysis steps, the process included:

1. Identification of cohesive devices within the texts.
2. Categorization of these devices according to Halliday's model.
3. Organization of data into distinct dimensions reflecting references, substitutions, ellipsis, conjunctions, and lexical cohesion.
4. Comparative analysis of the two textbooks based on the categorized data.

This framework enabled a systematic evaluation of how cohesive devices are employed to enhance textual coherence.

## **Data Analysis and Discussion**

The selected textbooks were converted into plain text (.txt) files to ensure compatibility with linguistic analysis software. MatTagger was employed to extract features related to cohesion, generating output files that were subsequently imported into AntConc for concordance analysis. This process enabled the researcher to systematically search for and count occurrences of specific cohesive devices. The frequency data for both Grade 9 and Grade 10 textbooks were then compiled in Excel spreadsheets for further analysis. A comparative approach was adopted to examine the frequencies and patterns of reference, conjunction, lexical cohesion, ellipsis, and substitution devices, providing a comprehensive understanding of cohesion strategies in the textbooks and their potential impact on student comprehension.



The following analysis presents the data collected from the Grade 9 English textbook, organized according to Halliday's model and accompanied by frequency counts to illustrate the distribution of cohesive devices.

*Reference Cohesion* is evident through the frequent use of personal pronouns, demonstratives, and possessives. For example, the pronouns "I" (244), "we" (112), and "you" (219) appear prominently, reflecting an engaging, interactive style that directly addresses students and fosters a strong connection with learners. Notably, the masculine pronoun "he" (132) is used more than three times as often as "she" (42), suggesting a gender imbalance in representation. Third-person references such as "they" (90) and "it" (182) indicate an objective approach, though the relatively low frequency of plural forms points to limited collective or abstract references. The possessive "her" (405) is dominant compared to "his" (84) and "its" (17), further highlighting gender representation issues. Demonstratives like "this" (114) and "that" (226) are common, whereas "these" (61) and "those" (7) are underutilized.

In terms of *Conjunction Cohesion*, the data show extensive use of conjunctions to link ideas and maintain logical flow. "And" is the most frequently used conjunction (773), followed by "if" (262) and "but" (50), while connectors such as "moreover" (3) and "hence" (0) are rare, indicating a preference for basic additive and contrastive relations over more complex logical connectors.

*Lexical Cohesion* is achieved through repetition, modifiers, and variation. Noun repetition and synonyms appear 5,539 times, and attributive adjectives (2,392) and predicative adjectives (1,390) are also common. The frequent use of repetition suggests an emphasis on clarity and engagement, although it may also indicate limited lexical variety.



*Ellipsis and Substitution* are present but less prominent. The deletion of the subordinator "that" in clauses occurs 24 times, with split infinitives (2,011), split auxiliaries (970), stranded prepositions (2,689), and contractions (19,344) contributing to textual economy and fluency.

A similar analysis of the Grade 10 English textbook reveals both similarities and differences. The pronoun "I" is used 224 times and "we" 82 times, indicating a subjective approach, while "you" (187) maintains an interactive focus. "They" (41) and "it" (160) reflect objectivity and external references. Possessive pronouns such as "ours" (25) and "yours" (68) promote personal engagement. Overall, reference cohesion in Grade 10 demonstrates a balanced use of personal and possessive pronouns, enhancing descriptive clarity and narrative engagement.

Conjunction cohesion in Grade 10 is marked by the frequent use of "and" (685), with less frequent use of connectors like "moreover" (3) and "hence" (5), similar to Grade 9. Lexical cohesion is primarily achieved through noun repetition and synonyms (5,037), though the overall frequency is lower than in Grade 9, suggesting a shift toward more formal, less repetitive writing. Ellipsis and substitution are evident in the deletion of "that" (29) and the use of contractions (218), reflecting the writer's intention to maintain fluency and consistency.

### **Comparative Analysis**

A comparative summary of both textbooks is presented below:

| <b>Category</b>         | <b>Grade IX</b> | <b>Grade X</b> | <b>Difference</b> |
|-------------------------|-----------------|----------------|-------------------|
| Reference Cohesion      | 2,269           | 1,600          | 669               |
| Conjunction Cohesion    | 1,171           | 863            | 308               |
| Lexical Cohesion        | 10,440          | 5,975          | 4,465             |
| Ellipsis & Substitution | 25,038          | 5,640          | 19,398            |
| <b>Total</b>            | <b>38,918</b>   | <b>14,078</b>  | <b>24,840</b>     |



The data indicate that Grade 9 exhibits higher frequencies of reference, conjunction, and lexical cohesion, suggesting a more engaging and interactive text. In contrast, Grade 10 demonstrates a more formal style with reduced use of cohesive devices, aligning with a progression toward academic writing. Notably, ellipsis and substitution are underutilized in both textbooks, highlighting an area for potential improvement to enhance grammatical and textual variety.

### **Textual Examples**

Examples from the Grade 9 textbook illustrate the application of cohesive devices:

- *Reference Cohesion*: "They are provided opportunities for understanding expressive and narrative texts." (Links back to learners, ensuring referential continuity.)
- *Conjunction Cohesion*: "Moreover, students are encouraged to accept others' ideas." (Adds information and logical progression.)
- *Lexical Cohesion*: "The learners are provided with opportunities for learning expressive texts." (Repetition of "learners" maintains thematic focus.)
- *Ellipsis and Substitution*: "Some parts are necessary for understanding; others, less so." (Omission of repeated text ensures economy.)

Similarly, Grade 10 examples include:

- *Reference Cohesion*: "It is a disease of monkeys transmitted to them by mosquitoes." ("It" refers to the disease, maintaining coherence.)
- *Conjunction Cohesion*: "Because she was late, she missed the bus." ("Because" establishes a causal relationship.)



- *Lexical Cohesion*: "The disease spreads rapidly during epidemics. The disease can have severe impacts on populations." (Repetition of "the disease" maintains thematic focus.)
- *Ellipsis and Substitution*: "Ali can play cricket, and Aslam can too." (Ellipsis after "can" omits the repeated verb phrase.)

## **Conclusion**

The analysis of both textbooks using Halliday's model demonstrates that cohesive devices—reference, conjunction, lexical cohesion, and ellipsis/substitution—are fundamental in constructing logical flow and thematic connectivity. The Grade 9 textbook is more interactive and engaging, while Grade 10 adopts a more formal academic tone. Despite the effective use of cohesion, the over-reliance on noun repetition and underuse of substitution suggest areas for improvement. To maximize readability and comprehension, it is essential for textbook writers to employ a balanced range of cohesive devices across both levels.

## **References**

- Abbas, N. F. (2020). A stylistic study of cohesion in relation to narrative techniques in religious discourse. *Journal of the College of Education for Women*, 31(1), 1-13.
- Alawerdy, A. S., & Alalwi, F. S. (2022). Enhancing English as a foreign language university students' writing through explicit instruction of conjunctions as cohesive devices: An experimental study. *Frontiers in Psychology*, 13, 1053310.
- Abood, A. M., & Ali, M. K. (2024). The Arabic Translation of Cohesive Devices used in "The Midnight Library" Novel. *Journal of Language Studies*, 8(3), 226-236.
- Afifah, Y. A. N. (2024). *Grammatical and lexical cohesion in The Christmas Pig novel by JK Rowling* (Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim).



- Akif, S. S., Gill, A. A., Mahmood, M. A., & Mahmood, M. R. (2024, March). Examining Cohesion in Academic Writing: A Comparative Study of Organizational Skills in Pakistani and International Research Abstracts. In *Linguistic Forum-A Journal of Linguistics*, 6(1), pp. 38-47.
- Davison, I., & Hasaneen, A. (2024). How Does the Use of Cohesive Devices in L2 Individual Writing Change After Writing Collaboratively or Independently? *Theory and Practice in Language Studies*, 14(4), 976-984.
- Diep, G. L., & Le, T. N. D. (2024). An Analysis of Coherence and Cohesion in English Majors' Academic Essays. *International Journal of Language Instruction*, 3(3), 1-21.
- Espeleta, R. R. (2024). AA corpus-based study on the use of cohesive devices in the lesson plans of pre-service teachers. *Diversitas Journal*, 9(4).
- Efrida, N. (2024). An Examination of the Students' Narrative Writings' Coherence and Cohesion in MTs. Nurul Furqoon Binjai. *Jurnal Internasional*, 1(1), 31-40.
- Fonseca, Í. A., & Gaspar, H. M. (2021). Challenges when creating a cohesive digital twin ship: a data modelling perspective. *Ship Technology Research*, 68(2), 70-83.
- Hassan, J., Youhanaee, M., & Ghabanchi, Z. (2024). Overrepresentation and underrepresentation of cohesive devices in EFL learners' translated and free narrative writings. *Journal of English Language Teaching and Learning*, 16(33), 214-227.
- Halimah, M., Hidayat, D. N., Alek, A., & Baker, S. (2024). Discourse Analysis on the Cohesive Devices in the Graduate Student Thesis. *Journal of Language and Literature Studies*, 4(2), 484-495.
- Ibram, A. P. P. (2024). *An Analysis of Grammatical Cohesion In "Welcome To The World of*



- Audio Computers” Ted Video By Jason Rugolo* (Doctoral Dissertation, Uin Raden Intan Lampung).
- Kyvelou, S. S., & Ierapetritis, D. (2019). Discussing and analyzing “Maritime Cohesion” in MSP, to achieve sustainability in the marine realm. *Sustainability*, 11(12), 3444.
- Kuswoyo, H., Sujatna, E. T. S., Indrayani, L. M., & Rido, A. (2020). Cohesive conjunctions and So as discourse strategies in English native and non-native engineering lecturers: A corpus-based study. *International Journal of Advanced Science and Technology*, 29(7), 2322-2335.
- Liu, C. (2024). *A Contrastive Study of Lexical Cohesive Devices in Financial Academic Paper Abstracts*.
- Okeme, U. J., & Olagunju, T. S. (2024). Cohesive Devices in George Orwell’s Animal Farm. *VEJOH-VERITAS JOURNAL OF HUMANITIES*, 5(1).
- Prasetya, L. T. (2024). The Analysis of Cohesive Devices Used In Scopus-Indexed Journal. *Jolly Journal of English Education*, 2(1), 15-26.
- Rahayu, I., Sitihindun, I., & Sapari, G. G. (2024). An Analysis the Use of Cohesive Devices In Recount Text by Eighth Grade Junior High School Students’. *ARTISHTIC*, 1(1).
- Sidabutar, U., & Tampubolon, S. (2024). Students’ Performance in Cultural Text Writing Based on Situational Context and Cohesive Devices: A case study of Discourse Analysis. *Jurnal Onoma: Pendidikan, Bahasa, dan Sastra*, 10(1), 1091-1100.
- Tong, X. (2024). A Contrastive Study on the Cohesive Devices of English and Chinese Novels: A Case Study of Flipped. *Academic Journal of Humanities & Social Sciences*, 7(2), 169-175.



*Journal of Linguistics & Language Studies (JJLS)*

*Volume 1, Issue 2*

